

# **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:

[Redacted]  
Department for Education  
[Redacted]  
London [Redacted]

**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:

[Redacted]  
Department for Education  
[Redacted]  
London [Redacted]

#### **Data Protection**

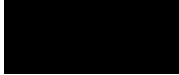








Personal data is collected on this form in order to consider an application to set up an alternative provision Free School and will not be used for other purposes. For the purposes of the Data Protection Act, the Department for Education is the data controller for this personal information and for ensuring 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"/>	<input type="checkbox"/>
2. You have provided information to cover all of the following areas:		
<b>Section A:</b> Applicant details – including signed declaration	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section B:</b> Outline of the school	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section C:</b> Education vision	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section D:</b> Education plan	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section E:</b> Evidence of demand and marketing	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section F:</b> Capacity and capability	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section G:</b> Initial costs and financial viability	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section H:</b> Premises	<input type="checkbox"/>	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size	<input type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet	<input type="checkbox"/>	<input type="checkbox"/>
5. You have provided written evidence from commissioners to support your evidence of demand	<input type="checkbox"/>	<input type="checkbox"/>
6. <b>Existing providers which are registered as independent schools only:</b> you have provided a link to the most recent inspection report	<input type="checkbox"/>	<input type="checkbox"/>
7. <b>Existing providers only:</b> 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"/>	<input type="checkbox"/>
9. Two hard copies of the application have been sent by 'Recorded Signed For' post to: [REDACTED], Department for Education, [REDACTED], [REDACTED], [REDACTED], London [REDACTED], between 13 and 24 February 2012	<input type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
10. A copy of <b>Section A</b> 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: [REDACTED], Department for Education, [REDACTED], [REDACTED], [REDACTED], London [REDACTED], between 13 and 24 February 2012	<input type="checkbox"/>	<input type="checkbox"/>

## Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: [REDACTED] Martin Lincs [REDACTED]
3.	Email address: [REDACTED]
4.	Telephone number: [REDACTED]
About your group	
5.	<p>Please state how you would describe your group:</p> <p> <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 type="checkbox"/> Other                 </p>
6.	If Other, please provide more details:
7.	<p>Has your group submitted more than one Free School application in this round?</p> <p> <input type="checkbox"/> Yes  <input type="checkbox"/> No                 </p>
8.	If Yes, please provide more details:
9.	<p>In addition to any support/advice from the New Schools Network, did you put this application together with support from another company or organisation?</p> <p> <input type="checkbox"/> Yes  <input type="checkbox"/> No                 </p>
gt1 0.	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:
Details of company limited by guarantee	
11.	Company name: The Acorn EBS Free School Ltd

12.	Company address:  Martin Lincolnshire 		
13.	Company registration number: 07654340		
14.	Does the company run any existing schools, including any Free Schools? <table border="1" data-bbox="1150 524 1370 636"> <tr> <td data-bbox="1150 524 1270 562"><input type="checkbox"/> Yes</td> </tr> <tr> <td data-bbox="1150 562 1270 636"><input type="checkbox"/> No</td> </tr> </table>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> Yes			
<input type="checkbox"/> No			
15.	If Yes, please provide details:		
<p><b>Company members</b></p> <p><b>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.</b></p>			
16.	Please confirm the total number of company members: 7		
17.	Please provide the name of each member below (add more rows if necessary):		
	<b>1. Name:</b> 		
	<b>2. Name:</b> 		
	<b>3. Name:</b> 		
	<b>4. Name:</b> 		
	<b>5. Name:</b> 		
	<b>6. Name:</b> 		
	<b>7. Name:</b> 		

### 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:

██████████ – existing director

2. Name:

██████████ – existing director

3. Name:

██████████ – to be appointed as director

4. Name

██████████ – to be appointed as director

5. Name

██████████ – to be appointed as director

6. Name

██████████ – to be appointed as director

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

██████████

### 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

21. If Yes, please provide the following information about each organisation:  
Acorn Behaviour Support Service Ltd  
Companies House Number – 07740037  
The work currently commissioned by this limited company would be transferred into the Free School.

22.	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):	
<b>Existing Providers</b>		
23.	Is your organisation an existing provider wishing to become a Free School?	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>	No
25.	Is your organisation an existing provider wishing to establish a separate alternative provision Free School?	No
26.	Is your organisation an existing state maintained school or Academy wishing to establish a separate alternative provision Free School?	No
27.	If Yes to any of the above questions, please provide your six digit unique reference number here:	
28.	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:	
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</p>	



	<p>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.	<p>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:</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>

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:** [REDACTED] / [REDACTED] (please delete as appropriate).

**Print name:** [REDACTED]

**Date:** 22.02.12

**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:	The Acorn Free School
2.	Proposed academic year of opening:	2013/14
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 type="checkbox"/> Other  If Other, please specify:
4.	Cohort of pupils you intend to cater for (please tick all that are appropriate):	<input type="checkbox"/> Children with long term illnesses <input type="checkbox"/> Children with behavioural issues <input type="checkbox"/> Excluded children <input type="checkbox"/> Severely bullied children <input type="checkbox"/> Teenage mothers <input type="checkbox"/> Other (please specify below)  If Other, please specify:
5.	Proposed number of pupils when at full capacity:	Full time (FT): 48  Part time (PT):  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:	2016/17
7.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input type="checkbox"/> Mixed

8.	<p>Do you intend that your proposed school has a faith ethos?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>Please refer to the 'glossary of terms' in the 'How to Apply' guidance for more information about religious character/designation/ethos.</b></p>
9.	<p>If Yes, please specify the faith denomination, etc, of the proposed school (please be as specific as possible):</p>
10.	<p>Postcode of the preferred site of the proposed school:</p> <p>██████████</p>
11.	<p>Local authority area in which the proposed school would be situated:</p> <p>Lincolnshire</p>
12.	<p>If the preferred site is near to a local authority boundary please specify names of the neighbouring local authorities:</p>
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.

The Acorn Free School will provide alternative education for children who are at risk of exclusion, as well as supporting Academies and mainstream schools in raising standards in behaviour and attendance. The core aim of the school is to provide effective early intervention and reduce exclusions to zero in partnership schools. We are seeking to establish the Acorn Free School, as there is no Local Authority provision targeted at working with pupils prior to permanent exclusion. This makes our school distinctive and different – there is a definite need and clear demand from academies and schools within Lincolnshire. Whilst there are alternative providers within the county, they do not have an educational focus and their aim is not to return and reintegrate pupils to mainstream school. The Acorn Free School will provide a positive alternative for schools and academies who do not wish to permanently exclude pupils in order to access provision.

The age range of pupils will be 11 – 16 years and will offer full and part-time, short term flexible placements. The proposed site of the school is the former Lowfields Infants School, [REDACTED], Lincoln [REDACTED]

The Acorn Free School will not only offer pupil placements but will also include preventative work in all schools via the outreach capacity. This service will ensure a holistic approach to intervention - working with pupils, parents and partnership schools to make positive changes. This service will raise standards of teaching and behaviour management in schools and further reduce the likelihood of exclusion. The outreach capacity will also provide seamless support to reintegrate pupils back into mainstream education – this support will be both for pupil and school staff

The directors of the Acorn Free School have previously led a Local Authority pupil referral unit to an outstanding Ofsted and have achieved zero exclusions across 26 secondary schools. Following the demise of this provision and after leaving the LA, the directors have already opened a small-scale off-site provision as part of Acorn Behaviour Support Service. This centre has been open since October 2011 and is currently supporting 12 pupils at KS3 and KS4. In addition the service is also delivering preventative work in 21 academies and schools within Lincolnshire.

The vision of the Acorn free School is based clearly upon and responsive to the needs of youngsters and the proven success of partnership working at early intervention. The students who will attend the school will largely be disaffected from the mainstream curriculum and many will have a history of underachievement and poor school attendance. The emphasis will be to provide rapid responses for all stages of intervention.

The curriculum on offer will be underpinned by our aspirations for pupils;

- That they return to mainstream education and achieve their full potential, either academic or vocational
- They are positively engaged within their community
- They have a deeper understanding of the difficulties which have led to their placement
- They have gained the resilience and knowledge to overcome problems they encounter

The school will promote an inclusive environment that addresses the knowledge, skills and attitudes that shape positive social behaviour and help students deal with the inappropriate behaviour of others.

