



Department  
for Education

**Free School Application Form**

**Alternative Provision (AP)**

**EBN FREE SCHOOL (PHASE 2)**

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## Completing and submitting your application

Before completing your application, please ensure that you have read both the relevant 'How to Apply' guidance and the assessment criteria booklet carefully. These can be found [here](#). Please also ensure that you can provide all the information and documentation required.

The free school application is made up of nine sections

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of need
- **Section F:** Capacity and capability
- **Section G:** Budget planning and affordability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A and B** we are asking you to tell us about your group and provide an outline of the school. This requires the completion of the relevant sections of the Excel template.

In **Sections C to F** we are asking for more detailed information about the school you want to establish and the supporting rationale. This requires the completion of the relevant sections of the Word and Excel templates.

In **Section G** we are asking specifically about costs and financial viability. This requires the completion the relevant sections of the Word and Excel templates.

In **Section H** we are asking for information about premises, including an outline of any research/progress you have made so far. This requires the completion the relevant sections of both the Word and Excel templates.

**Section I** is about your suitability to set up and then run a free school. There is a separate (downloadable) Word form for this.

Failure to submit all the information required may mean that we are unable to consider your application.

**Sections A to H**, i.e. the completed Word AND Excel templates in this document and the budget plans, need to be submitted by email to the Department for Education (by the application deadline) to: [alternativeprovision.fsapplications@education.gsi.gov.uk](mailto:alternativeprovision.fsapplications@education.gsi.gov.uk). Your email must be no more than 9MB in size.

The Word template should be: between 50 and 100 pages long; formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes are excluded from the page limit and should be restricted to CVs for key individuals. Please do not include photographs, images and logos in your application.

The contents of the budget Excel template are excluded from the page limit.

Please include the name of your school in the file name for both your Word and Excel templates.

You also need to submit two hard copies (of **sections A-H** and the budget plans) by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3<sup>rd</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT

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

**Section I**, i.e. the **Personal Information form**, is required for each member, director and principal designate that has not submitted forms within the past 365 days, together with a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days. These need to be submitted as hard copies with a copy of Section A (from the Excel template) by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4<sup>th</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.

### **Data Protection**

Personal data is collected on the Word and Excel templates in order to consider an application to set up a free school and will not be used for other purposes. For the purposes of the Data Protection Act, the Department for Education is the data controller for this personal information and for ensuring that it is processed in accordance with 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

Name of task	Yes	No
1. Have you established a company limited by guarantee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Have you provided information on all of the following areas:		
<b>Section A:</b> Applicant details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section B:</b> Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section C:</b> Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section D:</b> Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section E:</b> Evidence of need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section F:</b> Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section G:</b> Budget planning and affordability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section H:</b> Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Have you fully completed the budget plans?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only*: have you provided a link to your school's most recent inspection report and completed a self-assessment form describing how your school would perform against the Ofsted Section 5 criteria	<input type="checkbox"/>	<input type="checkbox"/>
7. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: <a href="mailto:alternativeprovision.fsapplications@education.gsi.gov.uk">alternativeprovision.fsapplications@education.gsi.gov.uk</a> within one of the windows below? <ul style="list-style-type: none"> <li>▪ 9am on 9 Sept 2013 and 12 noon on 13 Sept 2013;</li> <li>▪ 9am on 6 Jan 2014 and 12 noon on 10 Jan 2014; or</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<ul style="list-style-type: none"> <li>▪ 9am on 5 May 2014 and 12 noon on 9 May 2014.</li> </ul>		
<p><b>8.</b> Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3<sup>rd</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

*\*Independent schools include existing alternative provision and special school institutions that are privately run*

*\*\* If your application is larger than 9MB please split the documents and send two emails*

<p><b>Section I of your application</b></p>		
<p><b>9.</b> Have you sent:</p> <ul style="list-style-type: none"> <li>▪ a copy of Section A (tab 1 of the Excel template); and</li> <li>▪ copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and</li> <li>▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days</li> </ul> <p>by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4<sup>th</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?</p> <p>(See guidance for dates and deadlines)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Declaration

**\*\*This must be signed by a company member on behalf of the company / trust\*\***

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a free school in accordance with:

- the requirements outlined in the 'How to Apply' guidance;
- the funding agreement with the Secretary of State; and
- all relevant obligations and requirements that apply to open academies (e.g. safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance).

I have fully disclosed all financial liabilities and the full extent of each/any debt for which the company, trust or existing school is liable.

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: Member of company** (please delete as appropriate).

**Print name:**

**Date:**

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

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



### **Section A: Applicant details**

Please refer to the Excel template.

### **Section B: Outline of the school**

Please refer to the Excel template.



## Section C: Education vision

### Rationale

The East Birmingham Network is one of six networks which are part of Birmingham Local Authority. There are 12 secondary schools within this network that provide for over 18,500 students between the ages 11 to 19. These 12 schools have a long history of collaboration in areas such as Behaviour and Attendance Partnership, Sharing Panel, collaborative continual professional development, collaborative school evaluation, local area curriculum planning and joint Post-16 provision.

Across the East Birmingham Network schools the NEET figures have been as high as 6.07% in comparison to the Birmingham Local Authority average of 3.8%. Additionally over 33% of the SEN needs from the city come from the East area alone.

The East Birmingham Network is bordered by the North Network. The East Birmingham Network spans the following areas of Birmingham: Sutton Coldfield, Castle Vale, Bromford, Shard End, Garrets Green, Sheldon, Acocks Green, Yardley, Alum Rock, Washwood Heath and Stechford; all of which are well served by public transport.

To the East and South of the network are Warwickshire and Solihull Local Authorities. Over 1500 students who live in the East Birmingham Network catchment area attend schools in these neighbouring authorities.

It is well documented that this is an area of high multiple deprivation factors. For example, seven of the network schools have over 40% of their students on Free School Meals and an average of 80% of students within the network live in areas within the top deprivation quintile compared to the Birmingham average of 63.6%.

**Table: Comparative Data on all EBN Secondary Schools**

<b>School Name</b>	<b>Absence Rate</b>	<b>Persistent Abs</b>	<b>SEN Statements</b>	<b>Sch Action Plus</b>	<b>Pupil Turnover</b>	<b>Top Dep Quintile</b>	<b>5+A*-C (EM)</b>	<b>Free School Meals</b>
ArchBishop Ilsley	7.10%	5.60%	1.00%	4.40%	2.00%	64.90%	53%	52.90%
Bishop Walsh	6.10%	3.50%	1.40%	1.60%	2.40%	11.00%	76%	6.50%

Greenwood Academy	9.10%	8.10%	2.40%	13.50%	7.60%	83%	31%	40.60%
Cockshut Hill	6.70%	4.90%	2.10%	6.90%	4.10%	69.40%	52%	24.10%
John Willmott	7.20%	4.90%	2.10%	4.20%	5.30%	24.10%	53%	20.50%
Ninestiles	8.50%	8.50%	5.40%	5.70%	5.70%	70.10%	64%	27.00%
Park View	7.60%	4.60%	3.10%	10.10%	5.80%	71.00%	71%	59%
King Edwards Sheldon Heath	7.00%	5.90%	2.20%	1.80%	12.60%	91.40%	47%	39.60%
International	6.60%	4.70%	2.10%	10.60%	28.90%	94.00%	42%	53.20%
Washwood H.	9.40%	7.10%	1.20%	4.10%	8.30%	93.70%	51%	43.70%
LA Average	6.80%	4.40%	2.10%	7.10%	6.80%	63.60%	55%	
Network Average	8.00%	5.50%	2.40%	6.10%	7.80%	79.00%	54%	34.30%

Through the work done on behaviour and attendance, the network has significantly reduced the number of permanent exclusions from 56 in 2005/6 to 24 by 2012. This was achieved through successful integration of hard to place students, intelligent and creative use of the managed move process as a preventative strategy.

In 2011 the East Network became the EBN TRUST and successfully bid to open one of the first AP Free Schools in September 2012. This provision will cater for 90 students when at full capacity and opened up with a specialism of Hair and Beauty, Business and Childcare. Currently the percentage FSM students attending EBN Free School phase 1 is 60%. This provision was visited by our DfE advisor who having audited performance judged that Leadership and Management, Teaching and Learning,

Behaviour and Progression already would be outstanding by Ofsted standards. (Please see report and letter from DfE advisor.)

However even with this provision there still remain more students who require further quality provision to build on the provision at EBN Free School phase 1.

A continuum of alternative provision is required to meet the needs of all students. In 2012 the EBN Trust met with [REDACTED] to share our vision of providing a continuum of alternative provision across the area to cater for the full volume of AP students which is approximately 300 students between the ages of 11 and 16. This strategy entails having an additional EBN Free School with a focus on different vocational areas such as Art and Design and Motor Vehicle, but situated further to the North of the network geographically, which will allow provision to be developed and accessed by our close neighbours in the North Network and Solihull. This is why this second bid is being submitted to realise this vision.

One of the core aims of the EBN TRUST is to develop a range of learning opportunities that allow early intervention, prevention and secure engagement in a more innovative way. As part of our discussions with [REDACTED] and the DfE in May 2012 we were identified as the preferred sponsors for a PRU on the border of East Birmingham and Solihull.

### **Vision**

The EBN Trust are committed to creating EBN academies/Free Schools that are purposeful learning environments with the highest expectations in terms of pupils learning and achievement.

All students at EBN Free School/ Schools will have access to the best teachers who make sure no student has any loss in learning throughout their school day/week/month/year. We expect every learning opportunity to be exploited so that all EBN Free School students will leave at the end of KS4 with the same currency as any other student attending any other outstanding school.

A rich curriculum will fulfil our principal aim of providing high standards of excellence for every student by providing a range of academic qualifications as well as enrichment experiences, which will address the learning and emotional needs of all students.

We will support every student to develop their true potential and make a positive contribution to their community as they progress towards adult life.

## **Ethos**

We have learned from experience that clearly defined goals backed by innovation and effort will bring success. This is a belief we hold firm at EBN TRUST, indeed an ethos that promotes a positive approach and achievement is one that we will foster and encourage throughout all EBN schools.

We are proud to have opened up EBN Free School phase 1 as a centre of excellence in alternative provision and we will be equally proud to uphold the following:

- Expectations of the highest possible attainment,
- Expectations of the hard work and commitment from all,
- Expectations of behaviour that allows effective learning and teaching to take place.

### **Every EBN Free School Student will:**

- Be ambitious and understand the importance of hard work
- Have good relationships with adults and peers
- Be prepared for the challenges of society
- Have a sense of responsibility and discipline
- Be socially, morally and spiritually aware
- Be able to operate as part of a team and have leadership skills

Our greatest delight will be that students and staff will live up to these expectations every day.

Our mission is to ensure:

- EBN Free Schools will be safe, well ordered and caring learning environments, which will deliver high quality education to all its students. We will support them to develop their individual potential for growth, self-worth and self-control through experiencing outstanding teaching, clear and consistent guidance and support.
- The academic curriculum will fulfil our principal aim of providing access to a range of accredited qualifications as well as educational and social experiences, which will address the learning and emotional needs of our students. We will support every student to develop their true potential and make a positive contribution to their community as they progress towards adult life.

### **Principal Aims:**

- To develop a range of learning opportunities that allow early intervention, and prevention and that will also secure engagement in a more innovative way.
- To challenge every student to raise their aspirations and excel in academic achievements.
- To provide high standards of excellence for every student by providing a range of academic qualifications and enrichment experiences.
- To instill in students the values and characteristics necessary to become successful, confident and responsible members of society.
- To teach students the value of self-discipline, resilience and respect in order to become life-long learners.
- To prepare students to participate in and contribute to a society with ever changing scientific, technical and global needs.

