

Free Schools in 2013

Application form

Special Free Schools

Completing your application

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

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

- **Section A:** Applicant details & declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of demand & marketing
- **Section F:** Capacity & capability
- **Section G:** Initial costs & financial viability
- **Section H:** Premises
- **Section I:** Due Diligence & 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 a special 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: **special.fsapplications2013@education.gsi.gov.uk**.

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**

plans) by 'Recorded Signed For' post to:

Free Schools Applications Team
Department for Education
3rd Floor
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

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
4th Floor
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

Data Protection

Personal data is collected on this form in order to consider an application to set up a 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	x	<input type="checkbox"/>
2. You have provided information to cover all of the following areas:		
Section A: Applicant details – including signed declaration	x	<input type="checkbox"/>
Section B: Outline of the school	x	<input type="checkbox"/>
Section C: Education vision	x	<input type="checkbox"/>
Section D: Education plan	x	<input type="checkbox"/>
Section E: Evidence of demand and marketing	x	<input type="checkbox"/>
Section F: Capacity and capability	x	<input type="checkbox"/>
Section G: Initial costs and financial viability	x	<input type="checkbox"/>
Section H: Premises	x	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size	x	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet	x	<input type="checkbox"/>
5. You have provided evidence that local authorities are willing to name the school in pupil statements	x	<input type="checkbox"/>
6. Independent schools/non-maintained special schools: you have provided a link to the most recent inspection report	<input type="checkbox"/>	<input type="checkbox"/>
7. Independent schools/non-maintained special schools: 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 special.fsapplications2013@education.gsi.gov.uk between 13 and 24 February 2012	x	<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, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 13 and 24 February 2012	x	<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, 4 th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 13 and 24 February 2012	x	<input type="checkbox"/>

Section A: Applicant details

Main contact for this application									
1	Name: [REDACTED]								
2	Address: Darlington Education Village [REDACTED] Darlington								
3	Email address: [REDACTED]								
4	Telephone number: [REDACTED]								
About your group									
5	<table border="0"> <tr> <td rowspan="5">Please state how you would describe your group:</td> <td><input type="checkbox"/> Parent/community group</td> </tr> <tr> <td><input type="checkbox"/> Teacher-led group</td> </tr> <tr> <td><input type="checkbox"/> Non-maintained special school</td> </tr> <tr> <td><input type="checkbox"/> Independent school</td> </tr> <tr> <td><input type="checkbox"/> Academy sponsor</td> </tr> <tr> <td></td> <td>X Other</td> </tr> </table>	Please state how you would describe your group:	<input type="checkbox"/> Parent/community group	<input type="checkbox"/> Teacher-led group	<input type="checkbox"/> Non-maintained special school	<input type="checkbox"/> Independent school	<input type="checkbox"/> Academy sponsor		X Other
Please state how you would describe your group:	<input type="checkbox"/> Parent/community group								
	<input type="checkbox"/> Teacher-led group								
	<input type="checkbox"/> Non-maintained special school								
	<input type="checkbox"/> Independent school								
	<input type="checkbox"/> Academy sponsor								
	X Other								
6	<p>If Other, please provide more details:</p> <p>The Education Village is a multi academy trust encompassing a primary academy, secondary academy and a special academy (which includes a 44 place BESD provision).</p>								
7	<table border="0"> <tr> <td>Has your group submitted more than one Free School application in this round?</td> <td><input type="checkbox"/> Yes</td> </tr> <tr> <td></td> <td>X No</td> </tr> </table>	Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes		X No				
Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes								
	X No								
8	If yes, please provide more details:								
9	<table border="0"> <tr> <td>In addition to any support/advice from the New Schools Network, did you put this application together with support from another company or organisation?</td> <td>Yes</td> </tr> <tr> <td></td> <td><input type="checkbox"/> No</td> </tr> </table>	In addition to any support/advice from the New Schools Network, did you put this application together with support from another company or organisation?	Yes		<input type="checkbox"/> No				
In addition to any support/advice from the New Schools Network, did you put this application together with support from another company or organisation?	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								

	<p>the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:</p> <p>Avec Partnership Ltd have provided consultancy support as part of their existing contractual support arrangements with the Education Village.</p> <p>There is no ongoing commitment regarding the Free School..</p>		
Details of company limited by guarantee			
11	Company name: Education Village Academy Trust		
12	<p>Company address:</p> <p>██████████ Darlington Co Durham ██████████</p>		
13	Company registration number: 07748248		
14	<table border="1"> <tr> <td>Does the company run any existing schools, including any Free Schools?</td> <td> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No </td> </tr> </table>	Does the company run any existing schools, including any Free Schools?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Does the company run any existing schools, including any Free Schools?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
15	<p>If Yes, please provide details:</p> <p>Springfield Primary School – 841 - 2659 Haughton School – 841 - 4285 Beaumont Hill School – 831 7031</p>		
Company members			
<p>The members of the company are its legal owners. We require that there are a minimum of three members. The 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.</p>			
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: ██████████		
	2. Name: ██████████		
	3. Name: ██████████		
	4. Name: ██████████		

	5. Name:
	6. Name:

Company directors

The company directors are appointed by the members and will eventually form the governing body that will oversee the management of the special 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 positions they will hold (add more rows if necessary):

1. Name:	██████████
2. Name:	██████████
3. Name:	██████████
4. Name:	██████████
5. Name:	██████████
6. Name:	██████████
7. Name:	██████████
8. Name:	██████████
9. Name:	██████████
10. Name:	██████████
11. Name:	██████████

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

Not yet appointed

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/or commercial or non-commercial organisations.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
----	--	--

21.	<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> • their name; • their Companies House and/or Charity Commission number, if appropriate; and • the role that it is envisaged they will play in relation to the special Free School. 	
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>	
Existing Providers		
23	Is your organisation an existing independent school wishing to become a special Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
24	Is your organisation an existing non maintained special school wishing to become a special Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
25	Is your organisation an existing independent school or a non-maintained special school wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
26	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
27	If Yes to any of the above 4 questions, please provide your six digit unique reference number here:	Springfield 114174 Haughton 114320 Beaumont Hill 114348
28	<p>If you are an existing independent school, non-maintained special school, state maintained school or an Academy, please provide the following information:</p> <ul style="list-style-type: none"> • the age range; • the current number of pupils on roll; • the current school capacity; and • the SEN currently catered for. 	Springfield Primary School – 4 to 11 plus nursery 210 plus 26 fte nursery – school is full Haughton School – 11-16 900 – current number on roll 835

		Beaumont Hill Special School 2- 19 232 and school is full Generic special school: PMLD SLD ASD BESD MLD SPLCN
29	<p>If you are an existing independent school, non-maintained special school, state maintained school or an Academy please provide the date of your most recent inspection report and a link to the report on the Ofsted or other Inspectorate website:</p> <p>Springfield Primary Academy – Ofsted Inspection June 2011 - Good with Outstanding Features [REDACTED]</p> <p>Haughton Secondary Academy – Ofsted inspection September 2011 - Satisfactory with Good Features – [REDACTED]</p> <p>Beaumont Hill Special Academy – Ofsted inspection July 2010 Outstanding [REDACTED]</p>	
30	<p>If you are an existing independent school, non-maintained special school, state maintained school or an Academy, please provide a link to your performance data for the last 3 years:</p> <p>http://www.education.gov.uk/establishments/urn/114348/beaumont-hill-school/performance</p> <p>http://www.education.gov.uk/establishments/urn/114348/beaumont-hill-school/performance?ks=gcse</p> <p>http://www.education.gov.uk/establishments/urn/114174/springfield-primary-school/performance</p> <p>http://www.education.gov.uk/establishments/urn/114320/haughton-community-school/performance</p>	
31	<p>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:</p>	

	Not applicable
--	----------------

**Please tick to confirm that you have included
all the items in the check list.**

x

**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 a special Free School in accordance with the requirements outlined in the 'How to Apply' guidance 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 hardcopy versions of your application. Please use black ink.