Our programmes of work will teach behaviour through the curriculum and are based around two main pupil groupings, FOBS – focus on behaviour and WAVES – weak and vulnerable. These groupings will allow us to target the behaviour as the main priority and work with children who have similar needs.

The ethos of the school will be focused firmly on respect and valuing each other, in order to establish good relationships, positive behaviour and attitudes. Care and concern, encouragement and the belief that everyone can achieve will be central to the manner in which staff work with pupils to overcome their difficulties and realise their potential. This ethos is imperative to our success and building positive relationships with disaffected pupil will be the main priority. Once a pupil feels valued and is surrounded by genuine concern and trust they will respond differently. This is an ethos the company members have previously created – it is difficult to quantify in words but can be felt by all who worked there. In appendix A we have attached a piece of work written by a pupil who is currently attending the Acorn Centre which typifies our ethos and how it feels to work in such an environment. This was written by a pupil who had been out of school for over two years.

The school will provide an education that fits the individual needs of all the students while promoting the celebration of success and achievement. This will be reflected in the curriculum through offering new experiences, thought provoking lessons, teambuilding and co-operation within the curriculum. Alongside the curriculum there will be a wide variety of enrichment activities which will lead to excellent enjoyment and have enormous impact on re-engaging students. This will be needed to reinforce their beliefs that they can succeed and achieve and will play a major part in building students self-confidence, team work and relationships. Such enrichment is as important in engaging students as the delivered curriculum

## 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.

	<b>Current number of pupils (if applicable)</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>Key Stage 1</b>								
<b>Key Stage 2</b>								
<b>Key Stage 3</b>		18	24	30	36			
<b>Key Stage 4</b>		6	8	10	12			
<b>16-19: commissioner referred</b>								
<b>16-19: pupil application</b>								
<b>Totals</b>		24	32	40	48			

## 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

### **Curriculum Plan**

Our curriculum is underpinned by our aspirations, to guide pupils back to successful full time mainstream education and to encourage active, valued participation as members of the wider community.

Our aim is to engage all our pupils with the curriculum and to enable them to become effective learners. As the school will generally offer short-term provision for pupils, we have choices to make about what curriculum offer can best meet pupil needs in a short space of time. Pupils will be grouped into mixed year groups based around behavioural needs, with a highly differentiated curriculum delivered. This allows pupils to work in a different dynamic with peers to work through their behavioural issues.

Core teaching during the morning will be literacy, numeracy, and ICT, with lessons being delivered in small chunks, interspersed with behaviour focus activities. As appropriate students will have the opportunity to work towards the Functional Skills Diploma or to work towards their GCSE's. Literacy and Numeracy will be underpinned by the use of BKSB and in addition to this we will also use the Literacy Progress Unit 'Reading Between the Lines' as a generic Scheme of work as it can be adapted to various class readers. Similarly, the 'Writing Organisation' scheme of work will also be used to underpin theme work topics.

The curriculum will be used as a tool to access behaviour issues and will be applied responsively to need. There will be times when it will be more appropriate to move away from the planned activity and focus on a behaviour issue that has been raised – the expertise of staff in judging this will be paramount to success. Pupils learning needs will also assessed on entry and any gaps in learning identified by the mainstream school can be addressed in these core areas. This is discussed later in the section in more detail.

The free school will also teach a 'theme' which covers a broad spectrum of curriculum subjects. Each theme will run for 6 weeks and be broken down into discrete sections that can be delivered on a weekly basis. This will allow for flexibility of student population which is likely to fluctuate over the six weeks. The themes (e.g. healthy body, natural disasters) will cover a wide range of curriculum area. As an example the theme healthy bodies will include:-

History – mortality rates over time, epidemics and endemics

Science – human biology

Geography – demographics of mortality around the world

PSHE – relationships, drugs and alcohol, STD's, body image

PE – aerobic and anaerobic exercise, flexibility, team games



### Food Tech – Healthy cooking/eating

By utilising the curriculum within each topic this allows the opportunity to engage and reach out to all of the students and their differing interests and abilities.

During the afternoon students will work towards ASDAN (Short Course) qualifications. These will include PSHE (Sex & Relationships, Economic Wellbeing, Drugs & Alcohol, Personal Wellbeing, Healthy Eating and Conflict Resolution, Sport & Fitness, The Environment, Expressive Arts, Outdoor Activities and, the International Award.

Awarding bodies will include ASDAN (Short Course Awards)

AQA Unit Award Scheme (across the whole curriculum)

Sports Leaders UK

To re-engage pupils a range of curriculum enrichment activities will be offered to inspire and motivate. Re-engagement with learning and motivating pupils is at the centre of improving their outcomes and needs to be personalised for pupils as much as we are able. We will be able to access a wide range of differing activities for pupils through accessing partners in the local community and building upon experience within our centre and outreach team. This wide range will not all be delivered at the same time but be used flexibly as a response to need. The enriched curriculum will also include outdoor activities dependent on the time of year. They will include: walking and orienteering within the local community, climbing, canoeing, mechanical engineering, sailing, bush craft and archery. Indoor enrichment activities will include music, dance, cooking. Enrichment activities which take place in the unit will also include employment related skills, encouraging pupils towards the world of work and financial capability (handling own budget). The inclusion of personal interview skills by outside companies, visits to local businesses and writing CVs, will improve pupils outcomes for the world of work. This list is extensive, however members of our group have direct experience of working with experts, agencies and providers in a number of these area. This will allow us to make immediate connections and maximise opportunities for our individual pupils. All of the extended curriculum activities have planned schemes of work and outcomes. As an example, here is an overview of the plan for mechanical engineering:-

#### **Pitstop Instructor Training Strategy To Optimise Potential (PITSTOP)**

This is a six week course designed to re-engage young people with learning while supporting Lincolnshire, in reducing killed or seriously injured youngsters on our roads. This has the support of the Road Safety Partnership. . There are three aspects to the course;

1. Mechanical Engineering where students will be supported in rebuilding a motorcycle from its component parts.
2. Off road riding instruction will take place. This will be compulsory bike training level delivered by a qualified motorcycle instructor and motorcycle racer, namely [REDACTED], [REDACTED], [REDACTED] has

worked with challenging pupils in the past and pupils look up to him as an excellent role model. The students will get to a level where they can deliver a display to their carers and parents.

- 3. SAD** This is a programme of work which has been designed in conjunction with a parent who had a student involved in a serious TWOC (Taking without Owners Consent). SAD stands for Stealing and Death as opposed to joy riding. This can run as 40 minute lessons over six weeks or one afternoon session for mainstream schools.

There will be an opportunity for students who show a particular interest in any of these four aspects of the course to become student-instructors to support the next group.

Units of work will be carefully selected in order to deliver the best programme of study for all pupils. Many pupils will continue to attend part-time at their mainstream school. It will be established, and a principle agreed with mainstream colleagues that placement at The Acorn School may inevitably restrict the overall academic curriculum offered to individual pupils but, in the long-term, may enable a pupil to avoid exclusion and become re-engaged with the process of learning.

All of the staff appointed as governors and directors/teachers of our school have been through an outstanding OFSTED for alternative provision. They inherently recognise what constitutes good teaching and a sound curriculum. We are fortunate to have a group of senior leaders in this field committed to the Acorn Free School – this in itself will ensure that curriculum design is appropriate and relevant – with re-engagement and behaviour modification at the centre of the process. The overview we have given can be further detailed and explained through scrutiny of our schemes of work which are available to the panel if required.

We will meet the needs of pupils who will be in the school for varying lengths of time. Whilst attending the Acorn Free School all pupils will have a dual registration plan which will be written in conjunction with the school. This will identify and target areas the pupil, mainstream school and Acorn school all need to work on to promote the necessary change in behaviour. Part-time pupils will be tracked back in school by our outreach provision. Strategies for schools to employ whilst pupils have a dual registered placement will be managed by one keyworker in mainstream school and weekly liaison will take place throughout the placement.