### **These aims are underpinned by:**

- An extensive purposeful programme of enrichment where students can develop their talents and interests.
- High quality teaching leading to a stimulating and enjoyable educational experience for all.
- A broad and balanced curriculum, with an emphasis on English and Mathematics, which offers real choice and opportunity in an ever changing technological world.
- A well ordered and disciplined environment where students feel safe and happy.
- Strong bonds between home, school and the community that reinforce the school's success.

There is currently a range of successful strategies in place within the network which includes opportunities for students to make a fresh start through the use of managed moves and other collaborative arrangements between schools. Students who will be referred to EBN Free School phase 2 will be hard to place students who have behaviour or attendance issues, who may have been unsuccessful in the managed move process. Some of these students may be students with additional needs but have not had a statement issued eg. ASD, BESD.

As the lead on the behaviour strategy for the area EBN have identified that if the managed move process has not re-engaged the students by Year 9, disaffection becomes entrenched and a different approach is needed beyond the confines of the mainstream school.

One of the core aims of the EBN free schools is to develop a range of learning opportunities that allow early intervention, prevention and secure engagement in a more innovative way. By including Year 9 this will allow opportunities for early assessment of need and appropriate learning programmes and interventions that will lead to appropriate progression routes on to further education opportunities which

includes mainstream education. EBN Free School phase 2 will also cater for students between the ages of 13- 16 similar to EBN Free School Phase 1. All students will study Maths, English, Science – appropriate to their learning style plus access to a wide curriculum offer designed to promote individual engagement, attainment and achievement. Opportunities will also be provided in physical education for students.

Other learning opportunities will include GCSE and appropriate accredited vocational courses and work based learning opportunities. Vocational training to be accessed internally onsite and externally using Further Education providers such as South Birmingham College and Birmingham Metropolitan College where there are already established shared provision courses developed.

Access will also be provided to a range of enrichment opportunities to motivate and inspire students to raise their aspirations and develop a sense of moral purpose contributing effectively to the community.

Class sizes will be no greater than 10. Pupils will have access to a personal coach to remove barriers to learning and supporting the acquisition of life skills which include the student in sharing responsibility for their own learning.

EBN Free schools Phase 2 will continue to work with parents, support services which would include The Health Authority, Youth Offending Team, voluntary groups, Social Services, local businesses, sporting institutions (BCFC), Further Education and Higher Education in same way as EBN phase 1 currently does.

Every student will have an exit strategy identified on entry through a learning passport which will inform the support for either reintegration into mainstream or progression into post 16. There will be continuous assessment of the students' needs that will inform the learning passport. This learning passport will follow the students throughout the remainder of their statutory education.

As the needs of students become apparent or change throughout the year the programmes will need to be designed specifically for individuals to allow for a 'roll on, roll off' model of delivery with a coordinated approach to reintegration into mainstream where appropriate.

We will make a positive contribution to the local community by enabling students to become responsible citizens by breaking the cycle of underachievement.

### **Outcomes:**

\_The EBN Free School phase 1 and 2 will exist in order to:

- Provide for the needs of 13-16 year old students who have disengaged from mainstream provision and who are high need but not necessarily statemented.
- Narrow the gap of under achievement.
- Reduce the NEET figures.
- Provide a springboard to prepare students for post 16.
- Reduce the number of permanent and fixed term exclusions.
- Support the re-integration of permanently excluded students into mainstream.
- Reduce the risk of students offending.

## Section D: Education plan – part 1

	Current number of pupils (if applicable)	2015	2016	2017	2018	2019	2020	2021
Key Stage 1								
Key Stage 2								
Key Stage 3		20	20	20	20	20	20	20
Key Stage 4		50	70	70	70	70	70	70
16-19: commissioner referred								
16-19: student applications								
Totals		70	90	90	90	90	90	90

### D1: The Curriculum Plan

EBN Free Schools' mission is to provide a safe, well ordered and caring learning environment which will deliver high quality education to all its students. We will support students to develop their individual potential for growth, self-worth and self-control through experiencing outstanding teaching, clear and consistent guidance and support.

We will provide a broad and balanced curriculum relevant to young people's needs in the 21<sup>st</sup> century. In all three year groups emphasis will be placed on the acquisition of skills, attitudes and knowledge, which provide the basis for future study. We set high expectations and challenge all students to become independent learners who can take responsibility for their own work. Our curriculum design will ensure that all students are exposed to depth and breadth of experience and expertise and the development of multiple skills and intelligences.

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



We intend the curriculum in EBN Free School phase 2 to reflect the same curriculum as that used in EBN Free School phase 1. The only difference will be the vocational specialism we propose to deliver onsite which is Art and Design and Motor Vehicle.

EBN Free School phase 2 will cater for students between the ages of 13 - 16. This model of curriculum has proven very successful in engaging this age group of students at EBN Free School phase 1, by providing a work related learning approach that has appealed to our students and made the curriculum more interesting and accessible to their learning needs. At the same time the focus on the academic subjects has ensured they have not missed out on what they would have accessed in mainstream which improves the opportunities for reintegration back into mainstream and progression onto post 16 provision. This approach ensures EBN students leave with the same currency as any other outstanding school.

All students will study Maths, English, Science – appropriate to their learning style – plus access to a wide curriculum offer designed to promote individual engagement, attainment and achievement. Vocational training will be accessed internally onsite and externally using Further Education providers such as South Birmingham College and Birmingham Metropolitan College where there are already established shared provision courses developed.

As the needs of students become apparent or change throughout the year the programmes will need to be designed specifically for individuals to allow for a 'roll on, roll off' model of delivery with a coordinated approach to reintegration into mainstream school where appropriate.

**Every EBN Free School Student will:**

- Be ambitious and understand the importance of hard work
- Have good relationships with adults and peers
- Be prepared for the challenges of society
- Have a sense of responsibility and discipline
- Be socially, morally and spiritually aware
- be able to operate as part of a team and have well established leadership skills

To achieve this, all students will follow a programme of study that will include a core curriculum of:

- English – 2.5 hours per week
- Mathematics – 2.5 hours per week
- Computer Science – 2.5 hours per week
- Sport – 2.0 hours per week
- Science – 2.5 hours per week
- PSHEE – 1 hour per week

- Enrichment – 2.5 hours per week.
- Behaviour Curriculum – 2.5 hours per week.

A series of GCSE and Vocational subject options will be offered to include:

- Hair and Beauty
  - Motor Vehicle
  - Business Studies
  - Health and Social Care
  - Sport - at college
  - Catering - at college
  - Art and Design
- Total of 8 hours per week

The curriculum will be planned with great care to provide variety in learning and teaching approaches. Some of the time students are taught in single lessons, sometimes double lessons and occasionally they are immersed in whole day activities. These can be onsite or offsite. Many lessons will utilise new technologies as teachers blend new approaches into a tried and tested formula.

**Table 1 - Curriculum Overview:**

<b>Core Yr 9</b>	<b>Core Yr 10/11</b>
English Maths Science Computer Science Sport PSHEE Behaviour Curriculum	English Maths Science Computer Science PSHEE Behaviour Curriculum
<b>Students in Yr 10 and 11 have a choice of two additional options from the following</b>	
<b>Options 1</b>	<b>Options B</b>
Business Studies Health and Social Care	Hair and Beauty Motor Vehicle Art and Design Sport and Leisure Catering
All students will follow a timetabled programme of enrichment which will include employability skills, career guidance, volunteering, work experience, team building.	

## School Day

Students will receive their entitlement of a minimum of 25 hours per week. This will be bespoke to meet the individual needs of the students and will be a variety of educational experiences both onsite and in the wider community.

The school day is envisaged to start at **8.30am** and finish at **2.50pm**, allowing ample time for extended learning and enrichment outside the formal school day.

The curriculum will be modelled to ensure it is flexible enough to accommodate those students who will not have the same length of school day. For example, some students engaged in offsite learning activities, such as attending a mainstream school for a GCSE course, may start and finish at later times than they would do at the EBN Free School phase 2, but they will still be accessing 25 hours per week. There will be a timetable that will ensure all students have access to all areas of the schools core curriculum.

**Table 2 – Structure of the Day:**

<b>Time</b>	<b>Session</b>
08.30 - 09.00	Registration / Tutorial
09.00 - 09.50	Session 1
09.50 - 10.40	Session 2
10.40 - 11.30	Break activities
11.30 - 12.20	Session 3
12.20 - 12.40	Lunch Group A/ Activities Group B
12.40 - 13.00	Lunch Group B/ Activities Group A
13.00 - 13.50	Session 4
13.50 - 14.40	Session 5
14.40 - 15.00	End of day gathering/enrichment - dismissed or escorted to session 6
15.00 - 16.00	Session 6 - Work lost session

Individual students will have a personalised timetable to support their particular needs, thus a flexible approach will be utilised to secure the full engagement of all young people. The day will be structured into 50 minute sessions designed to meet the differing needs of the young people and maximising the use of the buildings and staff skills and expertise. Every opportunity will be exploited to ensure students are learning at all times.

The flexibility within the timetable will allow students to access courses which meet their different needs and interests. A wider range of courses will be accessed through the partnership within the network of schools, college and other partners. Students will be released one day a week to travel to the EBN Free School phase 1, our partner colleges or schools to access any vocational option students would like to pursue that are not delivered onsite at EBN Free School phase 2. For example, last academic year some students from EBN Free School phase 1 accessed Spanish and Portuguese from one of our partner schools.

Students will be consulted in all matters related to their learning programme, developing individual responsibility for their learning and a collective responsibility for the school community.

Pupils will also have access to a personal coach/TA to remove barriers to learning and supporting the acquisition of life skills which include the student in sharing responsibility for their own learning.

The personal coaches will also teach students the Behaviour Curriculum which allows students to learn the skills that are required for them to improve their levels of behaviour. This curriculum forms the basis of the learning passports initial assessment on students' behaviour levels as well as informing SMART target setting for students.

Students will access the Behaviour Curriculum once a day as well as this being imbedded in a cross curricular approach across all lessons where teachers check students progress on behaviour levels at the end of every lesson.

The school is committed to inclusion and to the ten principles that underpin the Every Child Matters, the Change for Children Programme and the five Every Child Matters outcomes. We will meet the need of students who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school. Students requiring equipment due to impairment will be assessed in order to gain the support that they require.

We recognise that students learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many students, at some time in their school career, may experience difficulties which affect their learning and we recognise that these may be long or short term. We aim to identify these needs as they arise and provide teaching and learning contexts that enable every student to achieve to his or her full potential.

We see the inclusion of students identified as having special educational needs as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

The EBN Free School phase 2 will:

- Ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively.
- Ensure equality of opportunity for, and to eliminate prejudice and discrimination against students with special educational needs.
- Continually monitor the progress of all students, to identify needs as they arise and to provide support as early as possible.
- Provide full access to the curriculum through differentiated planning by class teachers, SENCO, and support staff as appropriate.
- Provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those students recorded as having SEN at School Action, School Action Plus and Statements of Special Educational Needs.
- Ensure that students with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
- Involve parents/carers at every stage in plans to meet their child's additional needs
- Involve the students themselves in planning and in any decision making that affects them.

There will be a SENCO who will have specific roles and responsibilities.