Section B: Outline of the school

1	Proposed school name:	Education Village Trust Free School (working title)
2	Proposed academic year of opening:	September 2013
3	Proposed age range of the school:	<input type="checkbox"/> Pre-School <input checked="" type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If other, please specify:
4	The types/designations of SEN the school will predominantly cater for (please tick all that are appropriate):	NB: An outline of SEN designations can be found at Annex B of the special 'How to Apply' guidance. <input type="checkbox"/> Specific Learning Difficulty (SpLD) <input type="checkbox"/> Moderate Learning Difficulty (MLD) <input type="checkbox"/> Severe Learning Difficulty (SLD) <input type="checkbox"/> Profound and Multiple Learning Difficulty (PMLD) <input checked="" type="checkbox"/> Behaviour, Emotional and Social Difficulty (BESD) <input type="checkbox"/> Speech, Language and Communication Needs (SLCN) <input type="checkbox"/> Autistic Spectrum Disorder (ASD) <input type="checkbox"/> Visual Impairment (VI) <input type="checkbox"/> Hearing Impairment (HI) <input type="checkbox"/> Multi-Sensory Impairment (MSI) <input type="checkbox"/> Physical Disability (PD) <input type="checkbox"/> Other (please specify below)
5	Proposed maximum capacity as a special Free School:	30
6	Date proposed school will reach expected capacity in all year groups:	September 2016-18

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 your proposed school to have 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 provide details here (please be as specific as possible):	
10	Will your school provide residential provision (ie where a statement specifies residential provision is required to meet the child’s SEN)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
11	If Yes, please provide details here:	
12	Post code of the preferred site of the proposed school:	
13	Local authority area in which the proposed school would be situated:	Darlington
14	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	N/a
15	This application form is designed to be used for special applications (as defined at Annex A of the ‘How to Apply’ guidance). If the school you are proposing does not really fit the definition of special but does not fit the definitions of mainstream, 16-19 or alternative provision 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. n/a	

Section C: Educational vision

Please refer to page 14 of the 'How to Apply' guidance for what should be included in this section.

- The proposal to develop a free school is **in response to demand** from parents, the Local Authority and Darlington primary schools to develop a separate primary BESD provision which would address increasing numbers of children with statements of BESD across Darlington, the Tees Valley and Durham and North Yorkshire. There is currently a high demand and lack of space within existing provisions in all of these regions and the proposed free school would address these issues by providing full time, specialist primary provision for children both within and outside Darlington authority.

Currently primary pupils with BESD are placed within the specialist BESD provision the '██████████' within Beaumont Hill School (BHS) part of the Education Village Academy Trust (EVAT). The centre provides education for 44 pupils aged between 6 and 16 years.

Both historically and currently the number of primary children on roll is comparatively small and currently makes up 13% of the total number within the special school. This leads to an acknowledged lack of specialist provision for statemented primary pupils with BESD in Darlington and the surrounding areas.

Our offer is based around two strands:

1. Statutory education provision for 30 children with statements of BESD aged 4-11. Statutory provision will be enhanced through our access to EVAT specialised BESD resources. This is the basis of the Special Free School Application
2. Inreach/outreach behaviour support for children and their families in order to assess their individual needs and develop appropriate provision. These are complimentary services outside the scope of the Free School application.

The proposed location is referred to in Section H as one of two potential sites in Darlington.

- The school's distinctive **vision and ethos** will be drawn from association with its family of schools within the Education Village Academy Trust(EVAT) . This ethos centres on using a wide range of specialist expertise and access to outstanding facilities and resources to promote emotional well-being, resilience in learning and well-rounded individuals who can make rapid progress towards reaching their full potential. We are committed to offering outstanding provision in every aspect of school life and our **Education Plan in Section D** aims to enact our vision and ethos by:
 - providing a high quality full time, whole year, education for primary aged children with BESD and associated learning difficulties, for example speech, language and communication depending on diagnosis of primary need which can hinder their academic progress.
 - providing individual and identified therapeutic intervention to allow children

to develop their own strategies and coping skills to successfully handle their own emotions.

- meeting the diverse needs of this group of children allowing them to acquire and develop skills necessary to maximise the learning opportunities of a secondary education thereby fulfilling their true potential academically, socially, emotionally and behaviourally.
- providing support and guidance for families of children with BESD by helping to develop their ability to nurture and parent effectively
- providing opportunities for children to form positive relationships/attachments with reliable adults with whom they can develop a sense of trust, encouraging a sense of belonging, allowing the development of confidence and the promotion of positive self-esteem.
- helping children to develop an inner resilience allowing them to cope with those aspects of their lives that currently act as barriers to their social and emotional development and academic engagement and progress.

- Our **aspirations** for our pupils are ambitious:

We want our pupils to:

- achieve at the highest level possible in all areas of school life: academic, social, emotional and physical.
- develop lively and enquiring minds, formulating questions and seeking answers in a variety of ways.
- develop a sense of self esteem and self discipline, allied to a positive ethos of community involvement and responsibility.
- acquire a growing awareness and sensitivity towards the needs and rights of others.
- become responsible for their own actions and decisions, whilst developing moral and ethical values.

We aim to:

- provide a nurturing and friendly environment where pupils are respected and valued and where individual needs are recognised and supported.
- bring out the best in every child, irrespective of any barriers to learning they may have and regardless of their gender, race, colour or religious beliefs.
- provide for each child as many different experiences, ideas and activities as possible in a safe and secure environment.
- support children in leading an independent and purposeful life, preparing them for work or further education and promoting citizenship to encourage them to consider the needs of their local and wider community.
- offer a broad and balanced curriculum modified to meet individual needs where appropriate.
- create an atmosphere which encourages teamwork and values the contribution of all partners in the context of a shared acceptance and understanding of EVAT's ethos and vision.
- motivate staff by strong leadership which inspires, offers a compelling

vision and empowers through distributed responsibility

- Through the **affiliation** with the Education Village Academy Trust, the proposed school will become part of a pioneering yet established partnership, whereby the three schools working together *collectively* have rapidly increased *individual* outcomes.

Beaumont Hill School is a highly successful school, judged by OfSTED in June 2010 to be 'Outstanding', whilst Springfield Primary School was judged by OFSTED in 2011 to be 'good' with several 'outstanding' features. The Education Village Academy Trust (EVAT) therefore has a strong track record in special and primary provision, and particularly in BESD provision. Ofsted's main findings cited 'an outstanding quality of education for its pupils who start at the school with low and very low standards because of their personal difficulties...The progress for those pupils with BESD difficulties applies in particular to improved attendance, behaviour and attitudes to learning, including the personal attitudes shown towards staff and other pupils in the school'.

The EVAT also works extensively with a range of partners that include other local schools, the Local Authority, Health, Police and local community. The proposed school would have access to this established network of partners. Pupils will be valued both as individuals and as part of the wider EVAT community which aims to provide a safe, happy, caring and well-ordered environment within which every child can thrive.

The proposed school would share EVAT's three overarching priorities:

- Increase learner progress
- Develop successful learners
- Impact on the social, moral, spiritual and cultural development of pupils

We will pride ourselves on offering a personalised approach, drawing on the full range of expertise and wide provision within the EVAT. We believe that, using the established and proven strong leadership, management and governance structure of the EVAT, we can provide the right level of resources and expertise to enable a successful primary BESD free school to be established and to flourish.

Section D: Educational plan – part 1

In the table below, please provide the proposed numbers in each year group at point of opening and an explanation of how pupil numbers will build up over time. Please add additional rows/columns if appropriate. If you are an existing independent school or non-maintained special school wishing to become a Free School, please use the first column to show how many pupils you currently have.