## D2 School Timetable and Calendar

The school day will begin at 0900hrs and end at 1430hrs from Monday to Friday. We will be open for 39 weeks per year in line with schools and academies in Lincolnshire. Terms will be between 6 and 7 weeks and follow the pattern of our partner schools. All full-time pupils will spend twenty-five hours a week at the Acorn School of which three hours each, will be spent on literacy and numeracy, plus one hour and thirty minutes each week working on ICT skills.

The benefit of ending our school day at 1430hrs will mean that we can run 'after school' clubs in which pupils can choose to take part in our extended curriculum. These activities will run on some days from 2.30 to 4pm. These activities will not be compulsory at the end of the school day, although pupils will be encouraged to give them a 'try'. The activities will change in response to pupil population and need.

A timetable is attached in Appendix B with number and length of lessons.

All parts of the day will be well structured as we anticipate our pupil population to have the majority of problems at unstructured times. There will be one 15 minute break in the morning and a 30 minute break at lunchtime. During both these periods structured activities will take place i.e. football, basketball, or board games. At lunch times pupils will not be allowed to leave the premises and, pupils not in receipt of free school meals will bring their own packed lunch. Remaining on-site will be part of our core ethos around trust and respect. During induction pupils will be told that if at any time they leave the premises without a member of staff accompanying them, the police will be informed after five minutes and, they will be reported as 'missing'.

Our aim is to engage all our pupils with the curriculum and to enable them to become effective learners. We are conscious of the fact that the school will generally offer short-term provision for pupils and therefore we have choices to make about what curriculum offer can best meet pupil needs in a short space of time. Pupils will be grouped into mixed year groups. Units of work will be carefully selected in order to deliver the best programme of study for all pupils. Many pupils will continue to attend part-time at their mainstream school. Therefore, we will liaise with mainstream colleagues to choose days (at The Acorn School) which will offer the best curriculum to meet a pupil's needs. Pupils who attend part-time or full-time will have the same school day and week. Pupils are likely to have varying referral lengths which will be dependent on their need and the needs of their school. The induction meeting will be used to ensure that this time is planned effectively and the pupil is suitably integrated into the Free School. If a pupil starts midweek their keyworker would work 1:1 with them to ensure they accessed the theme work during the week. All pupils reintegrated into mainstream will all start back at their home school at the start of the week with support from our outreach team.

Students will be organised in mixed year groups and by identified behaviour

need – this will mean that in one group we may have pupils from KS3 and KS4. Whilst this will provide some challenges in differentiation of the curriculum it will mean that behaviour remains the main focus. All students will undergo an initial assessment during which they will be assessed for their baselines in Literacy and Numeracy along with their emotional and behavioural needs. This will ascertain which group they will be best suited to and initially this will be based around FOBS (focus on behaviour) or WAVES (weak and vulnerable). The baseline testing of literacy and numeracy will provide targets for work and be used by the teacher to inform planning. The mixed grouping will provide opportunities for increased social integration with different peers and links back to our ethos of respect and care for all. This is currently the arrangement for our provision within Acorn Behaviour Support Ltd and has proved successful in changing attitudes and behaviour of pupils.

### D3 Meeting needs of pupils with differing abilities

All pupils attending the Acorn school will have specific needs that will need to be addressed to facilitate a return to mainstream school. Their needs will be additional and different to those of other pupils in a mainstream school and therefore they will be identified within the SEN code of Practice. A designated SENCo will be responsible for co-ordinating the needs of the pupils and targeting the appropriate support and resource to improve outcomes. Pupils who are Gifted and Talented in particular areas will likewise be targeted and this aspect of their education will be pinpointed as a motivational tool for changing behaviour.

The strategies we have developed to overcome barriers to learning are as follows. On admission a full assessment of need will take place and an Individualised Behaviour and Education Plan will be set up in partnership with the mainstream school and pupil/parents. This will highlight areas of academic and social/emotional/behavioural need and from this focused targets will be set for each pupil. Targets will be discussed and agreed with the pupil and they will need to be clear about their own responsibility within the process. The responsibility for managing this will lie with the SENCo

Targets will be monitored with the pupil weekly and progress passed on to the keyworker in school. The keyworker and outreach worker will then monitor in school progress for part-time placed pupils and report back to the Acorn School. If progress is not being met towards targets then the strategies originally employed to achieve this will need to be reassessed.

Teaching and learning in the classroom will be focused primarily on re-engaging pupils and meeting behavioural needs hence mixed age groupings based upon emotional need. This does however raise issues around learning targets and to manage this lessons will need to be highly differentiated and specific academic targets for pupils will also be set. Differentiation within literacy and numeracy will be by outcome/task once the initial whole class input has been given. Clear and pro-active use of support staffing, teacher input and paired working will also provide differentiation by support.

ICT will be used for pupil assessment and tracking and setting academic targets - the educational programme BKSB will identify discreet areas of work for individual pupils to progress upon. The benefits of this type of programme is that it identifies very specific areas of work for the pupil, targets work for the teacher and allows regular re-test via ICT with certificate rewards. This will ensure that at all times work delivered is relevant to the individual pupils

Designated teachers from the Acorn School would work with SENCO's in academies identifying students/support programmes for specific areas of need. The directors have strong links with agencies working in the community and would integrate these services into the curriculum. These services include:-

Drugs, Alcohol Action Team (DAAT) will be invited in to support the PSHE curriculum and also support individual pupils regarding any personal issues they may have.

Youth Offending Team (YOT) again will support the PSHE curriculum, particularly regarding 'You and the Law' and community engagement. They will also be invited to work with individual pupils at the school who have court orders.

EAL Service will be used to support any pupils we have which may have English as an Additional Language

Police and Community Support Officers will again support the PSHE curriculum and also the 'World of Work' in Careers.

School Nurse will support single sex groups regarding sex education and safe sex. They will also support the encouragement of healthy lifestyles. They will also be encouraged to work with pupils one to one as a 'drop in' service.

The most significant barriers to learning for pupils attending the centre are likely to be pupils own behaviour. This will have been compounded by the responses of the staff in school to this which are likely to have spiralled negatively. This barrier will be broken down both through daily teaching and learning based around emotional and behavioural needs and also specific targeted behaviour work for the individual pupil. Providing support and training on successful strategies for staff in mainstream school will break the barrier to learning on return. This strategy is already a major success in reintegrating pupils from the Acorn Centre to mainstream education. Since October 2011 we have successfully returned 5 pupils back into mainstream education.

The SENCo within the Acorn Free School would ensure that the code of practice is adhered to with the views of the child being sought at the first opportunity. Pupils would work towards completing their own pupil passport to take into schools which would identify their areas of need, what strategies are successful and the situations in school which cause them the most problems. Early identification of pupil need, including analysing the need for statutory assessment for pupils referred to the free school would be the main priority.

Pupils with a statement of SEN will have their targets and outcomes taken directly from their statement. This document will be used to tailor an individualised education programme for the pupil. The SENCo will be responsible for ensuring that these needs are met and that any additional support detailed in the statement is assigned to that pupil

In line with the Equalities Act 2010 the Acorn School will have due regard to the need to eliminate discrimination, advance equality of opportunity, and foster good relations in the course of developing policies and delivering services. Pupils with a disability will be treated in line with this policy and will have equal access to provision and services.

#### D4 Definitions and measures of success

The targets that are proposed are:-

- That pupils return to mainstream education and achieve their full potential, either academic or vocational
- Pupils are positively engaged within their community
- Pupils have a deeper understanding of the difficulties which have led to their placement
- Pupils have gained the resilience and knowledge to overcome problems they encounter

These will measure the delivery of our overall aim to provide effective prevention and early intervention . Our strategy to achieve this will be based around our curriculum delivery, re-engagement of pupils and outreach work in partnership schools.

The aims and objectives of the school will be agreed in the school development plan. This document will provide the mechanism for planning and reviewing whole school targets. Clearly measurable targets will be set on an annual basis and reviewed termly. Responsibility for meeting the targets will be delegated to key staff within the school and linked to their performance management programme.