The Leadership Team of the school led by the Head Teacher will include the Deputy Head/SENCO and the Curriculum and Progress Leader. There is an expectation that this team would meet once a week. There will be other weekly school meetings involving all staff to support pupil progress and curriculum development.

There will also be a designated Child Protection Officer who will be the Deputy Head Teacher.

### **How pupils will be Organised**

Students will be arranged into ability groups and these group sizes will exceed no more than a maximum of 10 students. Teaching groups will be structured to reflect the 'working at levels' of students in each subject area. Most teaching groups will have two adults present, a teacher and a support member of staff. Students will be monitored and supervised at all times.

Due to the 'stage rather than age' related programmes tutor groups will be vertically organised and there will be nine of these. Tutor time will be an addition to the taught curriculum and will take place daily. All teaching and support staff will contribute to the tutorial system. It will provide opportunities to develop social and emotional aspects of learning, IAG including meetings with personal tutors/coaches, and opportunities to learn in different and less structured environments. The pastoral care will also be delivered through the tutorial system to ensure students are able to access all areas of the curriculum and have full engagement with the learning process. Every group will have collective acts of worship once a week.

### **School Term Dates, length of school day and extended school activities**

Schools terms and dates will be consistent with East Birmingham Network Schools, with other opportunities for extended learning during the holidays.

**Table 1:** Example Term Dates 2014/15

<b>Autumn Term 2014</b>	
<b>Schools Open</b>	Monday 1 <sup>st</sup> September 2014
<b>Mid-Term Break</b>	Monday 27 <sup>th</sup> October to Friday 31 <sup>st</sup> October 2014
<b>Schools Close</b>	Friday 19 <sup>th</sup> December 2014
<b>Spring Term 2015</b>	
<b>Schools Open</b>	Monday 5 <sup>th</sup> January 2015
<b>Mid-Term Break</b>	Monday 16 <sup>th</sup> February to Friday 20 <sup>th</sup> February 2015
<b>Schools Close</b>	Friday 27 <sup>th</sup> March 2015
<b>Summer Term 2015</b>	
<b>Schools Open</b>	Monday 13 <sup>th</sup> April 2015
<b>May Day Bank Holiday</b>	Monday 4 <sup>th</sup> May 2015
<b>Mid-Term Break</b>	Monday 25 <sup>th</sup> May to Friday 29 <sup>th</sup> May 2015

Future year's term time will follow the same pattern in accordance with the published Birmingham Local Authority term dates.

We are totally committed to preparing all students for the core qualifications and skills which are vital for their future employment and post 16 options.

The flexible curriculum as outlined above will be appropriate to the students because of small group sizes, individual learning, different teaching and learning styles including provision for gifted and talented students. Arrangements will be made to ensure that basic levels of numeracy and literacy are achieved by all students in order for them to access all levels of the curriculum, for example students who are falling behind will be given 1:1 tuition.

The use of a VLE will allow us to be able to link in with partner schools to support any student who may be on a short term placement to continue to stay in touch with their studies from their parent school.

Students will have access to a range of enrichment opportunities to motivate and inspire them to raise their aspirations and develop a sense of moral purpose contributing effectively to the community. All enrichment activities will be purposeful and linked to a specific learning outcome and qualification.

Within this section of the curriculum, the enrichment activities will include opportunities such as Cookery, Duke of Edinburgh, Sports Leaders Award, Preparation for Work/Life Volunteering, Science club, choir and Tutor Time.

A student council will be established to take account of students' voice and include students in all aspects of school life.

A separate parent's council will be set up to positively engage parents in the life of the school, the education of their children and involvement in the wider community.

A website will be established with access for all key stakeholders of the school.

Outcomes will be identified on entry into the school and will be continually reviewed and modified when necessary.

For students who are full time, a comprehensive CEIAG plan will inform a personal support plan which prepares these students for further education, employment or training.

One of the core aims of the EBN free schools is to develop a range of learning opportunities that allow early intervention, prevention and secure engagement in a more innovative way.

By including Year 9 this will allow opportunities for early assessment of need and appropriate learning programmes and interventions that will lead to appropriate progression routes on to further education opportunities which may include mainstream education.

For students who are on short term programmes, their mainstream destination will be identified on entry so that a clear exit strategy will be put in place. The assessment of the students' needs will inform a learning passport which will follow the students throughout the remainder of their statutory education.

These students will have their programme mapped to their destination school and support package put in place to ensure successful re-integration. This will allow a seamless transition from the EBN Free School to mainstream.

EBN Free School phase 2 will continue to work with parents, support services which would include The Health Authority, Youth Offending Team, voluntary groups, Social Services, local businesses, sporting institutions (BCFC), Further Education and Higher Education in same way as EBN phase 1 currently does.

We will make a positive contribution to the local community by enabling students to become responsible citizens by breaking the cycle of underachievement.

### **Outcomes:**

\_The EBN Free School phase 1 and 2 will exist in order to:

- Provide for the needs of 13-16 year old students who have disengaged from mainstream provision and who are high need but not necessarily stated.
- Narrow the gap of under achievement.
- Reduce the NEET figures.
- Provide a springboard to prepare students for post 16.
- Reduce the number of permanent and fixed term exclusions.
- Support the re-integration of permanently excluded students into mainstream.
- Reduce the risk of students offending.



## **D2: Setting and Achieving Target.**

EBN Students tend to come with a deficit of skills and the curriculum needs to be carefully designed to ensure quick acquisition of basic skills particularly in the areas of numeracy and literacy. All curriculum areas will be required to write assessments, SOW and teaching strategies and lesson plans in line with a schedule of key development skills (numeracy, literacy, behaviour skills) which will be outlined in the school calendar.

A key strategy to improve each student's performance will be to give regular constructive feedback. At classroom level this will be outlined in our policy on the assessment for learning and marking of student's work where equal emphasis is given to advice on areas for improvement and correction. At subject level and whole school level this is seen in our tracking, data driven analysis meetings and target setting procedures (learning passports).

Every 6 weeks students will be formally assessed for their level of attainment in each subject. Every question in these assessments will be designed to assess specific skills (e.g. subject specific, literacy and numeracy skills) and post these assessments there will be data driven analysis meetings which will identify where students have not mastered given skills.

Action plans will result from these meetings which will provide details of when these skills will be re-taught to ensure students acquire the skills required to leave at the end of KS4 with the same currency as any other student attending any other outstanding school. Every student's learning passport will be updated post assessment.

Reports will be sent home 3 times each academic year. Importantly, these whole school assessments include 'effort and motivation', 'behaviour and attitude' and 'homework'.

This will enable the school to keep a watchful eye on each individual's level of attainment, the progress they make and how they are working across their whole curriculum. This information will be:

- Shared with the child when improvement targets are agreed and updated in each student's learning passport.
- Shared with parents through written and interim reports
- Used to identify students with a concern and trigger intervention strategies
- Used to identify students who excel or have made exceptional progress, often leading to awards / rewards.

Providing students access to the above broad curriculum which is assessed appropriately will ensure that the following objectives are achieved:

- All students have achieved at least L1 English and Mathematics by the end of Year 11.
- All students make 3 levels of progress in English and Mathematics from the end of KS2 to the end of KS4.
- All students progress from Year 11 onto further education, employment or training.
- Attendance is at minimum of 95%.
- There is no permanent exclusion in the local schools within the East Birmingham Network.
- All students achieve a vocational qualification.
- All students successfully achieve the targets set out in their learning passport.
- All students complete a personal social development programme.
- All students leave EBN Free School feeling positive about themselves and are well rounded individuals who will make a positive contribution to society.

All students will be challenged to achieve the highest levels possible and the ambition will be for all students to leave EBN Free Schools having achieved at least 5 GCSE equivalents including English and Maths. All EBN Free School students will progress onto further education and training. We aim to provide individualised timetables that will ensure that all pupils are able to fulfil their potential.

### **D3: Show how your staffing structure will deliver the planned curriculum.**

We expect to operate a similar staffing structure to that established at EBN Free School phase 1 with the exception we will require some additional vocational tutors to deliver the motor vehicles due to the health and safety aspect of delivering this vocational qualification. This staff structure at full capacity will be as follows:

- Head / Principal Designate
- Deputy Head / SENCO (FT)
- 3 Curriculum Leaders ( English, Maths, ICT / Technology) (FT)
- Business / Finance Manager (PT)
- 8 Teachers (FT)
- **5 TA / Mentor / Personal Coaches / Tutors (FT - these staff will carry out outreach work and support students offsite)**
- 2 Administration (FT)
- Facilities / Site Manager (PT)
- IT technician
- Science Technician / Classroom Assistant
- Cleaner / Lunch Supervisor
- Vocational Subject Technician

### **Calculating staffing requirements**

Yr	No of groups (10 students per group)	Total No. of teaching periods (30 sessions a week)	No of sessions covered by college placements offsite	No of session to be covered in house	HT	DH	CL x 3 (22 sessions a week each)	T 25 sessions a week each)	No of FT teachers needed per year
1	7	210	6	204	3	12	66	123	6 to allow for hair and Beauty and Motor Vehicle to be delivered.
2	9	270	12 (2 groups)	258	3	12	66	177	7 + 1 additional motor vehicle tutor for health and safety

Key to realising our vision is ensuring we recruit a strong leadership team and skilled teachers. Therefore in year 1 we expect to recruit the senior leadership team, 3 Curriculum Leaders (English, Maths and Science) and a further 3 teachers for Maths, English and Computer Science.

In year 1 the vocational tutors will be procured from one of our partner colleges to deliver part time Motor Vehicle and Art and Design until we have reached full capacity in year 2 when we expect to recruit full time tutors for these subject areas. This is the same model as used in EBN phase 1 whereby we brought in a Hair and Beauty tutor from Walsall College when our pupil numbers were only at 45. When our pupil numbers increased to 75 in year 2 we employed a full time tutor to deliver this qualification. This approach has been very effective and allowed the students to make a link with the college which resulted in an increased engagement in the subject. We expect to use the same process with Motor Vehicles. This approach will also support the school in the unlikely case that expected numbers were below expected figures.

The Hair and Beauty tutor will be shared between EBN Free School phase 1 and EBN Free School phase 2. This staff member has been instrumental to establishing the Hair and Beauty course at EBN Free School phase 1. [REDACTED]. This has provided EBN students with extensive links to employers and apprenticeships post 16. We would like to extend this expertise to EBN Free School phase 2.

The Personal Coaches are key to supporting the students learning whilst at EBN Free School. We therefore will recruit 4 personal coaches in year 1 and an additional coach in year 2.

We will also require a Science Technician who will double up as an additional classroom assistant for science. This reflects the same model we have at EBN Free School phase 1 and ensures risk assessments and chemical disposals are carried out appropriately whilst having an additional classroom assistant in the department.

We want to ensure that staff and students are well supported by appropriate administrative processes to allow them to focus on the learning of students. We expect to recruit two administrators in year 1; one that supports all admin around teaching and learning/student matters and a second that supports all aspects of administration relating to finance and the business aspects of the Academy.

Finally, in order to ensure innovation in teaching and learning, we will require an IT Technician who will be able to ensure the skilful use of technologies to engage our students. We expect to employ this staff member from year 1 to ensure innovative approaches are embedded in schemes of work across all curriculum areas from the outset.

We currently employ a site manager at EBN Free School Phase 1 and we expect to share this staff member across both sites.

A cleaner will also be employed part time as this is better value for money than entering into a contract with one of the city cleaning contractors who would charge us twice as much for the same number of hours. We would then also like to utilise this staff to support the distribution of lunches.