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

	Current number of pupils as at January 2012 (if applicable)	2013	2014	2015	2016	2017	2018	2019
Pre-School								
Year 1								
Year 2	2	1	2	2	3	3	3	3
Year 3	3	1	2	2	3	3	3	3
Year 4	3	2	3	4	4	4	4	4
Year 5	4	5	7	9	10	10	10	10
Year 6	6	7	7	9	10	10	10	10
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Total	18*	16*	21*	26	30	30	30	30

*Based on known Darlington Pupils Only

Section D: Education plan – part 2

Please refer to page 15-17 of the 'How to Apply' guidance for what else should be included in this section.

D1 – Curriculum Plan including core areas of learning

Curriculum Aims and Objectives (based on Curriculum Policy [Annex D1.1](#))

The curriculum plan for the proposed free school is designed and based on the best practice of the BESD phase of the EVAT which Ofsted endorsed. “*The curricular provision is well-organised and makes excellent use of the extended learning opportunities within the federation of schools*” Additionally, the EVAT special school (Beaumont Hill) was praised by Ofsted (July 2010) for pupil outcomes in relation to literacy and numeracy. Social, Moral Spiritual and Cultural (SMSC) development was cited as ‘outstanding’.

At the proposed Free School the curricular provision will promote and develop the social and emotional skills which will help our children to manage the behaviour which impairs progress and allow them to achieve their potential. In addition we will support them with any specific learning difficulties. The aims of our school curriculum are:

- To enable all children to learn and develop their skills to the best of their ability
- To promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid base for lifelong learning
- To teach children the core skills of literacy, numeracy and information technology which underpin many aspects of learning
- To enable children to be creative and to develop their own thinking
- To teach children about their developing world, including how their environment and society have changed over time
- To help children understand Britain’s cultural heritage
- To enable children to be positive citizens in society
- To teach children to have an awareness of their own spiritual development and to understand right from wrong
- To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
- To enable children to have respect for themselves and positive self-esteem, and to be able to live and work co-operatively with others.

Preamble

Whilst we have embraced the National Curriculum wholeheartedly and feel that it is the right way forward for pupils who are hopefully to be integrated back into mainstream education, it can be a struggle for many BESD pupils to keep pace with the rate of work required to demonstrate the achievement expected.

Through the curriculum plan, we aim to maintain high standards of achievement, but we know that the pressure of work can exacerbate the difficulties of BESD children to the

point where the system merely reinforces their failings. Whilst adhering to national initiatives e.g. 'Literacy & Numeracy Strategies' (see [Annex D1.2](#)) we must be realistic about the complex needs of our pupils. The curriculum will be regularly reviewed in an attempt to realistically address the increasingly complex needs of pupils experiencing BESD, whilst continuing to conform to National Curriculum statutory requirements and the Code of Practice for SEN(see summary document [Annex D1.3](#))

Curriculum Plan

The Free School curriculum plan is needs-led and skills-based. As such it has a much larger **Core Curriculum** than the National Curriculum. Some pupils may need to access EYFS curriculum depending on diagnosed need.

The Core Curriculum consists of:

	Subject	Frequency	Rationale
Core	English (Literacy)	1 hr per day	Annex D1.1
	Mathematics (Numeracy)	1 hr per day	Annex D1.2
	Science (KS 1 & 2) (Nat Curriculum)	discrete	
	ICT	1 hr per week discrete	use Lexia and Numicon software – integrated use of ICT in specific skills based lessons
	RE	1 hr per week discrete	Local Agreed syllabus + SMSC strands integrated across topic work
	PSHE/Citizenship		strands integrated across topic work
	Social Skills Development		SEAL & Dinosaur school using both strands are critical in addressing the needs of BESD pupils and their combined elements will permeate curriculum delivery (see rationales (Annex D1.4))
Foundation	History Geography Art Design Technology Music MFL	3 hrs per week taught thematically in termly topics over a two year cycle	(App D1.3) Where appropriate, links are made to Core Curriculum areas.

There may be some lesson withdrawal for individual need, for example, 1:1 Learning or Behaviour Support or therapeutic intervention

The curriculum will be enriched by:

Assemblies which emulate social groupings whereby core community values are embedded and during which pupils are encouraged to develop Social Moral Spiritual and Cultural values.

Monday: whole school assembly to promote a positive start to the week and to inform students of forthcoming events, it is also a period for collective worship

Wednesday: an SMSC themed topic prepared and delivered by rotational Home groups

Friday: celebration assembly acknowledges success and recognises achievements both academically and socially no matter how small, this time also reflects on possible areas for improvement.

Special Days (Friendship Day, Multicultural Day, Sports Day, Fruity Friday etc) Events (Harvest Festival, Pantomime, Regular Theatrical performances etc) Themed weeks (Anti-bullying week, Sports week, Healthy Eating, World Book Week etc)

Educational and/or Social visits

Forest School (For rationale see Annex **D3.7**)

Outdoor Education with a focus on developing social skills in an outdoor environment (For rationale see Annex **D3.8**)

Visitors (relevant speakers, linked to topic)

Curriculum Planning

Many of our children will have an academic attainment that is below their chronological age due to a disrupted education and/or additional specific learning needs. Planning is pitched at levels appropriate for the individual child following baseline testing. (See **Annex 3.1** Assessment for BESD)

Long-term Planning

We will agree a long-term plan for each Key stage class group. This will indicate what topics/areas are to be taught in each term. Long-term plans will be reviewed annually.

The review of the long-term planning allows for the development of a curriculum that is best suited to individual class-groups which may contain pupils of different ages, abilities and additional needs. Any changes to long-term plans will be considered and agreed between the Head Teacher and the class teacher. Any changes will be reported to the Directors through a Curriculum update document.

Included in the long-term planning for the year are special days such as Friendship day and Multicultural Day. These allow for suspension of the usual timetable to allow children to work in different groups and explore wider educational themes as well as develop social skills. Flexibility exists within the curriculum to introduce additional whole or part days for all or some pupils to be involved in specific age based activities.

Medium Term Planning

Medium term-planning covers half-termly plans for Core Subjects and termly plans for Foundation subjects. Medium term plans show the learning objectives, SEAL objectives and the learning activities that will take place to meet these objectives.

Medium term-planning is submitted for monitoring at the start of each-half-term. It is

recognised that there may be a need to adjust planning because in the professional judgement of the teachers, more time is needed to consolidate learning or an area has been covered more quickly than anticipated. Such modifications are highlighted on planning sheets.

Short Term Planning

Short-term plans will be written on a weekly or daily basis. These set out the learning activities for that day. It is at the classroom level of planning that there is the greatest need for flexibility. Due to the complex nature of the behaviour of our children it will sometimes be pertinent to suspend the lesson content to deal with the behavioural issue. It may be necessary to suspend the lesson content to cover some special event.

It is also recognised that individual children may need to attend 1:1 sessions for speech & language, learning support, behaviour support, reading, exercises and counselling and that this requires a flexible approach to class-room activities.

Key Skills & Thinking Skills

Children learn, practice, develop and refine a range of skills during their school career. Some of these skills are specific to certain subjects; others are universal and support learning in all subjects. These skills underpin learning throughout the school and will be embedded in our curriculum delivery:

Key Skills:

Communication – including listening, speaking, reading & writing

Application of number – including mental calculation skills and learning how to apply these skills to solving number problems

Information technology – including using technology to find, analyze, interpret and present information.

Working with others – including the ability to work well with others as a team member or team leader and considering the views of others

Improving own learning and performance – including evaluating performance and understanding what is needed to improve

Problem solving – including how to apply common techniques to solve problems in a variety of contexts and situations in any aspect of life.

Thinking Skills:

Information-processing skills - enable pupils to locate and collect relevant information, to sort, classify, sequence, compare and contrast, and to analyse part/whole relationships.