#### **Pupil Tracking**

Pupil progress will be measured in terms of both learning and social/behavioural skills. Individual target setting for behaviour will use SDQ initially to analyse need and then tracking of emotional progress via either Boxall profile or SNAP depending on their current

Curriculum progress for numeracy, literacy and ICT will be via BKSB programme. Personalised SMART targets would be evidenced within each student's IEP. We cannot cover as full a range of curricular subjects as offered in a mainstream school but we will target specific and discrete areas of learning and deliver high quality teaching to address these needs.. All pupils will be diagnostically assessed during their first week with using bksb assessment software, which has been developed to identify the precise strengths and skill gaps of individual learners. This programme also provides development booklets in bite-sized chunks which the students can work through. The diagnostic assessment will be retaken termly to identify distance travelled/added value.

The Boxall Profile and SNAP profile will be used to assess areas of difficulty with either behaviour or emotional problems to enable staff to plan focused intervention. Its use is also beneficial for those pupils where no trigger or reason for issues can be identified. It will be used to measure and monitor progress as pupils can be reassessed and data can be plotted on the histograms showing progress made.

. The SNAP and Boxhall Profiles along with will enable the SENCO to

develop clear individual targets for behaviour, record progress statistically and develop strategies for the pupil and mainstream school to use. Parents will contribute to the assessment and help identify the most important targets for change. Alongside analytical tools for behaviour, pupils will be observed in various settings, these will include some academic areas, some co-operative engagement activities and also non-supervised (although peripheral supervision will always be used). Pupils will be encouraged to reflect upon their behaviour in different settings and identify areas they can change

The most important measure of pupils success will be their successful return to mainstream education. Student's preparation for return to mainstream will begin on admission when a detailed individual learning plan (ILP) and target return date will be set. Students will have a clear programme addressing behaviour, social and emotional needs, alongside support for school implementing strategies to promote inclusive practice. This programme will be highly personalised and different for each student, thus improving the rate of positive outcomes. Students will be assessed regularly and individualised programmes for re-integration will be planned with the Acorn Free School; parent, the school the child originated from and the pupil themselves.

#### D5 Behaviour Management **Behaviour**

It is important that students understand that whilst at the Acorn Free School they must improve on any negative, poor, challenging behaviours or attitudes. This is the core purpose of their placement with us. Students will be here to learn strategies to support their successful reintegration back into Mainstream or alternative education.

The school will have a clear; behaviour, bullying, physical handling, rules, rewards & sanctions, and discipline policies, these have been produced in the past by the proposed Principle Designate, who will be able to adjust them for the Acorn School. These are available if required. The focus will be to reward wherever possible positive behaviour. Rewards will be individual and also whole group, this will celebrate individual and group progress. These rewards will be individualised to hold value and will range from choosing 'extra time' as a short term reward to a long term reward of a whole day group activity off site.

It is important that pupils have clear and consistent boundaries of acceptable behaviour. These will be set out at induction and agreed with parents, carers via a home school contract.

The Acorn School aims:

- To have positive communication with parents and home school on a regular basis.
- To create an atmosphere where everyone will feel valued, respected and is encouraged to achieve their full potential.



- To give everyone clear guidelines about expectations in terms of behaviour, attitude and work.
- To help students to accept responsibility for their own learning and behaviour thus enabling them to complete their education successfully

We aim to promote an inclusive school environment that addresses the knowledge, skills and attitudes that shape positive social behaviour and help students deal with the inappropriate behaviour of others. This with the following strategies will raise standards of achievement and educational outcomes.

The main tools we will have to change the behaviour of pupils are the adults who work within the Acorn Free School. It is imperative that the role of the adults at the school is to guide and model, rather than control student behaviour. We will use a problem-solving approach (the goal being for the young person to learn a better way to behave) rather than the punishment approach (where the goal is to impose a penalty). We also recognise that making mistakes is part of growing and learning. It is the behaviour not the child that is the issue. Regular, frequent reward and acknowledging of pupils is imperative to building their capacity for success. Behaviours to merit rewards and acknowledge achievement will be highly valued and made clear to the student. These will be:-

- Politeness.
- Caring for or supporting others.
- Positive attitude.
- Friendliness.
- Helpfulness towards staff/peers.
- Attempting all tasks.
- Co-operating with instructions.
- Clean, smart appearance (related to world of work).

For these behaviours students will receive regular and frequent rewards. These rewards will range from

- Merits which can be collected and when 5 merits are reached the pupil will receive an in house certificate. The rewards will reflect the pupils targets for behaviour.
- When a pupil has built up a profile of certificates and attained their IEP targets they will receive ARGOS/appropriate tokens to spend.
- High achieving pupils who have achieved the above and completed all the work set every day will be able to choose an activity after school which is their personal favourite, for example; cooking and motor cycle riding. Or if they prefer an agreed reward to be discussed with their Keyworker.
- If a whole group have achieved behaviour goals they may be rewarded

with an extra 'choice time.'

- If a group sustain good behaviour for six weeks they can choose an option day off site.

Certificates will be awarded from the Centre and also from external awarding bodies such as ASDAN, Sports Leaders UK, and AQA Award Units.

We will modify behaviour in a positive way with students and reflect upon adult behaviour initially to assess whether the behaviour could have been avoided. Behaviours requiring application of sanctions/correction are as follows:

Checklist for staff before sanctions are applied:

- |                        |                                       |
|------------------------|---------------------------------------|
| • Task refusal         | Was the work suitably differentiated? |
| • Verbal aggression    | What was the antecedent?              |
| • Physical aggression. | What was the antecedent?              |
| • Damage to property.  | What was the antecedent?              |

Before applying a sanction staff must quickly analyse if everything has been done that could be done. Staff need to demonstrate to the pupil that there are other ways of acting. This will be continually addressed in PSHE lessons, where pupils will learn about Behaviour management through courses in, relaxation, anger management, transactional analysis, self esteem building and co-operation.

The sanctions will be dealt with via problem solving. Sanctions will often appear smaller than rewards and the list less extensive. However, by correct classroom management, behaviour will improve for these pupils. Each lesson will begin with clear objectives written on the board consisting of both learning and behaviour objectives. Co-operation and social skills will be particularly developed during break and lunch times by pupils sitting and eating with staff and joining in social activities.

We intend to encourage positive behaviour by helping pupils learn from their mistakes and, understand why some behaviour is inappropriate. Problem solving discipline supports students in learning to fix their mistakes and ensures that they experience and understand the consequence of their actions and how they affect other people

This approach will be pivotal to our anti-bullying policy. We will tackle bullying by engendering values of respect and care within the ethos of the school. We firmly believe that the ethos within our school reduces the likelihood of any bullying. All pupils will be assigned a keyworker to support their time at the Acorn School – this person will build a positive relationship with the student where they will feel safe and able to disclose any matters regarding bullying. Instances of bullying will be dealt with immediately by the headteacher. The priority will be to ensure that pupils feel safe and respected and an agreed

plan will be put in place with parental agreement. Part of the reparation will be that students will undertake conflict resolution sessions with their keyworker and this will be relayed to the parents/carers.

Keeping pupils safe will be of the highest priority and is an intrinsic part of the ethos of the school. The school will comply with all aspects of DFE guidance on safeguarding updated Sept 2011. There will be a designated governor responsible for safeguarding who will ensure that the policy is adhered to. Stringent recommended vetting procedures for all staff will take place before appointment. There will be a member of staff designated as safeguarding officer and all staff will be trained in safeguarding. There will be stringent physical risk assessment for the site and all staff will be made aware of this policy. Senior members of staff will have a high visible presence around the building, corridors and outside spaces.

The curriculum via PSHE will promote safeguarding and we will individualise this to each pupil on how to keep themselves safe and have a higher understanding of potential risks to them.

During the Induction, which will be attended by pupil, school representative, Acorn Head teacher, carers and parents, Rules, rewards and sanctions will be discussed, clarified, and agreed. Parents/carers will be encouraged to take an active role in this stage and behaviour monitoring will be agreed in the home. This will be tracked by the pupils' Key Worker, keeping the process totally individual and personalised. The Key Worker will respond to parents when their child has made positive efforts and enjoyed success in improved behaviour and performance.

The structure of the day will support and improve behaviour management and will remain consistent; gathering the pupils together at the beginning at the start of the day to discuss achievement by groups or individuals. This will also be used to disseminate information for the day. The staff will adopt a calm approach and escort their groups to their specific work area. All staff who are committed to joining the Acorn School are trained in de-escalation techniques, anger management and conflict resolution. By providing a highly stimulating and challenging working environment the pupils are far more likely to behave appropriately.