All teaching staff salaries have been calculated using the teacher's pay scales and for support staff we have benchmarked against Birmingham Local Authority support staff pay scales.

- **The Principal Designate** has been calculated on the Leadership scale and has been benchmarked against similar Head Teachers pay that would be running a similar school with comparable student numbers. The Head Teacher will be employed between L21 and L27 (██████████). (Pension is assumed at 14.1% and 13.8% according to benchmarking with Birmingham City Council pay roll currently paid at EBN Phase1).
- The **Deputy Head Teacher** will be appointed between L11- L14 (██████████). This person will be the SENCO and be the designated Child Protection Officer. They will have 12 teaching sessions and will support the Principal Designate. (Pension is assumed at 14.1% and 13.8% according to benchmarking with Birmingham City Council pay roll).
- The **Curriculum Leaders** (Mathematics, English and Science) would be appointed on UPS 3 using our freedoms we are having an additional SEN allowance which brings UPS up to ██████████. We are allocating an additional responsibility allowance resulting in ██████████ being paid for the Curriculum Leaders. They would teach 22 periods on a 30 period week which will allow them time to carry out their Leadership duties. All Pay will be performance related and in line with our current pay policy. (Pension is assumed at 14.1% and 13.8% according to benchmarking with Birmingham City Council pay roll).
- **Teachers:** we will endeavour to appoint on MPS and the top of this scale is ██████████. However for the purposes of budgeting and ensuring we can appoint high quality staff we have factored in the allocating on UPS 3 with the additional SEN allowance = ██████████. We have therefore allocated this figure to cover the costs of teachers. Teachers will teach an average of 25 periods a week on a 30 period week timetable. All Pay will be performance related and in line with our current pay policy. (Pension is assumed at 14.1% and 13.8% according to benchmarking with Birmingham City Council pay roll).
- **Business / Finance Manager:** We currently have a Business Manager appointed who will now work across the two campuses. Her current wage is ██████████. She will devote 0.5 of her time on site at EBN Free School phase 2. This person will

ensure its financial viability and prepare financial reports for the board of trustees as well as responsible for all HR and payroll duties. This Business Manager is fully aware about what is required to ensure that EBN Free School phase 2 is compliant with all financial regulations due to already going through the process with us in phase 1. We expect to quickly establish the same at phase 2. All Pay will be performance related and in line with our current pay policy. (Pension is assumed at 14.1% and 13.8% according to benchmarking with Birmingham City Council pay roll).

- **Motor Vehicle tutors:** For the purposes of delivering motor vehicle we will appoint 2 tutors on instructor's wages in line with the mid range of unqualified teachers pay range at [REDACTED]. It was felt that having 2 motor vehicles tutor would provide better value for money and ensure appropriate health and safety legislative regulations where adhered to in a motor vehicle setting. All Pay will be performance related and in line with our current pay policy. (Pension is assumed at 14.1% and 13.8% according to benchmarking with Birmingham City Council pay roll).
- **Teaching Assistant/Personal Coaches:** We are using the local government support staff pay scale see table below at point 20 [REDACTED]. In the first year, 4 teaching assistants will be appointed each having a case load of 18 students. In the second year there will be fifth TA appointed. All Pay will be performance related and in line with our current pay policy. (pension is assumed at 10.3% and 10.4% according to benchmarking with other Birmingham Local schools).
- **Administration:** We would appoint these on a FT time basis. The two administrators will be appointed on point 28 on the local government support staff pay scale: [REDACTED]. All Pay will be performance related and in line with our current pay policy. (Pension is assumed at 10.3% and 10.4% according to benchmarking with other Birmingham Local schools).
- **Facilities / Site Manager:** We currently have a Facilities / Site Manager appointed who will now work across the two campuses. The site manager will be appointed at point 29 on the local government pay scales: [REDACTED] FTE. All Pay will be performance related and in line with our current pay policy. (Pension is assumed at 10.3% and 10.4% according to benchmarking with other Birmingham Local schools).
- **IT Technician:** We would appoint this on a FT time basis. The IT technician will be appointed at point 28 on the local government pay scales: [REDACTED] FTE. All Pay will be performance related and in line with our current pay policy. (Pension is assumed at 10.3% and 10.4% according to benchmarking with other Birmingham Local schools).
- **Science Technician / Classroom Assistant:** We would appoint this staff member on a FT time basis. This post will be a dual role science technician support and classroom assistant. This will be appointed at point 10 on the local government pay scales: [REDACTED] FTE. All Pay will be performance related and in line with our current pay policy. (Pension is assumed at 10.3% and 10.4% according to benchmarking with other Birmingham Local schools).

- **Cleaner/Lunch time supervisor.** We would appoint this person on a PT time basis. This person will be the cleaner, distribute lunches as well as undertake some admin support when necessary. They will be appointed at Point 4 on the local government pay scales: [REDACTED] FTE. We have had quotes for cleaning companies to come into the school to do cleaning and this was costed at [REDACTED] for two cleaners each day for 2 hours a day. We felt that employing a cleaner/lunchtime supervisor was much more cost effective. All Pay will be performance related and in line with our current pay policy. (Pension is assumed at 10.3% and 10.4% according to benchmarking with other Birmingham Local schools).

The objective of EBN Trust is to ensure all students are taught by the best staff who have high expectations of themselves and of all students. We expect all staff at EBN Academies to be consistent in their approach to the quality of teaching and learning and behaviour management.

The Head Teacher will be regularly held accountable by the School's Governing Body. All staff will have clear job descriptions which will outline their roles and responsibilities and how this will be monitored and evaluated. All staff will be accountable to the Head Teacher / Principal.

We expect all staff to deliver consistently good lessons and therefore have consistently good levels of behaviour and progress within their sessions which lead to confident independent learners.

The quality of teaching and learning is key to improving the progress of the students at EBN Free School phase 2 (regardless of their statement of need all students will progress). We will monitor teaching and learning using robust systems which carry out the following:

- Lesson observations- these will occur a minimum of 4 times a year.
- Learning walks by SLT- weekly
- SLT Work scrutiny- monthly
- Data analysis- monthly
- Regular monitoring of students learning passports- monthly
- Regular reports on students- half termly

The Performance Management systems will be linked to pay, professional standards, Ofsted criteria and outcomes for students. Every staff will undergo a comprehensive

staff development programme which will be informed by performance management and the school improvement plan. All staff will be required to submit a completed template which linked their key priorities for each half term to their professional standards, students outcomes, PM targets and the school improvement plan.

We believe that it is not enough for staff to undertake staff development to 'pick up' new techniques to improve the quality of teaching and learning, we believe in order for staff to master new techniques and deliver high standards live in the classroom setting, staff need to practice techniques outside the classroom (rehearse if you like). This will enable staff to master strategies and achieve the required outcome for students in the classroom. Therefore staff at EBN Free School phase 2 will be required to undertake regular practicing of identified techniques that improve the quality of every staff members teaching and learning. Practice will be timetabled as part of the staff's normal day and focused on the mastering of identified techniques. Staff will work in pairs or groups for a min of 10 minutes each day. Techniques will be required to be practiced for a minimum of 2/3 weeks. Learning walks will focus on how well each staff member is delivering learning using the identified techniques. Feedback will be provided to staff and an action plan will be drafted if further practice is required or if a new strategy now needs to be mastered. This will allow us to achieve consistency across every subject areas both inside the classroom and outside.

Where performance of staff is unsatisfactory and is not allowing the school to achieve its principle aims, those staff will be provided with targets and a support plan to improve. This will be reviewed within a specific time period and if performance does not improve then the appropriate capabilities procedures will be initiated.

Business Manager - The EBN Trust's Business Manager will be responsible for ensuring that EBN Free schools are compliant with all aspects of the academies financial handbook.

**D4 - ensuring the particular needs of the children coming to EBN Free school Phase 1 and 2 have been carefully considered and will be met appropriately.**

**Integration and induction**



Admissions will be in line with the admissions annex in our funding agreement for EBN Free School phase 1. This is through the referral system via the East Birmingham Network Fair Access Panel.

EBN Free School phase 2 students will come from a range of secondary schools and learning contexts and each student will be given equal consideration and support in their transition to EBN Free School phase 2. Likewise they will move on to a variety of destinations and comprehensive support will be provided along the way.

The process of getting to know students as individuals will begin in the schools during the managed move process and when they are first referred to the EBN Sharing Panel. EBN Free School phase 2 will work closely with all these schools and referring bodies to ensure a full programme of liaison takes place along formal and informal lines.

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

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

All transition activities will ensure a positive start to every student's career at EBN Free School phase 2. There will be comprehensive conversations with the students' previous learning environment regarding each student's abilities, aptitudes and individual circumstances – this information will help us to prepare for their learning passport and inform their planned exit strategy.

Some students will enter the school at the beginning of Year 9 and remain at EBN Free School phase 2 until the end of Year 11. Other students will be in-year admissions as directed by the admissions panel. The roll-on/roll-off curriculum model will ensure students are not disadvantaged by in year admission.

All students will have an integration meeting accompanied by personnel from their referring school, parent and any other relevant agency representative.

This meeting will allow the Principal to outline how the school operates and identify what the areas of difficulty have been previously and how this will be managed through

a multi agency approach. All students code of conduct and parental contracts will be signed at this meeting to establish the high expectations from the outset.

The approach to safeguarding, behaviour and attendance will be the same for EBN Free School phase 2 as it is at EBN Free School phase 1.

All students will have a learning passport established on entry which contains all initial academic baseline testing, attendance and behaviour levels which are assessed using the behaviour curriculum as follows:

- Baseline academic assessment data accessed through:
  - Literacy – using GOAL Online
  - Maths – using GOAL Online
  - Science – using GOAL Online
  - Vocabulary – using Aston index
  - Salford reading comprehension – using Schonell reading
  - Spelling – using Schonell graded spelling test
- Baseline behaviour curriculum levels- using behaviour curriculum.
- Targets set.

Every student will have an initial assessment that will inform an action plan with an identified exit strategy. This will allow staff to set out the curriculum design and support for the short, medium and long term. Regular reviews will measure success and inform any adjustments that need to be made to the personalised programme for any particular student. This will map out the learning journey for every student to Post-16 and beyond.

There will be a SENCO who will also be the Deputy Head who is part of the school leadership team and will make a significant contribution to the strategic leadership of the school. Alongside the Head Teacher, the SENCO will ensure that all staff recognise the importance of planning their lessons in ways that will encourage the participation and learning of all pupils. The SENCO will seek to ensure, through active collaboration with the curriculum leaders, that the learning of all students is given equal priority, and that available resources are used efficiently in support of this purpose. The SENCO plays a key role in supporting, guiding and motivating colleagues, particularly in dissemination examples of effective practice in relation to students with SEN, EAL learners.

We recognise that there will be a number of students who have fallen out of educational provision due to; permanent exclusion, newly arrived to the city, looked after students, missing from education, involvement in youth offending team, return from being in custody and other vulnerable students. A number of external agencies

who identify these students already work with the EBN Free School phase 1 in partnership to provide access to the programmes of support as necessary. Amongst these agencies will be social services, EWS, health services, youth services, educational psychologists and CAHMS. As part of the ideal of the BIG Society the school will engage with other voluntary organisation.

To support the programmes of study we will involve businesses, local charities, and other third sector organisations which will support our idea of community involvement and preparing students for the world of work.

## Section D: Education plan – part 2

Please refer to the relevant section of the ‘How to Apply’ guidance and the assessment criteria booklet for what should be included in this section.