Reasoning skills - enable pupils to give reasons for opinions and actions, to draw inferences and make deductions, to use precise language to explain what they think, and to make judgments and decisions informed by reasons or evidence.

Enquiry skills- enable pupils to ask relevant questions, to pose and define problems, to plan what to do and how to research, to predict outcomes and anticipate consequences, and to test conclusions and improve ideas.

Creative thinking skills - enable pupils to generate and extend ideas, to suggest hypotheses, to apply imagination, and to look for alternative innovative outcomes.

Evaluation skills- enable pupils to evaluate information, to judge the value of what they read, hear and do, to develop criteria for judging the value of their own and others' work or ideas, and to have confidence in their judgments

Homework

One of the aims of our school is for children to develop as independent learners. We believe that homework is an important way in which children can acquire some of the skills of independent learning. However, we also acknowledge the important role of play and free time in a child's growth and development.

The aims of homework are:

- to help children develop the skills of an independent learner
- to consolidate and reinforce learning done in class
- to allow children to practice skills taught in class
- to help children develop good work habits for the future

Homework will be given to all pupils. The homework will be set at a level that the individual child can manage with minimal intervention from an adult. Homework will be usually literacy or numeracy based.

Quality Assurance and accountability: Curriculum Area Coordinators

The primary role of the CAC coordinator is to:

- provide a strategic role and direction for the subject
- support and offer advice to colleagues on issues related to the subject
- monitor pupil progress in that subject area
- provide efficient resource management for the subject

CA co-ordinators will have Planning, Preparation and Assessment (PPA) time each week so they can carry out the necessary duties involved with their role. It will be the role of CAC to keep up to date with developments in their subject at both national and local level. They will review the way the subject is taught in the school and plan for improvement. This development planning links to whole school objectives and will be, whenever relevant, included in the School Improvement Plan. Each CAC will review the curriculum plans for their area ensuring that there is appropriate coverage and progression planned.

Curriculum Budgets

Each curriculum area will have its own budget, which is set at the beginning of every financial year CACs will be responsible for managing the budget for their subject area. All requests for additional funding for innovation or enrichment will be addressed in the first instance to the Headteacher.

D2 School Timetable and Calendar

Because the proposed free school will be part of the EVAT and the schools share members of the same families in several instances, we have chosen to structure the calendar in accordance with the existing EVAT calendar which has a conventional school year structure. Additionally, the established Federated schools have found it extremely useful to have shared continuing professional development days where skills and expertise can be shared across the Trust and the central ethos embedded (see 2012/13 calendar as an example [Annex D2.1](#))

The sample timetable on the page that follows is compulsory and indicates the structure of the school day the number and length of lessons. "A Day in the Life of a Pupil" gives a flavour of the provision from a pupil's point of view and extended day activities post 3.15 pm are optional.

A notion of flexibility needs to be built in to the daily activities and staffing so that provision can be finely matched to the needs of individual BESD pupils. Staff briefings will be held at the beginning and end of the day so that staff are keenly and promptly aware of any specific issues for individuals which need to be taken into account.

Exemplar Timetable

Darlington Free School Timetable

	Talk Time 8.45 – 9.30	Ass. 9.30 - 9.45	Lesson 1 9.45 – 10.45	10.45 - 11.00	Lesson 2 11.00 – 12.00	12.00 - 12.45	12.45 - 1.00	Lesson 3 1.00-2.00	2.00 - 2.10	Lesson 4 2.10-3.00	3.00-3.15	
Monday	Home Group SEAL Teat/toast	Assembly	English	Break/Snack Time (PHSE)	Maths	Lunch (Directed Play/Free Play)	Home Group (Peer Massage/Visualisation/R. Time) PHSE	Outdoor Education				CHOICE TIME – PUPILS REWARD TIME LINKED TO BEHAVIOUR TARGETS
Tuesday	Home Group SEAL Teat/toast	English			Maths			Science/ Topic	Break	ICT LEXIA	ICT	
Wednesday	Home Group SEAL Teat/toast	Assembly	Maths		English			Forest School				
Thursday	Home Group SEAL Teat/toast	PE/Swimming			Maths			SEAL	Break	English		
Friday	Home Group SEAL Teat/toast	Celebration Assembly	English		Maths			Topic	Break	MFL		

‘A Day In The Life of a Free School pupil’

- **TRANSPORT:** All students to be transported to school (utilising an escort to ensure safety and manage behaviour). To arrive at school for 8.45am
 - **8.45- 9.30am : HOME GROUP** Tea and toast available to all pupils to ensure that they have had some breakfast and to promote a positive start to the day. Also used to promote healthy eating and use of good social etiquette. Staff and pupils to go through home / school books to discuss issues arising. SEAL activities and ‘feelings tree ‘.
 - **9.30- 9.45am : WHOLE SCHOOL ASSEMBLY**
 - **9.45-10.45am : LITERACY LESSON:** National curriculum objectives, differentiated by individual need and identified on Individual Education Plan Supported by specific interventions including Lexia , Toe by Toe
 - **10.45 – 11.00am : SNACK TIME / BREAK TIME** (see snack time rationale **Annex D2.2**) Pupils sit around the table in a family environment and enjoy a hot drink or juice, toast and fruit. Staff sit with pupils to promote positive social interaction and behaviour, turn taking and good use of manners (modelling). This is an opportunity to initiate a relaxed group discussion, share general information and encourage positive relationships. When appropriate, pupils will use this time to check the ‘worry box’ and share/discuss any worries they might have. All pupils have allocated roles of responsibility and will clear away all of the snack time equipment, clean the table and brush their teeth.
 - **11.00- 12.00pm : NUMERACY LESSON** National curriculum objectives, differentiated by individual need and identified on Individual Education Plan. Supported by specific intervention including Numicon numeracy programme, number games etc.
 - **12.00- 12.30pm : LUNCH TIME** (Whole School)
 - **12.30 – 12.45pm :PLAY TIME** (Free play – directed play when appropriate).
- 12.45 – 1.00pm : HOME GROUP** (See rationale for D.). Pupils to engage in a variety of activities to promote self esteem, resilience , social , emotional and behavioural skills
- **1.00 – 2.00pm : Foundation learning (The Tudors - history/geog topic based learning)**
 - **2.00 – 2.10pm : AFTERNOON BREAK**
 - **2.10 – 3.00pm : ICT – discrete skills**
 - **3.00 – 3.15pm: CHOICE Time** Pupils to reflect on their behaviour during the day , linked to their individual behaviour targets and choose a free activity reward to acknowledge this.

- **3.15 pm : After school club** (extra curricular activities – rationale Annex D2.3)

Curriculum Enrichment

Pupils are encouraged to attend weekend and holiday activities in addition to regular after school clubs. This will include; camping, kayaking, outdoor pursuits, fishing, orienteering, cookery, cycling proficiency /bike maintenance, swimming/ life saving, animal husbandry and horticulture.

At the Free School parents are encouraged to participate in residential experiences and extra curricular activities with their children in order to strengthen family relationships and engage parents further into the life of the school.

- **Organisation of pupils**

Pupils will be based in ‘home’ groups designed to meet pastoral needs. Group constitution will be based on individual needs identified through Boxall profiling and the Goodman strengths and difficulty questionnaire (SDQ) (See below). The Home group will embed a sense of belonging and identity for our pupils. The home group will be vertical in nature to emulate a family unit and contain approx 7 children.

Literacy and numeracy teaching (core) and ‘topic’ teaching will be set by ability in order to maximise progress through focused and finely tuned teaching. Approx 7/8 pupils per group.