If there are any difficulties with a pupils' behaviour the teacher will take the following actions in hierachial order:

- 1) Pick up the disruptive behaviour early and distract pupil from the problem and encourage the pupil back to work with humour and calm support. When this is achieved, thank pupil and recognise they have made an effort.
- 2) State clearly and calmly what you wish the pupil to do – (rather than telling them what you don't want them to do) DO NOT escalate the situation. Do this on 3 occasions with TA supporting pupil back to work, again recognise positives and praise.
- 3) If the situation deteriorates further invite the pupil to leave the room

with support to calm off area. Use senior management to encourage child back to work and inform the child that their parent will be contacted and hand back to teacher.

- 4) In the extreme case when a pupil may harm themselves or others, or damage property, physically remove pupil, but warn before doing so. Ensure all other strategies above have been followed. Take child to calm off area. Give pupil management of own behaviour, de-escalate and return dignity to pupil.

All of these actions will need to be recorded on an incident report and parents informed of that incident and the outcome. Physical handling must only be used as a last resort by staff who have received training only and would only be used very infrequently. Parents will be informed each week by their child's Key Worker of any changes and progress, inviting them to comment on the pupils' behaviour at home. Parents will be actively encouraged to come to the school and see their child working positively at any time, but with prior notification and proof of identification.

After each lesson pupils will be graded for effort and behaviour, recorded by a member of staff in the pupils' record book, where rewards are evident if grades improve. Pupils' behaviour will improve when they feel valued and part of the community. It is important for all staff to have consistency in managing behaviour and have high expectations of behaviour and attendance.

Carers and parents are pivotal to good behaviour and attendance and they must be given a share of the pupils' success. They may be invited to assembly to see their child receive their reward or invited to watch them perform a display. i.e. motorcycle or horse riding.

The Key Worker will make home visits and support parents in seeking other agencies, e.g. Youth Services, that can support pupils out of the school setting. Parents will be encouraged to help with homework and record it has been completed. They will also be encouraged to contact the Acorn School to share any new information. The Key Worker will support the child and parent at any T.A.C. meetings. Often, parents will have had poor experiences in school themselves, so it is important the Acorn School is open, non-threatening, supportive and helpful to meet the needs of the whole family. It is important pupils and parents feel the Acorn School is a happy and caring place they want to be part of.

**Attendance:**

Improving attendance and punctuality is a high priority. We believe students should be in school or, some other appropriate education facility. For the purpose of education this Centre will be regarded as a school. Parents/carers are reminded that they are legally responsible for ensuring their child attends school and should let us know if their child will be absent. Children should not be kept away from school for shopping trips, visits to relations or friends, holidays, birthday treats, domestic chores or for minding siblings.

The school will have its own minibus facility – Lincolnshire is a large county and transport issues are a significant barrier to pupil attendance. This in itself will raise levels of attendance. If a pupil does not attend school a driver/member of staff will call to collect as normal unless a long term absence has been medically certified. This keeps a link with the pupil/family and allows staff to assess the home situation and whether there are any other reasons for non-attendance that need addressing.

Pupil engagement in the curriculum offered, wanting to attend the Free School and engage with staff, and increased success will be pivotal in encouraging pupils to attend.

We will keep parents/carers informed of any school closures, changes to the timing of the school day (e.g. for a school trip) and term and holiday dates. Pupil attendance will be recorded and tracked throughout the day. A plotting graph of school and individual attendance will be recorded. The designate Head Teacher has consistently achieved 96% attendance in previous post at a PRU. The pupils were presented with challenging experiences and wished to attend. As stated in the behaviour section above, pupils will want to attend the Acorn School, because they will; enjoy it, feel improvements in their self-esteem and feel they have a value to take their place in society, achieve higher standards at school and ultimately find a career in the world of work.

#### Section D6

Pupils who attend the Acorn free school will come from a range of schools and community areas within Lincolnshire which will be likely to be diverse. We could have pupils from remote rural areas of the county alongside pupils from inner city schools. The needs of our pupils however will be similar and this is where we have drawn our education plan from. Pupil needs will be around positive engagement, planning a successful future for themselves and keeping themselves safe. The work planned within the local community will both meet these needs and promote good community relations

The company members of Acorn Free School have many years experience of education within the locality of Lincolnshire. They have strong links with the feeder schools via Acorn Behaviour Support Service. The school will foster good community relations by using local alternative providers to enrich the curriculum and offer external verification. The work in the community will include; open days, litter picks, invitations to primary schools to attend festivals of sport through participation in Sport Leadership awards; OAP coffee mornings and once a term lunches for supporters of the school and local dignitaries. The pupils will spend time in the local Home for the Elderly, helping and undertaking supporting activities which would lead to the Community ASDAN certificate.

We also plan to have a 'Careers Day' each term. During the day, we will invite Connexions advisers, various representatives of the armed forces as well as business members within the community to speak about their work. Parents/carers of our students will also be invited to come along and ask

questions. It is anticipated, we will also be able to arrange 'mock' interviews as we feel this is an important skill our students would benefit by.

School community links with whom the designate Head Teacher has currently good relationship and contacts, will potentially include; Lincoln City Football Club, Lincolnshire Road Safety Partnership, Fire Service, Police liaison officer, The National Trust and Lincolnshire Wildlife Trust. Through working alongside and 'getting to know' the people in these organisations, it has the effect of helping to reduce the potential of young people committing crimes, committing arson or wilful damage to people, animals or property. The Acorn Centre currently has a partnership agreement to the army and has access to outreach programmes at the weekends and holidays at no additional cost. These programmes have a proven track record at reducing crime rates in young people.

The designate has set also up a 'Firebreak course' at Lincoln Fire station where the pupils attend one day a week for 6 weeks and learn the discipline and team work by actually becoming junior fire people and have to do a presentation day and the end of the course which parents and local dignitaries are invited to. Police liaison officer will have a regular 'drop in' slot of time to familiarise themselves with our pupils and develop positive relationships and dissonance.

One member of staff is a [REDACTED] with the [REDACTED]. Links will be continued with RAF Scampton (home of the Red Arrows). Based here, at the Road Safety Partnership centre, the pupils can access the facilities, to learn to ride motor cycles whilst learning road safety, first aid and emergency accident response.

We will also have links with RAF Coningsby where a member of staff can attend the Acorn School on a regular basis to discuss service life and also pupils can visit the base for a day to explore; "the day in the life of a RAF Eurofighter base".

There will be joined up work with Youth services who can supply weekly evening support for pupils after school and during holidays to keep them positively engaged in their spare time.

We will create links with the local council and invite members in to discuss local needs and any new initiatives that are taking place that the pupils may get involved, i.e. Lincoln Youth Theatre.

The pupils will also have the opportunity to put forward their views and ideas which could promote positive local cohesion.

The students will be encouraged to choose a charity to explore and support each term to give them an understanding of how they can help in alleviating the problems that people, the environment or animals face. The students will also be involved in completing motor cycle displays in local schools and presenting the SAD (Stealing and Death) course to local secondary schools. This has the backing of the Road Safety Partnership and fits into the National strategy to reduce the number of killed and seriously injured people on our roads each year.

This wide range of activities and community relations will need to be well

managed and planned appropriately and will be shared responsibility between a member of teaching staff and school governor.

## 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
<b>Key Stage 1</b>								
<b>Key Stage 2</b>								
<b>Key Stage 3</b>	18	18		100	24	24		100
<b>Key Stage 4</b>	6	6		100	8	8		100
<b>16-19: commissioner referred</b>								
<b>16-19: pupil application</b>								



<b>Totals</b>								
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## 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 Referral process

Admissions to the Acorn School will be via a referral system. Referrals will be made from the Academy or mainstream school. The referrals will be made prior to permanent exclusion or after a critical incident where crisis intervention will be given. Each week the Acorn school will hold a placement allocation meeting (PAM) to process referrals and decide whether a student will be given a place at the Acorn School or supported through the outreach provision in their mainstream setting. If a placement is given, an induction meeting will be held where it will be decided, in conjunction with the feeder school, parents and the designate Head Teacher, Governor or Academy Head teacher, which specific group the student will attend. When an application is made from a Local Authority school we would need a member of their school team to attend inductions, reviews and transitions, if outreach support is offered, the outreach worker will liaise with the school's SENCO to plan appropriate intervention for that student. There will be a review every six weeks.