In the table below, please provide details about each subject and any enrichment/out-of-hours activities in the planned curriculum. This table contributes towards D1.

Please add additional lines as required.

<b>Subject/other activity (e.g. enrichment)</b>	<b>Hours per week</b>	<b>Mandatory/ Voluntary</b>	<b>Comments</b>
English	2.5	Mandatory	All curriculum areas will have literacy teaching embedded in their schemes of work and assessment
Maths	2.5	Mandatory	All curriculum areas will have literacy teaching embedded in their schemes of work and assessment
Science	2.5	Mandatory	GCSE
Sport	2.0	Mandatory for year 9	
Computer Science	2.5	Mandatory	GCSE
PSHEE	1.0	Mandatory	
Vocational Option 1	4	Mandatory	These will be studied to L2 Btec, L1 City and Guilds depending on option and ability of students
Vocational Option 2	4	Mandatory	These will be studied to L2 Btec, L1 City and Guilds depending on option and ability of students
Enrichment	2.5	Mandatory	
Behaviour Curriculum	2.5	Mandatory	

**Section E: Evidence of need – part 1**

**Evidence of need – part 1**

**Table 1: Percentage of the Number of Places that Will Be Commissioned**

	2015				2016			
	A	B	C	D	A	B	C	D
<b>Key Stage 1</b>								
<b>Key Stage 2</b>								
<b>Key Stage 3</b>	20			100	20			100
<b>Key Stage 4</b>	70			100	70			100
<b>16-19: commissioner referred</b>								
<b>16:19: student applications</b>								
<b>Total Percent</b>	90			100	90			100



The above table outlines the performance of students from a series of Alternative Providers (AP) within Birmingham compared to indicative figures outlined at EBN Free School. From this data it can be seen that the percentage (%) of students achieving Level 2 qualifications in the Alternative Provision (AP) available to the East Birmingham Network is very limited. Similarly all these providers are outside the East Birmingham Network catchment area.

Table 2 also shows the comparable data of all the schools within the East Birmingham Network in order to support our argument for the need for a second alternative provision free school in this area.

There are on average almost 300 Full Time Equivalent (FTE) students coming from the East Birmingham network who require alternative programmes. Prior to September 2012 (EBN Trust opened EBN Free School no 1 for 90 students) the only AP available to the East Birmingham Network was situated outside their areas and students requiring AP had to be transported to this Alternative Provision.

In addition to the fact that there is no alternative provision within the area, the quality of the provision on offer presented a greater challenge to EBN with many providers only offering Entry 1 to Level 1 courses. There is limited alternative provision, outside EBN Free School Phase 1, accessible to EBN that is delivering level 2 courses.

In September 2012 the EBN Free School phase 1 was opened. This began the strategy to establish outstanding Level 2 Alternative Provision within an appropriate distance to the post codes of the students who needed this provision. EBN Free School phase 1 builds capacity for a maximum of 90 FTE by September 2015. The demand for FTE alternative provision places is greater than this and EBN Free School Phase 2 will cater for this demand.

All the head teachers from the partner schools within the East Birmingham network have provided letters showing their support and commitment to EBN Free School Phase 2. (See letters from EBN Schools)

Since 2008 the East Birmingham network has co-ordinated the admissions of hard to place students via the Fair Access Panel. They have also established a behaviour strategy which involves a three tiered approach to working with students who present behaviour or attendance challenges. This strategy is summarised as follows:

- Tier 1: In school interventions
- Tier 2: Managed moves
- Tier 3: Sharing panel referrals.

**Table 3: East Birmingham Network Schools Relevant Data**

<b>School Name</b>	<b>Absence Rate</b>	<b>Persistent Abs</b>	<b>SEN Statements</b>	<b>Sch Action Plus</b>	<b>Pupil Turnover</b>	<b>Top Dep Quintile</b>	<b>5+A*-C (EM)</b>	<b>Expected prog.</b>	<b>FSM</b>
Arch. Ilsley	7.10%	5.60%	1.00%	4.40%	2.00%	64.90%	53%	57/75	52.90%
Bishop Walsh	6.10%	3.50%	1.40%	1.60%	2.40%	11.00%	76%	83/83	6.50%
Castle Vale	9.10%	8.10%	2.40%	13.50%	7.60%	83%	31%	47/25	40.60%
Cockshut Hill	6.70%	4.90%	2.10%	6.90%	4.10%	69.40%	52%	77/48	24.10%
Fairfax	4.90%	2.50%	3.40%	4.80%	2.80%	12.30%	61%	69/63	10.60%
John Willmott	7.20%	4.90%	2.10%	4.20%	5.30%	24.10%	53%	71/51	20.50%
Ninestiles	8.50%	8.50%	5.40%	5.70%	5.70%	70.10%	64%	90/64	27.00%
Park View	7.60%	4.60%	3.10%	10.10%	5.80%	71.00%	71%	88/93	59%
Sheldon Heath	7.00%	5.90%	2.20%	1.80%	12.60%	91.40%	47%	61/58	39.60%
International	6.60%	4.70%	2.10%	10.60%	28.90%	94.00%	42%	49/54	53.20%
Washwood H.	9.40%	7.10%	1.20%	4.10%	8.30%	93.70%	51%	74/62	43.70%
LA Av	6.80%	4.40%	2.10%	7.10%	6.80%	63.60%	55%	72/64	
Network Average	8.00%	5.50%	2.40%	6.10%	7.80%	79.00%	54%	70/61	34.30%



### **Tier 1: In School Interventions**

Each school to identify a personal support plan for any student showing early signs of behaviour and attendance difficulties. The objective would be to use timely interventions designed to re-orientate the student and change the behaviours. Each school will have their own Tier 1 intervention strategies. However all schools meet half termly to share best practice and access collaborative CPD to ensure a consistent approach to managing students with behaviour and attendance challenges.

### **Tier 2: Managed Moves**

A managed move normally is used as a tool to address behaviour and attendance issues and occasionally to address social difficulties students may be experiencing. A managed move takes place when all other interventions in the home school have been exhausted. The partnership emphasises the importance of the intelligent use of data to carry out timely managed moves to address the needs of students.

### **Tier 3: Sharing Panel Referral**

The EBN Sharing Panel operates the fair access protocol. It is designed to find school placements or appropriate alternative provision for the following:

- Students not on any school roll who fall into the category of “Hard to Place” as outlined in the fair access protocol.
- Students on roll at a school who are at risk of immediate permanent exclusion.
- Students on roll at a school, where all other interventions including managed moves have failed and it is now deemed appropriate that alternative provision is considered.

As part of this strategy the East Birmingham Network commissions AP on behalf of all schools. This process also involves quality assuring, co-ordinating and tracking of students in all alternative provision.

Tables 2 and 3 outline the data showing the volume of students requiring alternative provision from East Birmingham network schools and East Birmingham network sharing panel for the past three years.

**Table 4: Volume of FTE students referred from East Birmingham network schools into Alternative provision from Sept 2010 – May 2013**

Year Group	Referred into AP (Sept 10 to May 11)	Referred into AP (Sept 11 to May 12)	Referred into AP (Sept 12 to May 13)
7	0	1	0
8	0	14	4
9	27	40	24
10	68	76	81
11	64	79	78
<b>Total</b>	159	210	187

**Table 5: In addition: Volume of in year students (new to the city) requiring Alternative Provision between September 2011-July 2013**

Year Group	11/12 referred to Fair Access Panel	11/12 student who needed AP	12/13 referred to fair Access Panel.	12/13 student who needed AP
7	5	1	0	0
8	16	3	11	7
9	35	19	24	20
10	33	17	39	36
11	29	17	14	14
<b>Total</b>	110	57	88	77

EBN Free School Phase 1 has already been established and EBN Free School Phase 2 will continue to meet the needs that have been identified by the secondary schools in

the East Birmingham Network. Students will be admitted through the EBN Sharing Panel in accordance with the EBN Free Schools' admissions policy.

It is widely recognised that the East Birmingham Network is making this application and schools in the North of Birmingham who border the North area of the East Birmingham Network have approached EBN Trust to access places at this second school and therefore support this phase 2 development.(See letter of support from North Area Network)

The data provided from the North network shows that in 2012/13 the North network had **67** students who required alternative provision.

In summary the figures show that the numbers of alternative provision places required per annum are as high as:

- a) **210** = Students from EBN Schools
- b) **110** = Students new to area
- c) **67** = Students from North network

**Total = 387 on average per annum**

The EBN Trust established EBN Free School Phase 1 due to the fact that there was no alternative provision within the EBN geographical area. The Local Authority PRU is positioned in the South of the city which is a distance of 15 miles from the schools positioned in the North of the East network. See map attached.

If EBN Free School Phase 2 opens the following shows the volume of places that will be available to meet the demand of places as per the numbers above.

- a) EBN Free School Phase 1 caters to = **90**
- b) City United Free School (opening Sept 2014) will cater to = **50**
- c) **\*EBN Free School Phase 2 will cater to = 90**
- d) AP places accessible at South Birmingham College caters to =**40**
- e) Birmingham City PRU assigned to EBN caters to = **24**
- f) Birmingham City PRU assigned to North Area network caters to = **24**

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**Total = 318 places catered for per annum only if EBN Free School Phase 2 opens.**

Due to the level of need for alternative provision places all the secondary schools in the East Birmingham Network support the EBN Free School phase 2 application and have agreed to pay the top up of [REDACTED] in line with what we have in EBN Phase 1 (see letters from Head Teachers). In a meeting with [REDACTED] in May 2011 we outlined the EBN's planned developments of this phase 2 provision which shows the commitment of the schools to ensuring all hard to place students who require quality alternative provision have access to high quality alternative provision.

The promoters are committed to developing EBN Free Schools to complement and enhance existing quality provision accessible to the communities in the East Network. In view of this we are keen to ensure that all stakeholders are part of this development.

Birmingham City Council is also in full support of this bid and has actively helped with the search for an appropriate site for this application.

Discussions have taken place with Solihull Local Authorities who have expressed their support. (See letter of support) The Birmingham Behaviour Support services have been consulted and the Head of this service has written a letter expressing her support. (See letter of support)

Discussions have also been had with other alternative providers about the need for this sort of provision to be located in the northern area of the East Birmingham Network and they also support our bid (see letter of support from City United).

During pre opening a full period of formal consultation will be carried out reflecting the same process we carried out with EBN Free School Phase 1. A timeline will be produced with specific deadlines for each stage of the consultation. Detailed consultation plans will include open meetings, letters and leaflets. This will ensure that all stakeholders and interested parties will be able to share their views and make a contribution to the development. (See letter from parent of students in EBN free School phase 1)

The East Area Network is well defined, and through the secondary schools, parents, pupils and other stakeholders will be invited to comment on the proposed free school. A public consultation meeting will be held where more information can be disseminated and views and/or concerns captured. (See letter from parent of students in EBN free School phase 1)

Other key stakeholders such as local MP's, Ward and Parish Councillors and community groups will be consulted.

During the consultation all stakeholders will be asked specifically if they think the Secretary of State should enter into a Funding Agreement with the EBN Free School. The consultation will take place over a period of 6 weeks and all participants will have access to the outcomes of the consultation via websites and letters.

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

### **E3- Clear Plans to manage referrals.**

Admissions will be received through a referral system via the East Birmingham Network Fair Access Panel. There will be a number of Year 8 and Year 9 students who are showing a level of disengagement from mainstream provision which is placing them at risk of permanent exclusion. These students could be referred to the EBN Free School for a Sept 2015 start in Year 9 and Year 10.