D3 Strategy for meeting pupils’ differing abilities

Before a child enters the school and during the first few weeks following admission, an assessment will be made of the child’s needs. This will include an academic Base Line Assessment and an assessment of social, emotional and behavioural needs (BOXALL profile and the Goodman SDQ Annex D3.1). In most instances the class teacher will be able to provide resources and educational opportunities that meet the child’s needs within the normal class organisation. If the child’s needs are more complex we will involve the appropriate external agencies such as Speech & Language Therapy, Occupational Therapy, Educational Psychology, CAMHS etc, when making assessments or providing additional resources and support.

The school will provide an Individual Education Plan (IEP) for all our children (**Annex D3.2**). This sets out the targets for improvement and the strategies used to support this improvement. These targets will be monitored and reviewed at the end of each term. Where appropriate, children are encouraged to contribute to the target setting and review process. The targets are linked to statement objectives and baseline assessment results. Every child will have their academic targets displayed in their classroom and on pack work folders. The school will also provide an Individual Care Plan (**Annex D3.3**) which focuses on social and life skill targets. As with IEP targets they are clearly displayed and regularly monitored and reviewed.

The curriculum is designed to provide access and opportunity for all children that attend the school. It will sometimes be necessary to adapt the curriculum in order to provide a more specialist provision that will meet the needs of individual children and for them to make progress towards the objectives specified in their Statement of Special Educational

Needs.

Gifted and talented pupils

As well as having their needs met in terms of curriculum challenge, the context of EVAT means that children who are gifted and talented in a particular subject can access mainstream Primary provision and in the case of the Arts, possibly accredited courses through the mainstream secondary. (Gifted and Talented policy Annex [D3.4](#))

Strategies to overcome barriers to learning

Individual support will be provided for children experiencing additional specific learning or behavioural difficulties using careful deployment of support staff. Teaching assistants may work on a 1:1 basis with our children to help them develop many of the skills needed to allow inclusion and access to the curriculum. They will support pupils in class, take pupils for developmental exercises or undertake 1:1 work with them.

Supporting pupil BESD need will include a wide range of strategies to be delivered during Home group times on the timetable. These include: Therapeutic intervention

Massage;

Visualisation;

R Time curriculum (see Annex [D3.5](#))

- **ICT** – the free school will benefit from high quality ICT support from the EVAT's own IT Systems team. As part of EVAT, the school will benefit from the managed services of this specialised team offering network reliability, broadband support, access to software and on-call technical support. ICT will feature strongly across both core and foundation curriculum for the following reasons:
 - gives pupils and staff immediate access to a rich source of materials
 - can present information in new ways which help pupils understand, assimilate and use it more readily
 - can engage, motivate and enthuse pupils and staff
 - has the flexibility to meet the individual needs and abilities of each pupil particularly in numeracy (Numicon) and literacy (Lexia)
 - provides the opportunity for increased forms of communication thus enhancing skills (For ICT Policy see Annex [D3.6](#))

Free school pupils will also have access to the **Forest School** which is located five miles from Darlington and run by a qualified Forest School practitioner employed by EVAT. The site has both indoor and outdoor learning environments and demonstrated success with BESD pupils who learn about the natural environment, learn how to handle risk, how to use their own initiative in order to solve problems and co-operate with others. (See rationale of Forest School Annex [D3.7](#))

The Free school will also be supported by the EVAT's team of four highly qualified **outdoor education** staff who work with teaching staff to plan and deliver outdoor learning experiences tailored to need. (See rationale for Outdoor Education [D3.6](#))

Other agencies :

Education Psychologist

CAHMS + Primary Mental Health worker

School Counselling service

Family Intervention (FIT Team)
LA Intervention for SEN Reviews etc
SALT
Domestic Violence/bereavement counselling from local hospice

The Free school will work intrinsically with Darlington's Behaviour Support Service and with other experienced professionals to achieve the best outcomes for our pupils and their families.

The Free school will also work closely with the Turnaround Provision which is a part-time complementary provision for pupils who are at school action plus stage for BESD. Although the funding for both of these services comes directly from service level agreements this will not detract from the close working model that we hope to develop. As many of the Free School pupils are initially identified through the Behaviour Support Service, this early identification will prove invaluable to the support and intervention which the pupils and families will require.

- Child and Adolescent Mental Health Services
- Education Welfare Officers
- Education Psychologists
- Special Educational Needs Team
- Substance Misuse Team
- Youth Offending Team
- Sure Start

- **Preparation for progression**

In keeping with the aspirations of the Free Primary BESD school, the critical progression for us will be the integration of pupils back into either full or part-time mainstream education. From time to time identified pupils may be ready to reintegrate either on a part time or full time basis. This will be identified through the Boxall Profile, Goodman's Strength and Difficulty Questionnaire (D 3.1) and by the pupil's progress. This will form part of the pupil's SEN Annual Review. Reintegration will always be considered sensitively through small, carefully planned steps with individual support throughout.

Following progression into mainstream, Support will also be offered through an outreach worker from the behaviour support service, in class support, CPD, teacher coaching and regular review of progress. Each pupil will require an individual reintegration plan. When full time reintegration has been identified as appropriate after successfully completing an individual reintegration plan the final stages are envisaged to take approximately six weeks. The length of time for the full procedure is dependent upon response / success of each individual and could take up to a year. (see sample Re-integration programme Annex **D3.7**)

For those pupils for whom it would not be appropriate to reintegrate a pupil into mainstream education, the progression route is into the EVAT secondary BESD provision and there will be a planned transition programme including a mentoring scheme with older positive role models.

The EVAT has an appointed Assistant Head and a transition support worker who work with all schools in the Trust raising aspiration, increasing awareness of employability skills and actively reducing potential NEETS and the Free school pupils would benefit

from this provision.

D4 Definitions and measures of success

- **Targets for success**

Our target setting system will be based on the premise that our pupils will make at least expected progress across the relevant Key Stage. We are however aware that when assessing students with a statement of BESD, a differentiated approach needs to be taken. Our teachers will be trained to have a fundamental understanding of the pattern of normal social and emotional development and;

- be objective and have regard to what is the acceptable norm for behaviour in the school as defined in the school's behaviour policy,
- be aware that the behaviour observed may not be as a result of an unmet emotional need and therefore there is a need to ensure that all other areas of development have been thoroughly assessed. This will include language and communication, cognition and learning, sensory and medical needs.
- be aware that the pupil may respond differently to different people in different contexts.

What is deemed as good progress needs to first of all value individual differences of students. It should recognise types of progression, whether it is linear, lateral or non-lateral and the reasons influencing progression for each student. Value judgements will be made which clearly state and exemplify what, outstanding, good, satisfactory and unsatisfactory progress is when setting targets. A range of benchmarking instruments will be used when setting targets, taking into account the strengths and weaknesses of each tool. This could include the national progression guidance document, progression guidance for special schools, CASPA (Annex 4.1) Raise Online and FFT D. Holistic assessment should take place, by knowing each individual student well both academically and socially. This will involve having accurate, consistent and reliable baseline assessment data. All these factors will allow sufficiently challenging targets to be set.

- **Reviewing and reporting success measures**

We are aware that all children need the support of parents/carers and teachers to make good progress in school. We strive to build positive links with the parents and carers of each child by keeping them informed about the way in which their child is being taught and how well the child is progressing. We inform parents/carers about what and how their children are learning by:

- Information will be sent to parents at the start of each year in which we outline the topics the children will be studying;
- Information shared through weekly family SEAL sessions.
- Home School Books will be used to share information from both parents and school.
- Sending Pupil Progress reports home every term, pupils also have an opportunity to express their views on their progress for the term. Parents have an opportunity to meet with the class teacher at these report times;
- Producing a detailed annual review report for discussion with parents/carers at the Annual Review
- Inviting parents/carers to School Performances, Sports Days and other special

events.

- Pupils are assessed regularly both summatively and formatively. We promote assessment for learning and encourage pupils to do self-assessment, peer assessment etc.
 - Assessment and tracking systems

The Assessment & Target Setting Systems(Annex D4.2) draws on best practice in all three EVAT schools and the EVAT context also allows opportunity for cross school moderation. The Free school will follow the process of data collection and Teaching and learning calendars which are well-established and supported by the EVAT Support team.