We have set our pupil numbers for years 1 to 5, however these can be greater if needs demand. The Acorn school would currently be over-subscribed if numbers requested exceeded 48 in total The pupils may be supported in mainstream via outreach or in a satellite group in school until a place is made available.

A sound knowledge base of the local academies and previous exclusion knowledge demonstrates that places will meet demand. Places should be between six weeks and no longer than a year, So there may only be, for example, 40 Keys Stage 3 FTE places but this may equate to approximately 120 different pupils This provision will also act as a filter for the Acorn Free School and allow a constant flow of students back and forth. Looked after children would take priority, but ideally no child would be denied a place as that would defeat the objectives of the Acorn Free School to help children who have emotional and/or behavioural difficulties and help schools attain zero permanent exclusions.

The links with the commissioners have been made as Acorn Behaviour Support are already working in conjunction with local academies. These links have been forged by the directors and the management team. We already have a team who work in the academies and this network is growing rapidly. On referral the commissioning school will provide pupil attainment levels, IEP's and behaviour plan that has previously been implemented. The keyworker will have this information to return to the SENCo in the

commissioning school. Pupils will be supported to take part in their reintegration plan. This will include what the school needs to do, what the pupil needs to do and what the Acorn Centre needs to do. Re-integration will be discussed regularly with the commissioning school, and all pupil placements will be reviewed every six weeks. Pupils ready for a return to their commissioning school will have an agreed reintegration plan and practical strategies.

The Free School will have the capacity to manage high in year turnover. There may be for example 40 FTE students but this may equate to approximately 120 different pupils. This needs to be carefully managed in terms of pupil tasks and curriculum which needs to be challenging and achievable for a transient pupil group. The tasks in each subject area will last approximately one week. If a youngster starts during a task the keyworker will individually support that youngster until they can access the work, or until the next task begins. Commissioners will be encouraged to start pupils at the beginning of weekly session wherever possible but it is accepted that this is not always possible in the case of an emergency. Pupils will reintegrate to mainstream via the outreach team and be supported on a weekly basis until they are returned to school action. Statemented pupils would undertake a review to allow Acorn school to support them back into school and identify any change in need or objectives.

## **Section E2**

The Acorn school services will be linked to need and demand rather than purely from schools in its 'catchment' area. Evidence of demand has been used to propose pupil numbers. The capacity for the free school would be 48 pupils which would be reached by the beginning of the fourth year. The initial year pupil numbers will be 24. It is anticipated there will be some fluctuation in actual FTE numbers over the year, however schools will be asked to commit to a set number of full time equivalent places. This will allow schools the flexibility of sending a number of pupils over the academic year, but at an agreed cost and with the knowledge a place will always be available. For the Acorn Free School this will allow for better planning and the ability to limit fluctuations in pupil numbers over the years. The academies whom Acorn Behaviour Support Service are currently working with have bought pupil places across a full academic year. In addition to these placements bought in across the year we have also commissioned emergency pupil placements at a slightly higher cost.

Demand letters from commissioners can be found in Appendix C. This details the schools who would refer to our service and the level of demand they anticipate.

Listed overleaf is an overview of the places schools have stated they would purchase.

Out Reach	Off Site	New Clients	School	FTE	Requested pupil numbers
✓	✓		LCHS	3	5
	✓		SSPP	1	3
✓	✓		Caistor	4	4
✓	✓		NK	1	2
		✓	Cordeaux	3	10
✓			Branston	2	15
		✓	St Georges Academy	5	10
			St Georges Ruskington		
			St Georges Billingborough		
✓			Spendluffe	2	
✓	✓		De Aston	2	
			Yarborough	3	
				<b>26</b>	<b>49</b>

Our letters of support from schools represent three different areas. Those in column A are schools who are purchasing our existing support only, B is a list of commissioners who purchase pupil placements or a combination of both. Both of these commissioners have provided FTE numbers - they are aware that this is how our existing provision works. The new clients show high numbers, as they are looking at pupils over the year. We have made calculated assumptions as to the full time equivalent of pupils

Commissioners want a service which will provide supportive and preventative work for schools and pupils where there is a risk of exclusion. This is evidenced by the number of schools now working with our independent service, Acorn Behaviour Support and the demise of LA provision as detailed in the statistical evidence at the end of this section.

Within Lincolnshire the majority of secondary schools are now Academies or in the process of converting. We have directly commissioned schools and

Academies therefore rather than the Local Authority as this is where the decision making is carried out. With the reduction in LA control and support it has been left to Academies who have directly sourced appropriate alternative provision

The anticipated number of students to be worked with and returned to mainstream education have been determined by analysing data from the Lincoln PRU (run by the designate head of the Acorn EBS Free School) for the year 2008/09 where a similar system of early intervention was used and received an outstanding Ofsted.

- 96% of pupils returned to mainstream setting, with the remaining 4% being children who have had support during the summer term and after review require further intervention in the September
- With this return rate it will raise the participation of the pupils finishing their education in the mainstream setting and allowing them to reach their full potential.
- In the same year (2008/9) 400 places were needed for dual registered pupils and only 29 places for single registered pupils were needed. With this system no longer in place, PRU places are mainly being occupied by single registered pupils. There is clearly a need for an alternative provision for dual registered pupils to prevent permanent exclusions and reduce fix term exclusions..

The statistics below show a comparison between 2008/09 and 2010/11. The statistics are those recorded for early intervention and effective prevention when led by the proposed designate head teacher.

Statistics showing an increase in permanent exclusions:

	2008/9		2010/11	
Dual registered at PRU	411		15	
Single registered at PRU	29		27	
Permanently excluded	0		27	

There has been a vast increase in permanent exclusions as dual registered unit placements are no longer available, as the drop from 411 to only 15 demonstrates and clearly shows there is a need not being met at present to help schools maintain zero permanent exclusion.

The Acorn School will service those children who are currently getting no support at early intervention as they did in 2008/09 when the designate head teacher was in charge. As you will see from the letters of support, Heads of

the Academies in Lincoln and beyond are keen to see a return to this status of high quality support and provision.

As a service we are currently commissioned by 11 secondary schools (9 Academies and 2 LA schools) to provide pupil placements and outreach support. In addition we are providing preventative outreach support in 10 primary schools (6 Academies and 4 LA schools). The placements we are currently commissioned to provide are at a cost of [REDACTED] per day. This is [REDACTED] more than anticipated costs with the Free School and demonstrates the commitment of commissioners to our provision. In September we were a newly formed company and have built our client base significantly during this time. In Appendix D we have included copies of bank statements, sample contracts and invoices issued.

During the first year of opening the management committee will consult with the Local Education Authority demonstrating how the Acorn School could support the provision for any LA schools who have not directly commissioned our service.. The Acorn School is more than happy to work collaboratively with the LA to drive up standards and increase participation.

Section E3 – Not needed

Section E4

The Acorn school has consulted with Academies and schools and is already commissioned by 11 secondary schools and 10 primary schools. This has been built up over the past 6 months with marketing and canvassing to schools . The proposed Head teacher and proposed Chair of Governors have been known to these people for many years and all appreciate the opportunity to return to more innovative and successful approach. This personal link has made the Acorn service more viable and marketable – schools are purchasing a ‘known quantity’ with tried and tested outcomes. All of the pupils who have attended the Acorn site to date have been on the verge of permanent exclusion and from that client base we have returned them to mainstream school. We have found that demand has increased over the last 6 months and we have built upon initial successes – as an example of this in the last month we have commissioned 3 new secondaries and 2 new primaries. This demonstrates that our client base is growing and that we are able to build upon current provision. We have a number of academies already committed to our provision next year. This also demonstrates that our most successful marketing tool is ourselves and our reputation in schools.

In addition the Acorn Free School will market itself and begin advertising the school through mediums such as; Lincs FM, BBC radio Lincolnshire, TES article, Lincolnshire Echo. In Appendix E we have included the promotional materials issued out to schools when we have commenced Acorn Behaviour Support Service in September 2011. We have used a systematic approach of contacting local known academies in the first instance and building upon this with new schools since January 2012. Our marketing approach for the Acorn Free School would identify target schools over a period of time whereby directors would meet with headteachers and offer presentations at heads

meetings. We would also utilise the DFE website which states when schools apply for academy status and approach those schools at that point. It is anticipated that the number of schools we are already working with would very nearly fill the places proposed.