There will be a series of in year admissions for those students arriving new to the city in Year 10 and Year 11 and who fit the EBN Free School admissions criteria. Local schools will also be able to refer Year 10 and Year 11 students who also fall under the fair access protocol.

There will be no formal admissions application process for parents instead a system of referrals will be established.

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

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

### **Fair Access Protocol:**

The list of children to be included in a Fair Access Protocol will be agreed with the majority of schools in the area but **must**, as a minimum, include the following children of compulsory school age who have difficulty securing a school place:

- a) children from the criminal justice system or Pupil Referral Units who need to be reintegrated into mainstream education;
- b) children who have been out of education for two months or more;

- c) children of Gypsies, Roma, Travellers, refugees and asylum seekers;
- d) children who are homeless;
- e) children with unsupportive family backgrounds for whom a place has not been sought;
- f) children who are carers; and
- g) children with special educational needs, disabilities or medical conditions (but without a statement).

Arrangements for referrals to the EBN Free School will be made in accordance with the Fair Access Protocol and will be made on the Sharing Panel Referral Form provided and administered by the East Birmingham Network Sharing Panel.

The areas served by the EBN Free School will be all those students who fall under the Fair Access Protocol within the East Birmingham Network postal code area.

The EBN Free School will receive referrals from the East Birmingham Network Fair Access Panel that meets every 5 weeks to discuss referrals.

The East Birmingham Network Sharing Panel will consist of:

- The Principal of the Free School
- The Chair of the East Birmingham Network Behaviour and Attendance Partnership.
- Designated Deputy Head Teachers from each of the 12 secondary schools within the East Birmingham Network.
- South Birmingham College Vice Principal
- Admissions and Appeals representative from Birmingham Local Authority.
- Birmingham Behaviour Support Services.

If required, the following agencies are invited to contribute about specific cases.

- Representative from Education Welfare Service.
- Representative from Looked After Children Service.
- Representative Youth Offending

This referral committee will abide to its statutory obligations to abide to the Admissions Code.

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

1. Children in the care of the Local Authority on the roll of one of the East

Birmingham Network Schools.

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

In the case of a tie breaking situation random allocation will be used to decide which students are taken on roll.

Where the Academy is undersubscribed and there is spare capacity access will be widened to allow other local students to access the provision.

Admission to Year groups without a Published Admission Number will be based upon the size of teaching groups already existing in the EBN Free School and the efficient use of resources.

To support students transition into the Free School the process of getting to know students as individuals begins in their schools during the managed move process and when they are first referred to the EBN Sharing Panel. EBN Free School will work closely with all these schools and referring bodies to ensure a full programme of liaison takes place along formal and informal lines.

All transition activities will ensure a positive start to every student's career at EBN Free School. There will be comprehensive conversations with the students' previous learning environment regarding each student's abilities, aptitudes and individual circumstances this information will help us to prepare for their learning passport and inform their planned exit strategy.

Some students will enter the school at the beginning of Year 9 and remain at EBN Free School until the end of Year 11. Other students will be in-year admissions as directed by the admissions panel. The roll-on/roll-off curriculum model will ensure students are not disadvantaged by in year admission.

All students will have an integration meeting accompanied by personnel from referring school, parent(s) and any other relevant agency representative.

This meeting will allow the Principal to outline how the school operates and identify what the areas of difficulty have been previously and how this will be managed through a multi agency approach. All student codes of conduct and parent contract will be signed at this meeting to establish the high expectations from the outset.

The approach to safeguarding, behaviour and attendance will be the same for EBN Free School phase 2 as it is at EBN Free School phase 1.

All students will have a learning passport established on entry which contains all initial academic baseline testing, attendance and behaviour levels which are assessed using the behaviour curriculum as follows:

- Baseline academic assessment data accessed through:
  - Literacy – using GOAL Online
  - Maths – using GOAL Online
  - Science – using GOAL Online
  - Vocabulary – using Aston index
  - Salford reading comprehension – using Schonell reading
  - Spelling – using Schonell graded spelling test
- Baseline behaviour curriculum levels- using behaviour curriculum.
- Targets set.

The Academy Trust shall publish the EBN Free School's agreed admission arrangements by:

- a) sending copies to all the commissioners
- b) making copies available upon request from the Academy - free of charge
- c) uploading a copy to the Academy's website (if it has one).

The published admission arrangements will set out:

- a) the name, address and contact details of the EBN Free School
- b) a summary of the admission policy
- c) the number of places and applications for those places in the previous year
- d) the volume of students successfully reintegrated into mainstream.



## Section F: Capacity and capability

### F1 (a) Pre-opening skills and experience

You must complete a separate line for each member, director and anyone else that is part of your project group. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

Name	Member of core applicant group (Y or N)	Role in pre-opening by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Available Time (hours per week)
██████████	Y	██████████	██████████	Full time
██████████	Y	██████████		10 days
██████████	Y	██████████		10 days
██████████	Y	██████████		10 days
██████████	Y	██████████		10 days
██████████	Y	██████████		10 days .
██████████	Y	██████████	██████████	Two and Half days a week

### F1 (b) Skills gap in pre-opening

Please refer to the relevant section of the 'How to Apply' guidance and the assessment criteria booklet for what should be included in this section. Please add additional lines as required.

Skills/experience missing	How you plan to fill the gap
Legal	We currently work with ██████████ for all legal support around matters pertaining to the business of the Trust, HR and Payroll. We would carry out the

	<p>relevant tendering processes to commission similar services and Legal aspects relevant to Lot 1 deliverables in pre opening this includes:</p> <table border="1" data-bbox="384 309 1544 1021"> <tr> <td data-bbox="384 309 501 389"><b>6.1A</b></td> <td data-bbox="501 309 1544 389">Advise the sponsor/proposer, monitor and report on the predecessor school closure process (where relevant)</td> </tr> <tr> <td data-bbox="384 389 501 432"><b>6.2A</b></td> <td data-bbox="501 389 1544 432">Appoint legal advisers (if required)</td> </tr> <tr> <td data-bbox="384 432 501 517"><b>6.2B</b></td> <td data-bbox="501 432 1544 517"><b>Monitor and oversee legal work with regard to setting up the company structure, registering the Academy Trust.</b></td> </tr> <tr> <td data-bbox="384 517 501 640"><b>6.3B</b></td> <td data-bbox="501 517 1544 640">Monitor and oversee legal work with regard to producing the Funding Agreement and its annexes in compliance with relevant DfE model documents.</td> </tr> <tr> <td data-bbox="384 640 501 725"><b>6.4A</b></td> <td data-bbox="501 640 1544 725">Support the Sponsor/Proposer to develop and plan appropriate admissions arrangements</td> </tr> <tr> <td data-bbox="384 725 501 810"><b>6.4B</b></td> <td data-bbox="501 725 1544 810">Support the Sponsor /Proposer to implement and administer admissions arrangements</td> </tr> <tr> <td data-bbox="384 810 501 864"><b>6.4C</b></td> <td data-bbox="501 810 1544 864">Develop and produce relevant admissions literature</td> </tr> <tr> <td data-bbox="384 864 501 1021"><b>6.4D</b></td> <td data-bbox="501 864 1544 1021">Support the Sponsor/Proposer to establish the Admissions Appeal Panel and Exclusions Appeal Panel</td> </tr> </table>	<b>6.1A</b>	Advise the sponsor/proposer, monitor and report on the predecessor school closure process (where relevant)	<b>6.2A</b>	Appoint legal advisers (if required)	<b>6.2B</b>	<b>Monitor and oversee legal work with regard to setting up the company structure, registering the Academy Trust.</b>	<b>6.3B</b>	Monitor and oversee legal work with regard to producing the Funding Agreement and its annexes in compliance with relevant DfE model documents.	<b>6.4A</b>	Support the Sponsor/Proposer to develop and plan appropriate admissions arrangements	<b>6.4B</b>	Support the Sponsor /Proposer to implement and administer admissions arrangements	<b>6.4C</b>	Develop and produce relevant admissions literature	<b>6.4D</b>	Support the Sponsor/Proposer to establish the Admissions Appeal Panel and Exclusions Appeal Panel
<b>6.1A</b>	Advise the sponsor/proposer, monitor and report on the predecessor school closure process (where relevant)																
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<b>6.4C</b>	Develop and produce relevant admissions literature																
<b>6.4D</b>	Support the Sponsor/Proposer to establish the Admissions Appeal Panel and Exclusions Appeal Panel																
<p>Project Management and stakeholder consultation</p>	<p>We would use to DfE framework to tender for the services of an appropriate project management company to support with the mains aspects of Lot 1 project Management and stakeholder consultation deliverable. On EBN Free School we worked with PKF which we felt was most beneficial particularly which allowed us to focus on the educational deliverable in Lot 2.</p> <p>We found working with a project management company in Phase 1 very useful as it ensured that all the relevant paperwork and timelines for delivery where adhered to and this allowed the central team within EBN to focus on the areas which ensured the education brief and school development plans where completed and able to be signed off by our DfE advisor.</p> <p>We would want this project management company to deliver the following deliverables:</p> <table border="1" data-bbox="384 1653 1544 1722"> <tr> <td data-bbox="384 1653 501 1722"></td> <td data-bbox="501 1653 1544 1722"><b>Project Management</b></td> </tr> </table>		<b>Project Management</b>														
	<b>Project Management</b>																

	<b>2.1A</b>	On appointment agree, review and refresh the overall project plan for the establishment of the Academy/Free School developed by the project owner i.e. the Sponsor/Proposer. including any sub-project plans identified as being needed and their on-going development as required. Work with the Department Project Lead and Sponsor/Proposer to agree the revised project plan and any sub plans required to ensure that the Academy/Free School opens as planned.
	<b>2.2A</b>	On appointment, follow the project development process as set out in the Academies and Free Schools Project Development Plan, providing advice, adapting tools and methods according to requirements of the particular project.
	<b>2.2B</b>	Report formally and regularly to Sponsored Academy /Free School Project Leads through procedures such as project keep in touch meetings (kits), termly reviews and knowledge share sessions on performance against success criteria covering readiness, quality, time schedule, project budget, risk and issues.
	<b>2.2C</b>	Where relevant, performance manage delivery partners and quality assure outcomes.
	<b>2.2D</b>	Ensure agreement and monitor revenue budgets (including lead-in costs) for the project development stage.
	<b>2.3A</b>	Establish, attend and facilitate Project Steering Group (PSG) meetings (as required), including the drafting and distribution of PSG documents.
	<b>2.3B</b>	Provide support and advice to Sponsors/Proposers about managing stakeholder relationships and establishing effective partnerships
	<b>2.4A</b>	Produce Project Status Report (as required).
	<b>2.4B</b>	Agree, monitor and refresh the Project Issues Log, and where necessary be responsible for delegating and monitoring sub-management of issues.
	<b>2.4C</b>	Agree, monitor and refresh the Project Risk Register, and where necessary be responsible for delegating and monitoring sub-management of risks.
	<b>2.4D</b>	Analyse, record and share lessons learned and compile a report for project close.
<b>Stakeholder Consultation</b>		
	<b>3.1A</b>	Design in collaboration with the education contractor, implement the consultation process and prepare a full consultation plan which includes events and timescales, taking into account any legal advice from the Project's legal advisers.
	<b>3.2A</b>	Survey the opinions of staff, pupils and parents (where there is an existing school) and prospective parents and potentially interested members of the community for a new school to draw together the differing aspirations, needs and requirements of stakeholders, taking into account any legal advice from the Project's legal advisers.