- Self-evaluation/quality assurance

All aspects of the school's provision including the quality of teaching and learning, performance management, rigour and validity of assessment and tracking will be evaluated following EVAT's established self evaluation procedures and outcomes are recorded on Schooli, part of the management information system.

D5 Behaviour management, pupil well-being and attendance

- Strategies for Behaviour & Attendance

The proposed Free School recognises that each pupil is an individual and we will use an 'open mind' approach to managing and encouraging positive **behaviour**. We encourage our pupils to see each other as 'individuals' and help them to reflect upon behaviours which are good or may need amending in themselves and others.

The proposed Free School knows that all children's needs must be met if they are to be able to interact positively with their world. (ref Maslow's Hierarchy)

The Free School will teach values as well as knowledge and skills. Our approach to behaviour management enforces our commitment to promoting respect, fairness, social inclusion alongside, progress in learning, whilst encouraging positive behaviours.

The proposed Free School recognises that repeated misbehaviour can:

- constitute a Special Educational Need in itself
- be indicative of a learning difficulty
- be indicative of a lack of social skills
- be indicative of emotional turmoil – either in or out of school

The Free School will not just expect pupils to behave well, our aim and responsibility is to organise ourselves in order to explicitly teach desired behaviours.(For Behaviour Policy see Annex D5.1)

The tracking and analysis of behaviour incidents will be recorded electronically on Sleuth the on-line system. Behaviour tracking data will be used to support both pupils and staff. (Summary of Sleuth Annex D5.2)

It is important that an BESD school has a clear Positive handling policy about which both staff, parents and pupils are clear. This is the positive application of force with the intention of protecting the child from harming themselves or others or seriously

damaging property. The proper use of positive handling requires skill and judgement, as well as knowledge of non-harmful methods of restraining.

Positive handling should only be used when all other strategies which do not employ force have been tried and found to be unsuccessful or in an emergency situation.

The staff in Darlington Free School recognise that the use of reasonable force is only one of the strategies available to secure pupil safety / well-behaved and also to maintain good order and discipline.

The physical intervention must only employ a reasonable amount of force - that is the minimum force needed to avert injury or damage to property, or to prevent a breakdown in discipline - applied for the shortest period of time.

All such events will be routinely recorded in the major incident report book.

Pupils' **attendance** will be tracked and analysed in accordance with EVAT policy. Close partnerships with parents will also seek to promote the benefits of regular attendance at school and the negative impact on progress that absence brings. (See Annex **D5.3**)

EVAT also employs its own PCSO who actively works with families known to us to reduce Persistent Absentees and that role would extend across the Trust

- **Pupil well-being, pastoral care & anti bullying**

The promotion of pupil well-being is central to BESD provision and all aspects of curriculum and intervention outlined so far seek to promote pupils' positive self esteem and self-worth.

Because The Free School is intended to be an inclusive provision, we have created a robust anti-bullying policy. We will encourage children to celebrate differences and diversity. We will provide an accepting, safe and stimulating environment where everyone is valued for who they are. We are committed to providing a caring and friendly setting for all of our pupils so they can learn in a relaxed and secure atmosphere. We believe that everyone has the right to be treated with respect at all times.

Bullying of any kind is unacceptable and will not be tolerated. We will take all incidents of bullying seriously. We will encourage our children to speak out against bullying. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively in accordance with our anti-bullying policy. This means that *anyone* who knows that bullying is happening is expected to tell the staff. (see Anti-bullying Policy Annex **D5.4**)

The SEAL curriculum which is integrated with all curriculum delivery is designed to promote well-being through the active promotion of emotional resilience, social competence and self-awareness (Curriculum content and sample lesson Annex **D5.5**)

- **Pupil safety**

We will consider safety as paramount in our criteria for the site chosen for our school. All staff are trained to a high level in all aspects of Child Protection. The Free school Safe-guarding policy and procedures are based on those already held by the EVAT schools and which have been endorsed by stringent Ofsted scrutiny (see **D5.6**) The purpose of this policy is to:

- afford protection for pupils
- enable staff and volunteers to safeguard and promote the welfare of children
- promote a culture which makes the school a safer place to learn

The Free school will take particular care to protect and promote the well-being of looked-after children. We aim to :

- promote a culture of high expectations and aspirations for how looked after children learn
- make sure the young person has a voice in setting learning targets
- be a source of advice for staff about differentiated teaching strategies
- appropriate for individual children and in making full use of Assessment for Learning
- make sure that looked after children are prioritised in one-to-one tuition arrangements and that carers understand the importance of supporting learning at home
- have lead responsibility for the development and implementation of the child's personal education plan (PEP) within the school.

Ofsted (July 2010): 'The school has good safeguarding procedures in place. The single central record complies fully with all requirements. Risk assessments for the use of the school building, and in meeting statutory health and safety requirements for activities taught are very good'.

D6 Local Community /its needs/plans for sharing facilities with other schools and the wider community

- Understanding of pupil intake

The Free school will work closely with its partner mainstream primary schools both informally with colleagues and formally through the Primary Schools' Forum to exchange information about individual pupils and share expertise. We work closely with the LA Behaviour Support Team identifying which children are 'coming through the system' and can anticipate specific needs and how the school might address them.

- Plans for working with other schools & education establishments in wider community

The most significant partnership for the school is the **EVAT** itself. The positive benefits and outcomes gained by the Federation of a Special School with a mainstream Primary and Secondary are ably demonstrated. All three school Ofsted reports point to the clear benefits of the symbiotic relationship between the family of schools: 'The curricular

provision is well organised and makes excellent use of the extended learning opportunities within the federation of schools.' (July 2010)

The EVAT Executive team have a proven track record of improving outcomes through close collaboration, sharing expertise and resources and partnerships with a wide range of agencies and organisations. Ofsted judged leadership and management as 'good' and said 'Senior leaders have a well-thought-out rationale and clear ambition to develop the integration of the three schools within the federation so that the quality of provision for all pupils' learning is extended to embrace all that the three schools can offer.'(July 2010) It is this model of practice which will be transferred to the Free School.

The Free School along with the EVAT Secondary BESD unit intends to offer expertise and advice on Behaviour support to **other schools** in the Local authority as part of a range of SLAs.

Abbey Hill Special School in Stockton on Tees has r been appointed by **The Schools Network** to run the SEN LIA for the North East. The LIA will develop leadership provision through a 'by schools, for schools' delivery model and courses are designed and delivered by leading headteachers and practitioners. This new LIA aims to do this in a more flexible way, enabling more schools to benefit from this high quality professional development and the Free School wants to be part of it.

- Promoting good community relations

The Free School intends to be very proactive in quickly building a positive relationship with the local community through making contact with church groups, local residents association etc. We intend to develop volunteering programmes so that our pupils who are not likely to be resident in the area interact with our neighbors. Equally we will actively promote the use of the school facilities and extended learning hours to the local community

Section E: Evidence of demand and marketing – part 2

Please refer to pages 18 and 19 of the 'How to Apply' guidance for what should be included in this section.

Evidence of demand:

As the leading provider of education to some of the Borough's most vulnerable young people, those with a statement of Special Education Needs for Behaviour, Social and Emotional Difficulty (BESD), we are very much aware of the current paucity of provision available for young people and their families and the clear local need for more BESD Primary school places.

Currently Darlington supports only six funded places for Primary age children with a statement for BESD. These places are available in Beaumont Hill Academy's Stephenson Centre, a provision that is part of the Education Village Academy Trust. All six places are currently filled but we are aware from discussion with the Darlington Local Authority SEN staff and from the [REDACTED] that additional places are desperately required to meet both current and future demand and parental preference.