The proposed Head Teacher has spoken at several national conferences and has been used as a consultant in other counties. The Acorn School will offer its services to national conferences to discuss alternative provision, effective prevention and early intervention to achieve zero permanent exclusion via an innovative, structured curriculum and support mechanism. This would raise our profile on a national level.

We will offer our services to other local authorities who may wish to purchase training and also purchase some of our individualised enrichment curriculum including for example; mechanical engineering, motor cycle display riding and SAD course. The school will promote close working relationships with TV, Radio and Newspapers. These will be invited to open days and celebration of excellent achievement of pupils. The local MP will also be kept up to date via a half termly newsletter, this will be also supplied to all local schools, LEA, Youth Services, working partners and parents.

The Acorn School will directly service commissioners needs regarding behaviour and emotional difficulties of pupils at risk of exclusion. We have proved there is significant demand which is not met elsewhere within the county.

The Acorn school will also service the Academies via its outreach capacity. This is also in existing operation with schools purchasing Acorn Behaviour Support Service. The letter of support from JSTC in appendix C states that the school are very happy with this service already provided. A vital part of our service will be the inflow and outflow of pupils into school – early identification and support for staff in school and a focused reintegration programme on return to mainstream. In addition to this partner schools can access outreach support for pupils, staff and parents, providing advice on behaviour management and raising standards in teaching and learning.

Our proposals for promoting good community relations are within D2

## 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

We have identified the individuals who have the expertise and experience needed to set up and operate the school. Please find below details of those individuals

- [REDACTED]
- [REDACTED]
- [REDACTED]

[REDACTED] is able to commit to 10 hours per week to the Free School however as an already established company much work has already been completed.

[REDACTED]

[REDACTED] – [REDACTED] Acorn Free School

[REDACTED] is bringing his knowledge and contacts at many of the

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

### Acorn School parent governor

The parent governor will be invited on to the governing body once the Acorn has opened. We would like them to have experience of the mechanisms of student referrals, and the range of behavioural issues children may have. We have a number of existing and ex-parents who have shown an expression of interest in this position.



We feel that as a group we have the educational expertise, and proven track record, to deliver our educational vision.

## **F2**

The Acorn School will have the two directors of Acorn Behaviour Support Service who are already managing and running the finances for an on-site provision and outreach team. [REDACTED] has, prior to teaching, had [REDACTED]. It is envisaged that this additional expertise will continue to be needed. Administrative support will be needed for the day to day running of the Acorn Free School.

The chair of governors of the Acorn Free School, along with [REDACTED] have direct experience of managing and understanding school budgets.

## **F3**

Details of the company members and areas of expertise and time commitments are listed in F1. All of the group members have previously been either teachers, managers, or governors/advisors of an Ofsted graded outstanding pupil referral unit. This pupil referral unit (Mary Knox Education Centre) was led by the two directors of Acorn Behaviour Support, who have since set up a private enterprise offering alternative provision. This evidences the capacity of group members and also the ability to plan, and set up a new business.

The group has expertise in school governance, business planning and human resourcing.

We have identified a need for support with ICT infrastructure, and property and construction. This additional support will be sourced once we have a clear timeline around site availability.

## **F4**

A build up of staffing over the four years will accommodate an increase in pupil numbers

### **2013/14**

Pupil Group (12) 1 Teacher/1 Teaching Asst

Pupil Group (12) 1 Teacher/1 Teaching Asst

HLTA to work across both groups

Outreach manager/outreach support – to work in schools

Head/SENCo to provide leadership/teaching

### **2014/15**

Pupil Group (12) 1 Teacher/1 Teaching Asst

Pupil Group (12) 1 Teacher/ 1 Teaching Asst

Pupil Group (8) 0.5 Teacher/ 0.5 HLTA

0.5 HLTA to work across both groups/reintegration of pupils  
Outreach manager/outreach support – to work in schools  
Head/SENCo to provide leadership/teaching

2015/16

Pupil Group (10) 1 Teacher/1 Teaching Asst  
Pupil Group (10) 1 Teacher/ 1 Teaching Asst  
Pupil Group (10) 1 Teacher/ 1 Teaching Asst  
Pupil Group (10) 1 HLTA/ 1 Teaching Asst  
0.5 HLTA to work across groups/reintegration of pupils  
Outreach manager/outreach support – to work in schools  
Head/SENCo to provide leadership/teaching

2016/17

Pupil Group (10) 1 Teacher/1 Teaching Asst  
Pupil Group (10) 1 Teacher/1 Teaching Asst  
Pupil Group (10) 1 Teacher/1 Teaching Asst  
Pupil Group (10) 1 HLTA/ 1 Teaching Asst  
Pupil Group (8) 1 HLTA/1 Teaching Asst  
0.5 HLTA to work across groups/reintegration of pupils  
Outreach manager/outreach support – to work in schools  
Head/SENCo to provide leadership/teaching

The final staffing structure is attached – Appendix F. This has been cross referenced with the finance template in G which demonstrates that it is financially viable on the pupil numbers anticipated. Staffing has been organised to maintain low pupil numbers in groups, with high staffing rations. This will allow us to deliver the behaviour modification and tailor needs for the individual pupil. Our vision highlighted that our greatest asset and resource in changing pupil behaviour was the staff and approach of the adults working with them. Our structure places high priority on staffing and having the right staff to influence change.

The leadership team of the school will consist of:

**Headteacher**

Whole school development and planning  
Standards of Teaching and learning  
Behaviour Management  
Performance Management of Centre teachers and HLTA's  
Performance Management of driver/Admin support  
Finance Management

**SENCo/Outreach Manager**

Deputise for head as and when required  
Responsible for SEN within the centre  
Safeguarding

Multi Agency liaison

Performance Management of outreach staff and quality assurance of work in school

### **Senior Teacher**

Curriculum oversight – subject areas can be delegated to other staff  
Performance Management of Centre TA's  
Assessment

### **HLTA**

Reintegration planning for pupils returning to school

The leadership team at the school will be accountable to the governing body who will be responsible for agreeing and reviewing, policies, school finance, staffing. Performance management of headteacher and outreach manager will lie with the school governing body. There will be a designated governor for SEN and health and safety.

First term and year arrangements – we have organised the Acorn Free School so that the required senior leadership team will be in place to carry out the roles listed above from opening. Additional roles and responsibilities e.g. healthy schools, school council etc. will be designated as the school grows during the first academic year. The first term and year will be dominated by a cycle of focused planning and review to ensure that targets in the development plan are met. The first year will also see a focus on an increase in accreditation.

F5

The Acorn Free School has a preferred principal designate, [REDACTED], [REDACTED] and [REDACTED]. [REDACTED] has [REDACTED] bringing last centre an outstanding Ofsted report, one of the first PRU's in the country to do so. The Ofsted report cited

“Its results are impressive, not least the fact that the large number of secondary schools engaged with the centre report no permanent exclusions of Key Stage 3 students and, importantly, these students stay the course in Key Stage 4.”

“The senior staff of some of these mainstream schools have described the centre as ‘utterly fantastic’ because it provides a highly effective alternative to exclusion. It is a lifeline to schools and their families.”

“Parents are positive in their views. Even those who at the start held reservations about the centre’s involvement were quickly won over by the rapid transformation in their children and the fact that the threat of permanent exclusion was removed.”

“Attendance rates are high”

“The huge success the centre enjoys is the result of inspired and resolute

leadership, particularly that of the teacher-in-charge". (Namely the proposed designate Head Teacher of the Acorn School, [REDACTED]).