	<b>3.2B</b> Prepare a full consultation report which includes the key findings and outcomes.

## F2 (a) Proposed governors

You must complete a separate line for each person that will be on the governing body, including your proposed chair of governors if you have one. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

Name	Role on governing body	Area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Available Time (hours per week)
██████████	██████████	██████████	██████████	2 hours a Month
██████████	██████████	██████████	██████████	2 Hours per Month
██████████	██████████	██████████	██████████	20 hours a week.
██████████	██████████	██████████	██████████	2 Hours per Month
██████████	██████████	██████████	██████████	2 Hours per Month
██████████	██████████	██████████	██████████	2 Hours per Month
██████████	██████████	██████████	██████████	2 days a week.

**Tier 1: The Members**

There are three members of the company who will be accountable for the performance of EBN Free School. They are:

██████████

██████████

██████████

**See CV's attached**

**A) Trust: The Directors / Trustees.**

The following are the Directors/ Trustees of the school.

██████████

██████████

██████████

██████████

██████████

██████████



**Overview of Trust Main responsibilities**

- This group meets monthly and will take ultimate responsibility and accountability for outcomes of all EBN Free Schools.
- Robustly hold senior leaders to account for all aspects of the school's performance.
- Ensure that all leaders and managers are highly ambitious for the pupils and lead by example.
- Ensure they have a deep and accurate understanding of the school's performance, and of staff and pupils' skills and attributes.
- Effectively and rigorous plan and put controls in place to ensure financial stability, including the effective and efficient management of financial resources.
- Ensure excellent deployment of staff and resources to the benefit of all groups of pupils
- This group will intervene immediately if the performance of the school was not good or better

**Governing Body Sub Committees:**

The Trust will have 2 subcommittees-

- a) Leadership sub-committee- Create report for Trust, Chair= ██████████
- b) Student/Pupil Sub Committee- Create report for Trust, Chair= ██████████

The following outlines the main purpose of each of these sub committees:

Leadership Committee	Student / Pupil Committee
<p><b>Purpose:</b>  <i>To assist the decision making of the Trust/Full Governing Body , and the strategic planning of the trust by enabling more detailed consideration to ensure sound management of the school’s finances and resources . As part of this remit the Leadership Committee will plan, monitor and review the following:-</i></p> <ul style="list-style-type: none"> <li>• <i>Staffing for the academy (other than leadership)</i></li> <li>• <i>All premises related matters</i></li> <li>• <i>Health and safety</i></li> </ul>	<p><b>Purpose:</b>  <i>To assist the decision making of the Trust/Full Governing Body , and the strategic planning of the trust by enabling more detailed consideration of the support and achievement of pupils and students and the provision for them.</i></p>
<p><b>Terms of reference will be reviewed and updated at the beginning of each academic year for approval by the Trust.</b></p>	

Each of the sub committees will comprise of a chair of the subcommittee, Staff Governors, Parents Governors, Trustee, Business Manager and Principals in line with funding agreement. The detail discussed at these committee will be consolidated and reported back to the Trust group via the Chairs of the sub committees who are also trustees.

**Leadership Team of the School**

The Leadership Team of EBN Free Schools will consist of the:

- Principal
- Deputy Head Teacher / SENCO (designated Child protection officer)
- Curriculum Leader (English Studies)
- Curriculum Leader (Mathematics)
- Curriculum Leader (ICT and Technology)
- Business / Finance Manager.

Leadership meetings will take place weekly within the schools. The Principal and the Business Manager have separate monthly meeting with [REDACTED] – [REDACTED]. The Principals will also provide monthly governors report for the Trust. The Principals and Business Manager will also sit on the sub committee groups and provide governor reports to these groups which will inform the reports provided to the Trust.

### **Meetings**

The Board of Trustees will meet every month. Each meeting of the Trustees will consider:

- a report of the financial position of the Free School including its income and expenditure and financial commitments- presented by Business Manager and chair of leadership subcommittee.
- whether adequate financial monitoring of the Free School's budget and activities is being undertaken;
- progress on any action identified to improve financial arrangements at the academy;
- significant contracts proposed to be entered into by the Free School,
- details of any significant matters affecting the Free School's staff;
- governor's report presented by Principal(s) and chair and pupil/student subcommittee.
- details of any significant matters affecting the pupils' welfare or education;
- details of any significant matters affecting the Free School's assets e.g. computers, cars, whiteboards etc;

Once a year are the following will be considered by the Board of Trustees:

- the Free School's goals and how they are being met;
- review of the management structure to ensure it is operating effectively;
- review of the performance of external providers eg colleges, services provided under Service Level Agreements;
- review and approval of the Free School's annual accounts and report of the trustees;
- review and approval of the financial budget for the following year;
- review and approval of the levels of insurance cover for the Free School's assets;
- findings made by the auditors and the auditor's management letter, and any other financial reviews, and consideration of what actions should be taken arising from their recommendations;
- review of the risks to which the Free School is exposed and determination of whether systems are in place to mitigate those risks.

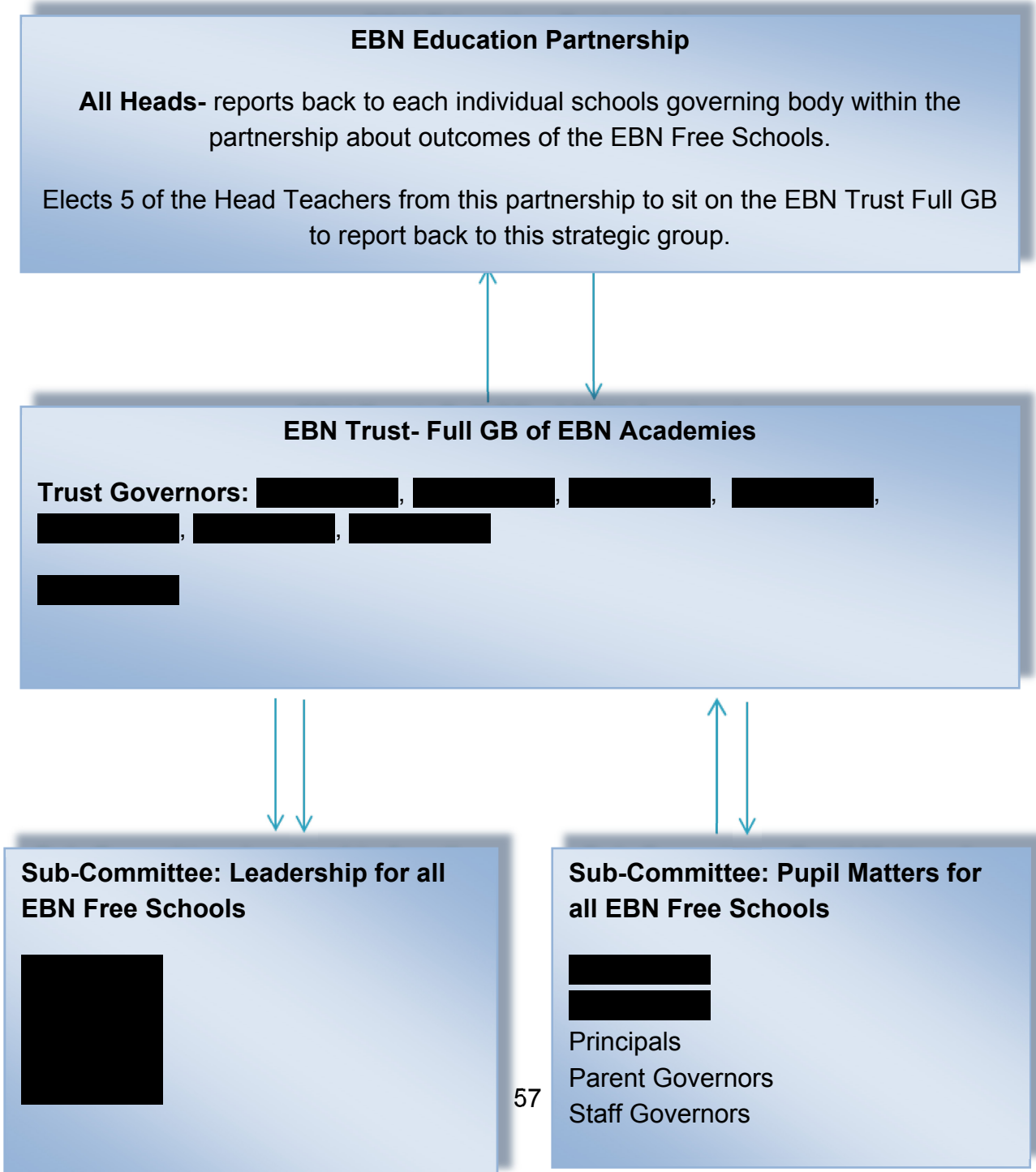
The Business manager who has been appointed as part of EBN Free School Phase 1 will report to Leadership Subcommittee and the Trust.



**Point of Consideration**

There are already in place clear terms of reference for the Trust/ Full Governing Body and sub- committee which will be reviewed every year.

**Overview Governance Structure (including communication to all partnership schools- commissioners)**



### F3 (b) Skills gap for governing body

NB: If you do not have a proposed chair of governors please include details of the relevant skills and experience that you will be looking for in this table.

Skills/experience missing	How you plan to fill the gap
<p>We have carried out a skills audit of our current governance structures and at this point we do not have any identified skills gaps. See skills Audit Below</p> <p>If any gaps were to arise we would put an advert out to our partner schools and local area to identify suitable personnel who would be able to fill the gap. We would use the questionnaire below to the applicants to determine if they were suitable candidates to sit on our sub committees.</p> <p>We also buy into governance support at EBN Free School Phase 1 and from this service we access a programme of Governor training e.g. SEN ,Child protection, Ofsted training.</p>	

#### **A) Overview of skills Audit carried out on current governance arrangements.**

Skills/ experience	Very good
Working as part of a team	All personnel mentioned above have excellent expertise in this area.
Communication skills:  Written Oral	All personnel mentioned above have excellent expertise in this area.
Administrative/ Organisational	We have a Clerk to the Governors already in place.
Mediation	All personnel mentioned above have excellent expertise in this area.
Strategic planning	All Trust members have wide experience in strategic planning for their schools.

Problem solving	All personnel mentioned above have excellent expertise in this area.
Project management	██████████ has extensive Experience in Project Management.
Public speaking	All personnel mentioned above have excellent expertise in this area.
Chairing meetings	All personnel mentioned above have excellent expertise in this area.
Taking minutes	The Clerk to the Governors is already in place,
Monitoring, reviewing, and evaluating school performance	All Head Teachers mentioned above have excellent expertise in this area.
School finances	██████████ has extensive experience in school finance- see detail audit below.
School curriculum	All Head Teachers mentioned above have excellent expertise in this area.
School policies	All Head Teachers mentioned above have excellent expertise in this area.
Human resources/ staffing	All Head Teachers mentioned above have excellent expertise in this area.
Equality and diversity issues	All Head Teachers mentioned above have excellent expertise in this area.
Information technology/ computers	██████████ has an indepth understanding of all IT matters
Health and safety, including safeguarding	██████████ has an indepth understanding of all IT matters
Building maintenance/ facilities management	██████████ has extensive experience of site management.
School data analysis e.g.	All Head Teacher have extensive experience of

RAISEonline	Rasieonline.
Special educational needs	All personnel have extensive experience of SEN.
Marketing/ publicity/ public relations	██████████ will oversee all matters relating to marketing etc.
DIY/ practical work	██████████ will oversee the site manager.
Education	All Head Teacher have extensive experience of Rasieonline.
Others (details of any Skills/experiences you have not listed)	██████████ has extensive experience in the area of Alternative provision.