This local need is further borne out by evidence from parents direct and the head teachers of the maintained and Academy primary schools in the Borough. Within the remainder of this section, we have set out for the Department our evidence for demand and the testimonies and endorsements for the proposed Special Free School received from parents, other schools and the Local Authority in Darlington.

Evidence to support the need for the school

Forecasting future demand for places for pupils with statements of SEN is always very difficult and can never be an exact science. Whilst in our application we are able to supply information on current numbers of pupils with a statement of SEN where the primary need is BESD and pupils currently undergoing statutory assessment where again the primary need is BESD, we are aware from discussion with the Local Authority and other schools that some young people currently SA+ will be being referred for statutory assessment in the coming weeks (initial papers have been lodged with the Local Authority). In relation to the application, we can only say with any degree of certainty what we believe will be the need in 2013, beyond this we must base our assumptions upon the additional information and evidence provided to us by parents, schools and the local Authority

At **Annex E1.1** we have provided the January 2012 Census information for Darlington detailing the breakdown of pupils on the SEN register. The census identifies there are currently 133 primary age pupils at SA+ and 18 primary age pupils with a statement of SEN where the primary need is BESD. The table below shows that these figures reflect a trend over a number of years when, although the number of pupils with a statement for SEN where the Primary need is BESD seem to be fairly static, the numbers identified SA+ do fluctuate increasing the potential for more referrals for statutory assessment. .

Year	SA+ (BESD)	Statement (BESD)
2009	90	21
2010	170	21
2011	154	19
2012	133	18

The Free school fully understands that not all students who have a statement for Special Education Needs where the primary need is BESD will automatically have the Free School named in their statement. It is our argument however that to improve the capacity and quality of provision available to parents, there is a clear need.

The only alternate provision is Darlington is a private placement but the cost of each placement is estimated at three times that of the Free School. In addition, there is under provision in adjoining authorities, Durham, North Yorkshire and Middlesbrough, a point referred to by the [REDACTED] (see below).

Naming of the Free School in Pupil Statements by the LA

The letter at [Annex E1.2](#) confirms that the [REDACTED] will name the Free School in pupils statements.

Parents

The context of such a bespoke Special School application does mean that parental support will be more qualitative than quantitative. Attached at [Annex E1.3](#) is a template of the survey form issued to parents or carers of pupils who either already have a statement of Special Education Needs where the primary need is BESD or have a child currently undertaking statutory assessment. Also in [Annex E1.3](#) is a copy of the replies of each parent or carer. These views reflect very strongly the views of the parents of these very troubled and vulnerable young people that the current very limited offer is not sufficient for the complex needs of their child.

Engagement and consultation with others

Again, although the context of the applications means that the number of young people we will be engaging with is relatively small, The Trust has undertaken extensive discussion and consultation with a number of other stakeholders

The Trust presented our proposal to the full Darlington Primary Head teacher forum receiving unanimous support for the Primary school head teachers in Darlington See [Annex E1.4](#)

The Trust also presented our proposed application to the Darlington Behaviour & Attendance Partnership again receiving unanimous support for the application See [Annex E1.5](#)

The Trust also discussed the proposal with the MP for Darlington, Jenny Chapman

and again our proposal received her full support – See Annex E1.2

Wider engagement with a range of range of groups

The Trust fully understands that the provision of places at the Free school will be open to all eligible students, irrespective of background or ethnicity. The Trust has written to the local faith group leaders, Diocese and other faith bodies to explain our proposal and welcome comment and discussion on how we can ensure the provision is fully inclusive.

The Trust has also spoken with the Police, Youth Offending Team, Social Services, Youth and Community groups and Ward Councillors to raise their awareness and seek their support and continued involvement in the development of the Special Free School.

Both the potential sites sit in areas where community facilities are limited and the Trust will build on our outstanding out of schools provision at The Education Village Academy Trust facility to offer with our partners a wide range of educational and recreational after school and community led clubs and activities.

Summary

The Trust feels that we are able to demonstrate extremely strong support from parents / carers, the Local Authority and other Darlington schools for our application. We also feel that the current outstanding BESD provision strongly confirms our ability to meet our marketing offer.

Like any application of this type, proving demand is as suggested not as straightforward as it would be for a mainstream school but there is clear evidence within the application and sadly from many national studies and reports that there are an increasing number of young people who present with BESD needs and the development of the Free school will support both the young people and thir families to help manage these needs and obtain the high quality education that is crucial if they are to go on reach their full potential and make a positive contribution to the wider community.

Section F: Capacity and capability

Please refer to pages 20-23 of the 'How to Apply' guidance for what should be included in this section.

The Education Village Academy Trust (EVAT) has gained national recognition for its inclusive, high quality practice, since the formation of the Education Village federation in 2005. The Education Village will convert to academy status on 1st March 2012 and the company has been incorporated since August 2011.

All three schools in the current academy trust have made significant progress as a result of working together, and it is our ambition that by extending the provision we can offer, we can maximise the resources available across the multi academy trust to the benefit of all.

F1. Access to educational expertise

The EVAT is already established as a company limited by guarantee, and is a multi academy trust. We envisage that the Free School will join the MAT and have a local governing body overseeing day to day operations.

The BESD provision currently within EVAT is led by staff with locally and nationally recognised expertise in the area of BESD, who have the skills, experience and qualifications relevant and necessary to the free school.

F2. Access appropriate financial expertise

The EVAT has a dedicated finance team led by the Vice Principal Community and Business, supported by an external finance consultant. Both the Vice Principal Community and the finance consultant have significant experience at a national, local and school level in relation to school revenue and capital funding. The Support and Resources Committee is very effective at overseeing the financial arrangements for the EVAT. In addition the EVAT's appointed auditors are [REDACTED].

F3. Access other relevant experience to manage and operate a school

The EVAT is chaired by [REDACTED], [REDACTED]. The Directors of the EVAT come from a range of professional background, including a Special School Head Teacher, Local Councillors, a senior member of staff from the Skills Funding Agency, and local business people.

The Executive Director of the EVAT, [REDACTED], is an experienced school leader with a track record of improving outcomes for young people, and provides clear and coherent leadership across all of the schools within the EVAT, supported by the designated school leads.

F4 Show how staffing structure will deliver the planned curriculum

See Annex F1.1

F5 Provide realistic plans for recruiting a high quality principal designate, other staff and governors in accordance with proposed staffing structure and education plan.

A draft job description can be found at Annex F1.2

EVAT will undertake a high profile, through recruitment processes to attract the very best candidate to this vital role.

F6 Demonstrate a clear understanding and describe clearly and in writing the relationship between the company member, Governing Body and Principal.

The company members of the Education Village Academy Trust are highly qualified, experienced educationalists and business professionals. Should this application be successful, the Education Village board will be reorganised to allow the free school to have a Local Governing Body to allow decision making to be closely aligned to the needs of the children (via the LGB) whilst allowing the wider strategic benefits of being part of the Education Village Academy Trust (via the board of Directors).

The board of Directors hold the Executive Principal to account for the performance of all of the schools within the EVAT.

The Executive Principal provides a collegiate, coherent strategic approach to provision across the EVAT, ensuring that resources are targeted to need, and that there are clear lines of accountability in place. The Executive Director will line manage the Head Teacher of the school, holding he/she to account for pupil outcomes and for the achievement of key performance indicators.

The Executive Director is supported by an Executive Team of skilled and experience leadership professionals who have responsibility for leading each school within the EVAT, and are accountable for standards in each school. In addition the Vice Principal Business and Community provides an overarching role across all of the schools in respect of community coherence, finance, HR, data, governance and business links.

Section G: Initial costs and financial viability

Please refer to pages 24-28 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 [here](#). Please use this section for the narrative.

Please see **Appendix G1.1 and G1.2** for copies of the financial planning spreadsheets

The financial plan for the free school has been costed to meet the aims of the educational vision and key outcomes for the children attending. We have accounted for a phased intake, and expect the school to be full no later than September 2016.