[REDACTED] is a [REDACTED]. He has a [REDACTED]. Permanent exclusion figures at Key stage 3 had reached zero for the period of 2008-2010. This was directly the result of the innovative hard work done by the proposed designate Head Teacher and his team. They had achieved this alongside only 2 other areas of the country, through the combination of; dual-registration centre placements, early intervention outreach, employment of strategies that really work and a tailored curriculum that put these children 'Back on Track'. Head teachers valued this work in helping them attain their behaviour, attendance and exclusion target, and we are confident, will highly appreciate the return of this high quality provision

Please find below CV  
Curriculum Vitae:

[REDACTED]

### **Personal Profile**

DOB: [REDACTED]

Marital Status: [REDACTED]

NI Number: [REDACTED]

### **Education**

[REDACTED]

### **Employment**

[REDACTED]

### **Other relevant experience/qualifications**

[REDACTED]

### **Courses**

[REDACTED]

The principal designate will be instrumental in the implementation phase. His vast experience, links and reputation with local headteachers will be intrinsic to its success. He will be responsible for the planning and development of the school and the drive to ensure that each phase is reached on time

We intend to have a thorough process of recruitment and selection – our staff are the most valuable asset and will be the key to changing the lives of the young people in our care. As we already operate in a large number of schools in the county we have access to and have worked with many different professionals. This knowledge and information will be helpful in informing our recruitment of staff. Positions will be advertised locally and in the TES. Applications will be shortlisted and prioritised around those staff who have a proven track record of successfully changing the behaviour of challenging youngsters. At interview candidates will be asked to teach demonstration lessons whereby we can observe their connection with and impact on pupils. Successful applicants will only be appointed on the receipt of two satisfactory references (one of which must be from the applicant's most recent employer) the receipt of an enhanced disclosure and evidence of identity and right to work in the UK.

We have already identified prospective governors – please see F1. These are governors who were previously in post as governors of the Mary Knox Education Centre and have vast experience within the management of alternative education. These people were identified by the directors of Acorn Behaviour Support Service over 4 years ago who with their skills as deputies and headteachers of secondary schools supported and challenged the centre in gaining an outstanding Ofsted

F6

The current limited company by guarantee was set up last year and met the requirements at that time for applying for a free School. There were two company directors and two members. Other roles were governors and an academy trustee. There will be changes to this and at companies' house to meet the current requirements; these changes will be, three members and two of these members will also be directors. All governors will be director. Some of the directors and members will also hold other roles within the school. Each director and member will have responsibility for a specific area and will be accountable for this (see flow diagram of accountability). These areas have been designated according to each individual's current strengths and experience. The governors are accountable to the three founder members. There will be governors meetings every term where the principle will respond to requests from governors. It is critical that the governor's work alongside the principle to ensure the school is effective achieving its targets and maintaining ethos and vision, to raise standards of achievement and behaviour with its commissioners.

Each member of the company and teaching staff will be requested to sign a pecuniary of interest form to avoid any potential conflicts of interests. The teaching and nonteaching staff will be directly accountable to the governing body who will be all directors of the company and as you can see from the accountability flow chart specific areas of responsibility have been given to the governors and then this will be led by the chair. The governing body will remain a critical friend of the school and ensure the efficient and high quality delivery of the curriculum. The senior management team initially will comprise on the SENCO and Senior teacher will work alongside the

governors to maintain high standards. The principle will report back to the governing body at least once a term, the governing body is accountable to the initial members these will meet every 6 weeks to ensure standards of achievement are high in all areas it is anticipated that over the first 18 months before the school opens the governing body will expand to strengthen particular areas of the school.

A diagram showing lines of communication is in Appendix G

## 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.

G1

Both financial plans demonstrate that income would exceed expenditure for each year

To minimise additional funding needed it is anticipated that the principal will cover any teaching absences and PPA absences. At 80% economy the principal will have a regular teaching commitment. Both support staff and teacher will be expected to respond flexibly to the needs of centre/outreach and work in both capacities as demand arises

G2 Assumptions for the initial financial plan

- That we have a realistic number during the first year and would grow by 8 FTE pupils each year. This realistic figure is based upon demand evidenced in letters of support from Academies. This is also evidenced by Academies already paying almost double the amount (██████████ per day) for the placements with Acorn Behaviour Support Service
- That FTE places will equate to a much larger number of pupils over the academic year
- Whilst we have utilised the principal to have a teaching commitment this has been deliberately minimised. The role of the principal is vital in terms of strategic planning, driving the school forward and maintaining an overview of standards in teaching and learning. To utilise the principal too much in this role was felt to be a false economy and ultimately impede this dynamic role, essential to an effective school
- We have sufficient in house expertise to reduce the need for consultants and external curriculum support
- Outreach support (and income generated) to schools has been conservatively estimated. Acorn Behaviour Support Service are currently commissioned to deliver the equivalent of 2 full-time staff into schools. This conservative approach is a strong basis to estimate our income and the ability to generate more income in this area would be relatively easy to achieve
- Staff employed will have the capacity to support in schools on outreach as well as in the centre
- Free School will provide the initial capital support needed to make the building suitable for purpose
- We would source and utilise 'free' support and external agencies e.g. army careers, school nurse, st johns ambulance to maximise input for pupils and to keep costs low
- Schools would be required to purchase places over the full academic

year. Our commissioned schools already do this . This minimises the financial pressure on the Free school and also maximises the ability to offer short term emergency places to commissioned schools at a lower rate. Non commissioned schools will be able to purchase emergency places at a slightly higher cost

- We would appoint part-time staff to allow flexibility of cover, and ability to increase hours if demand arises

### G3

Pupil numbers have been reduced to 80% projected places for each year. Associated costs have been reduced in line with this, however staffing ratios have been maintained. The Free School would not appoint a senior teacher and pay an additional allowance. The responsibilities would be managed between the SENCo and Headteacher. The HLTA posts would be reduced and the Headteacher would take on a greater teaching commitment. Associated costs with lower pupil number such as minibus/fuel have been reduced. Outreach support has been kept as per the original plan as this was a deliberately conservative estimate and currently already achieved. If needed the service could readily increase publicity for outreach and appoint staff to service different areas of the county.

If the school was under financial pressure the focus would not simply be on reducing costs but on generating income. Additional income could be generated in a number of ways - from the delivery of a conference on behaviour management, increasing our school provision of courses e.g. PITSTOP motorcycle course, accessing funding from grants.

### G4

Financial plan is consistent with the vision of the school and the numbers are consistent with demand from commissioners

### G5

We have clear evidence to show that commissioners are willing to pay the agreed costs. Benchmarking data has been used for non-payroll costs associated with the Free School. The staffing structure in F4 is consistent with the financial plan and curriculum overview

### G6

Following discussions with new schools network it was agreed we should apply as a new provider, as we have no established premises and have only traded for 5 months. We have however attached bank statements, invoices and contracts to the application to prove the demand we have generated in this short space of time



## Section H: Premises

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

### **LOWFIELDS INFANT SCHOOL**

Address:



LINCOLN

#### **Advantages**

- This site is vacant and available for disposal
- Currently this site is the preferred option as it is located in the City of Lincoln to service the majority of schools and academies with alternative provision. This allows for ease of access and reduces transport costs for pupils to attend the Acorn School.
- Current freeholder Lincolnshire County Council and being disposed through [REDACTED] with the contact being [REDACTED].
- Classroom capacity 188.23m2
- Hall 143.4m2
- Total area including staff rooms etc. 729.07m2.
- The outside area will provide the pupils with hard and soft areas for PE, Horticulture, Motorcycle Riding and Free Play.

Currently [REDACTED] will not release an estimate sale price. It's rateable value is [REDACTED] which equates to [REDACTED] of the current multiplier of [REDACTED].

#### **The suitability of the site**

Projected pupils numbers by 2017 can easily be accommodated in this school. The site is suitable as it is a [REDACTED] and refurbishment and construction will be minimal. We have looked at a number of sites in Lincolnshire and this site provides the best value for money in terms of essential repair and maintenance.

Site plans are attached – Appendix H

# Annexes

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

## Appendix

A – Written piece of work from pupil currently attending Acorn Centre

B – Timetable

C – Letters from commissioners asking for places

Branston Community Academy

Caistor Yarborough Academy

Cordeaux School

North Kesteven School

St Peter and St Paul

St Georges Academy

John Spendluffe Technology College

Lincoln Christ's Hospital School

Lincoln Castle Academy

De Aston School

D – Bank statements, Samples of invoices issued, Sample of contracts signed

E – Leaflets/Information issued to schools

F – Staffing Structure

G – Accountability

H – Site plan

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