Our basic underlying assumption on costs is to use the existing resources of the EVAT wherever possible, not only to save costs, but to provide greater coherence across the Trust, and to allow the sharing of expertise and physical resources to benefit all children.

Income

Income is based on the standard £10k per pupil funding, plus the additional funding paid by Darlington LA currently for Beaumont Hill special school per pupil value (which equates to £3,527). A full and detailed calculation of this figure is included within the financial plan – derived from the 11-12 Darlington Borough Council funding formula. In addition we have also included £259k lump sum currently paid to each special school within the Darlington Borough Council funding formula. Finally we have assumed a pupil premium payment based on an estimated 50% free school meals.

Pupil numbers are based on our reasonable and prudent expectations regarding current need within the system. Should places be available we would also allow access to place from other local authorities.

Expenditure

Costs are based on a number of assumptions that are clearly set out within the financial plan.

Payroll

Staffing is based on a Head Teacher at Leadership point 16. Class sizes of 6 children per class, staffed with 1 teacher and 1 teaching assistant. Specialist staff with BESD expertise and experience will be recruited and supported through a highly effective induction programme. Costs have been included for a part time admin assistant to deal with on-site school administration, liaison with parents and other agencies, and to support the SLT. A caretaker and cleaner have also been included.

Other Payroll costs

Based on our existing costs that support the outstanding provision within Beaumont Hill School, we have outlined additional costs such as insurance, supply, CPD, recruitment, payroll and HR. We have also identified a number of areas where we expect the school to benefit from being a part of the EVAT, and costs would be absorbed through the current funding available to the EVAT. These areas include:

- Executive Leadership Team
- Education Psychology support
- Counselling Support
- Access to outdoor education team and associated resources
- Access to forest school team and associated resources
- Finance and administration support
- Data management and analysis

This demonstrates that inclusion of the free school as part of the EVAT provides exceptional value for money.

Non-Payroll costs

Non-payroll costs have been calculated based on the anticipated costs of using the premises we have identified within our application.

It is our expectation that some minor works would be required within the building to provide primary age accommodation.

A full costing has been undertaken by EVAT's Head of IT systems in terms of start up and running costs for the ICT provision required within the school to include the purchase of hardware and software, broadband and technical support.

Costs have also been included in terms of bought in professional services for curriculum and non curriculum support. This includes support for areas such as licences, school improvement, library resources, access to swimming, legal and governor support.

Conclusion

The financial model we have provided provides evidence of financial feasibility, based on the numbers shown. We have built up a contingency fund through the early years to allow for unexpected costs. We have also provided a second model to demonstrate the action we would take should pupil numbers be lower than anticipated.

Section H: Premises

Please refer to pages 29-31 of the 'How to Apply' guidance for what should be included in this section.

The Trust has a proven track record in school design and project management with the Vice Principal Business and Community previously working as Project manager for the design and build of the £23.5 million Education Village PFI school building which opened in April 2006. In addition the Vice Principal Business and Community also previously worked at both DfE within School Capital and Buildings Division and was for five years School Place Planning and Assets Manager for Darlington Borough Council, project managing the design and construction of seven new schools with a capital value of circa £107 million.

In identifying potential sites, the Trust has spoken with Partnerships for Schools and the Local Authority and has at this time identified two potential locations. One is a former Primary Community School building (the former Rise Carr Primary School, ██████████ Darlington) building in the ownership of the Local Council. It is currently partially occupied by the Secondary Pupil Referral Unit for Darlington (The Phoenix Centre) provision but we understand may becoming fully vacant in the next twelve months. Our second site is a site that features on the Free Schools In Public Buildings list, and is based at the DfE Premises at Mowden Hall, ██████████ in Darlington.

Site One – Eldon Street Darlington

Annex H1.1 provides site information in relation to the first of our identified sites, the site of the former Rise Carr Primary School and current Phoenix Centre. The site has in the last 18 months been the subject of a £1 million capital refurbishment programme and certainly in terms of the condition of the building, the Trust does not see the need for major external structural capital investment. Play areas and playing fields are already provided within the site so again the Trust does not see the need to re-provide such areas.

The physical capacity of the premises exceeds the area required for the Free School and the Trust will require a detailed feasibility of the current site to be undertaken to confirm the areas which will be used by the school. The current layout and Furniture Fittings and Equipment are not completely suitability for a Primary BESD school but our tentative review of the accommodation would suggest that circa £250K to £300k capital investment to refurbish and refresh would be required. Clearly if successful at this stage, the Trust would seek the support and guidance of Partnerships for Schools to develop the plans for the site further.

Site Two

██████████ – DfE ██████████ Site

As a Free Schools in Public Building Site, a detailed feasibility report for this site has been produced by ██████████ and is attached as **Annex H1.2**

The feasibility report is based upon a 210 place Primary school occupying the site and again as with the previous site, the Trust would seek to only partially occupy the site with the 'Old Hall' our preferred building. The feasibility makes clear that there are some restrictions and limitations on the development potential of the site but the location and setting of the Old Hall is we feel an ideal base for a Special Free School for youngsters with a statement of Special Education Needs (BESD) as it set in extensive gardens and quiet nurturing environments whilst still being centrally located. We are aware the cost of a full 210 place Primary refurbishment have been estimated by PfS at some £1.6 million but again we believe any occupancy by the Special Free School would require significantly less investment. At this time it is difficult to be precise on costs as we would need to agree the square metre area we will we need before multiplying this by the PfS cost envelope of just under £1000 per sqm

Annexes

If there is any additional information that you wish to submit as part of your application please include it here.

Free School Curriculum Policy	Annex D1.1
Literacy & Numeracy Policy	Annex D1.2
Summary of Code of Practice for SEN	Annex D1.3
SEAL Curriculum and Dinosaur School	Annex D1.4
Rationale for Topic Based Learning	Annex D1.5
Sample School Calendar	Annex D2.1
Rationale for Snack Time	Annex D2.2
Rationale for Extra Curricular Activities	Annex D2.3
Assessment for BESD	Annex D3.1
Sample Individual Education Plan	Annex D3.2
Sample Individual Care Plan	Annex D3.3
Gifted and Talented Policy	Annex D3.4
Home Group Intervention Sessions	Annex D3.5
ICT Policy	Annex D3.6
Rationale for Forest School	Annex D3.7
Rationale for Outdoor Education	Annex D3.8
Sample Reintegration Timetable	Annex D3.9
CASPA Attainment Tracking & Assessment System	Annex D4.1
Assessment and Target Setting Systems	Annex D4.2
Positive Behaviour Policy & Positive Handling Policy	Annex D5.1
Sleuth Behaviour Tracking System	Annex D5.2
Attendance Policy	Annex D5.3
Anti Bullying Policy	Annex D5.4
SEAL Curriculum For Pupil Wellbeing	Annex D5.5
Safeguarding Policy	Annex D5.6
Census Information	Annex E1.1
Letter of Support from Local Authority	Annex E1.2
Parental consultation responses	Annex E1.3
Confirmation of support from Primary Heads	Annex E1.4
Confirmation of support from Behaviour & Attendance	Annex E1.5
Staffing Structure	Annex F1.1
Head Teacher Job Description	Annex F1.2
Financial plan one	Annex G1.1
Financial Plan two (reduced pupil numbers)	Annex G1.2
Plans for site one	Annex H1.1
Plans for site two	Annex H1.2

© Crown copyright 2011

You may re-use this information (excluding logos) free of charge in any format or medium, under the terms of the Open Government Licence.

To view this licence, visit <http://www.nationalarchives.gov.uk/doc/open-government-licence/> or e-mail: psi@nationalarchives.gsi.gov.uk.

Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

This publication is also available for download at www.education.gov.uk/publications