**Table b) Audit Governance re financial capability.**

Question Number	Question	Answer
Q1	Does the Governing Body itself and other Senior Staff have adequate financial skills among its members to fulfil its role of challenge and support in the field of budget management and value for money?	Yes- [REDACTED]
Q2	Does the Governing Body have a finance committee (or equivalent) with clear terms of reference and a knowledgeable and experienced chair holder?	Yes- this is already established at EBN Free School Phase 1 and we expect this group to discuss both schools <i>Staffing for the academy (other than leadership), All premises related matters</i>  <i>Health and safety</i>
Q3	Is there a clear definition of the relative responsibilities of the Governing Body and the school staff in all fields?	Yes – There are currently terms of references that are agreed for Governing body which will be duplicated in the arrangement for the new school.
Q4	Does the Governing Body receive clear and concise monitoring reports of the school's budget position at least three times a year?	Yes- These are provided by teh Business Manager at the leadership committee meetings.
Q5	Are business interest of the Governing Body members and staff properly registered and taken into account so as to avoid conflict of interests?	Yes- this occurs as part of every meeting.

Q6	Does the school have access to an adequate level of financial expertise, including when specialist finance staff are absent eg. on sick leave?	Yes – This is accessible from the 12 partner schools who regularly support the EBN Free School business Manager.
Q7	Does the school review its staffing structure regularly?	Yes- There is a 3 year development plan in place for EBN Free School Phase 1. This will also be updated when EBN Free School phase 2 is open to encompass these developments.
Q8	Is there a clear and demonstrable link between the school's budgeting and its plan for raising standards and attainment?	Yes- [REDACTED] will produce a school improvement plan which is linked to the budget in the pre-opening phase.
Q9	Does the school make a forward projection of budget, including both revenue and capital funds, for at least three years, using the best available information?	Yes- The 3 year development plan will be produced by [REDACTED].
Q10	Does the school set a well-informed and balanced budget each year (with an agreed and timed plan for eliminating any deficit)	Yes – [REDACTED] will continue to do this for EBN Free School Phase 2.

Q11	Is end year outturn in line with budget projections, or if not, is the Governing Body alerted to significant variations in a timely manner, and do they result from explicitly planned change or from genuinely unforeseeable circumstances?	Yes – [REDACTED] will continue to do this for EBN Free School Phase 2.
Q12	Does the school benchmark its income and expenditure annually against that of similar schools and investigate further where any category appears to be out of line?	Yes – [REDACTED] will continue to do this for EBN Free School Phase 2.
Q13	Does the school have procedures for purchasing goods and services that both meet legal requirements and secure value for money?	Yes – [REDACTED] will continue to do this for EBN Free School Phase 2.
Q14	Are balances at a reasonable level and does the school have a clear plan for using money it plans to hold in balances at the end of the year?	Yes – [REDACTED] will continue to do this for EBN Free School Phase 2.
Q15	Does the school maintain its premises and other assets to an adequate standard to avoid future urgent need for replacement?	Yes- The Business Manager will oversee the site development plan and the site manager.
Q16	Does the school consider collaboration with others eg. On sharing staff or joint purchasing, where that would improve value for money?	Yes- there are a series of Service Level agreement already in place at EBN Free School which are overseen by [REDACTED].
	Is the Governing Body sure that there are no outstanding matters from audit reports or	This will be reported to the Leadership Committee by

Q17	from previous consideration of weaknesses by the Governing Body?	██████████.
Q19	Are there adequate arrangements in place to guard against fraud and theft by staff, contractors and suppliers? (please note any instance of fraud or theft detected in the last 12 months)	Yes – ██████████ already has these policies in place at EBN Free School phase 1
Q20	Are all policies in place?	Yes- there are currently a series of policies established at EBN Phase 1.
Q21	Does the school have an accounting system that is adequate and properly run and delivers accurate reports including the annual Consistent Financial Reporting return?	Yes- these are established at EBN Free School Phase 1- ██████████.
Q22	Does the school have adequate arrangements for audit of voluntary funds?	Yes ██████████ already has auditors in place for EBN Free School phase 1
Q23	Does the school have an appropriate business continuity or disaster recovery plan, including up to date asset register and adequate insurance?	All in place at EBN Free School phase 1 – to be encompassed in EBN Free School phase 2



#### **F4. A Credible Plan for Recruiting a High Quality Principal During Pre – Opening**

Our plans for recruiting a high calibre Principal Designate are as follows:

- A) **Recruiting at the correct level:** We believe that if we want to have strong leadership to lead the school towards outstanding we need to attract the correct calibre of senior leaders from mainstream schools. We therefore need to ensure the salary for the Principal Designate is attractive enough. Having gone through this process once already we discovered that if we advertised the post at anything less than Leadership spine 21 we did not get the appropriate experience and skills required to achieve our vision. For this reason we will recruit the Principal Designate between Leadership 21 and 27 (██████████).
- B) **Clear job description:** Experience has taught us that as soon as we have had notification of approval we need to go out to tender for a Principal Designate immediately. We have already prepared the following Job Description and Job Specification ready to be placed in the TES.

#### **Job Description:**

##### **EBN Free School Phase 2(Alternative Provision) Principal Designate**

EBN Free Schools will be outstanding and happy schools where all students are empowered, through knowledge and self-confidence, to take responsibility for themselves and their community. EBN Free School Phase 2 is a school created by the East Birmingham Network (EBN) community of secondary schools and academies. EBN is looking to recruit a talented and inspirational leader who has the drive and passion to embrace this vision and ethos and who is committed to the highest achievement for all.

The successful candidate will take up the post as soon as possible depending on availability to work alongside the project management team and to be completely involved in the planning and implementation processes leading to the opening of the new school.

The following Job Description is not exhaustive and it is expected that the Principal Designate, through involvement in EBN Free School planning, will work with the EBN board to develop this Job Description to ensure it reflects the needs and demands of the post.

#### **Key Priorities**

Key priorities for the post in the next 18 months are to:

- Ensure the school is ready to open to its first cohort of pupils in September 2015;

- Recruit and induct a high quality cadre of staff who are fully committed to the vision and ethos of the school and able to deliver a high quality curriculum offer to all students;
- Establish EBN Free School Phase 2 as a '*hub of excellence*' in alternative educational provision in the East Area of Birmingham.

## **Core Purpose**

The core purpose of this role is to provide professional leadership and management of the new school which will create secure foundations from which to achieve the planned growth of student numbers at EBN Free School Phase 2 and outstanding performance in all areas of the school's work.

To achieve success, the Principal Designate will:

- Contribute to the vision and provide leadership and direction;
- Effectively lead and manage teaching and learning to secure the highest possible levels of progress and attainment;
- Promote excellence, equality and high expectations of all students;
- Effectively and efficiently deploy resources to achieve the school's aims;
- Evaluate school performance and identify priorities for continuous improvement;
- Ensure effective and efficient day-to-day management, organisation and administration of the school;
- Secure the commitment of the wider community, and encourage the involvement of parents and carers;
- Create a stimulating, nurturing, happy, safe and productive learning environment that is engaging and fulfilling for all students.

## **Key Responsibilities**

### **Strategic Direction and Shaping the Future**

The Principal will:

- Lead the development of a new school and create a successful ethos and practice;
- Demonstrate the school's values in everyday work and practice;
- Work within the school community to translate the school's vision into practice that promotes and sustains continuous improvement in the school;
- Support members of the school community to create a positive and stimulating learning environment, making full use of their skills and talents;
- Ensure that learning is at the centre of strategic planning and resource management;

- Be responsible for EBN Free School Phase 2's management and development of all its resources;
- Plan the opening of EBN Free School Phase 2 in collaboration with the EBN project management team and provide input to the design of any new or refurbished buildings;
- In collaboration with the EBN Board and project management team provide input on the formulation and implementation of policies.

## **Teaching and Learning**

The Principal will:

- Deliver an innovative curriculum in line with the EBN Free School Phase 2's vision, based on excellence for all through personalised learning whilst meeting statutory requirements; ensure that the curriculum delivered matches the needs of all students and is supported by teaching of the highest quality;
- Establish and maintain a consistent and continuous school-wide focus on students' achievement, using data and benchmarks to monitor progress in every student's learning;
- Create a culture and ethos of challenge and support where all students achieve success and become engaged in their learning;
- Implement strategies that secure high standards of behaviour and attendance as promoted in the student learning passport;
- Monitor and evaluate the curriculum for both quality and value for money;
- Ensure students feel happy, safe, and supported; and have all barriers to their learning and progress addressed/removed;
- Monitor, evaluate and review classroom practice and promote improvement strategies;
- Demonstrate and articulate high expectations and set stretching targets for the whole school community;
- Achieve robust systems of pastoral care and personalised learning to ensure every student feels valued, and is known and supported during their time at EBN Free School Phase 2;

## **Leading and Managing Staff**

The Principal will:

- Develop and embed an organisational structure that reflects the school's values and ethos, and enables management processes to work effectively in line with legal requirements;
- Develop, implement and monitor clear, evidenced-based improvement plans and policies for the development of the school and its facilities;
- Ensure that (within an autonomous culture) policies and practices take account of national and local circumstances, policies and initiatives;
- Recruit, retain and deploy staff appropriately and assist in managing their workload to achieve the school's vision and goals;

- Lead and motivate others and generate effective working relationships at all levels;
- Maximise the contribution of all staff to improve the quality of education provided and standards achieved;
- Manage the effective deployment and performance of all staff and ensure their professional development through effective systems for the management of staff performance;
- Provide effective induction, continuing professional development and performance management in line with EBN Free School Phase 2's strategic plans.

## **Financial and Facilities Management**

The Principal, assisted by the Business Manager, will:

- Plan and manage EBN Free School Phase 2's finances and resources to ensure maximum benefit for students;
- Be responsible for the EBN Free School Phase 2's campus, its buildings, equipment and grounds;
- Provide advice to EBN Board on the formulation of the annual and projected yearly budgets in order that the Free School secures its objectives;
- Set appropriate priorities for expenditure and allocation of funds;
- Make a contribution to the specification of any new buildings so that they will best support the objectives set out in the educational vision for EBN Free School Phase 2;
- Ensure that the accommodation provides a positive and safe environment which promotes well-being and high achievement for everyone at EBN Free School Phase 2;
- Manage and organise accommodation efficiently to ensure it meets the needs of the students and staff;
- Ensure effective administration and audit control;
- Be accountable for health and safety requirements.

## **Partnerships**

The Principal will:

- Establish a school culture and curriculum which fulfils the vision and requirements of the local community and the original vision of EBN Free School Phase 2;
- Ensure learning experiences for all students are integrated with the wider community, and that where possible they are community-based;
- Seek opportunities to invite parents and carers, community figures, businesses and other organisations into the school to enrich the school and its value to the wider community;

- Secure strong links with other key partners who are supporting EBN Free School Phase 2's development;
- Collaborate with Birmingham City Council and other agencies to promote the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families;
- Work closely with EBN and the EBN Free School Board to ensure that the development of EBN Free School Phase 2 is a success;
- Represent the EBN Free School Phase 2 on the EBN Head Teachers board and be an integral part of the strategic development of the East Birmingham Network;
- Create a culture where parents and carers are encouraged to be involved in their child(ren)'s education.

**We will also include in the Job Description the requirement to ensure school is ready for opening in September 2015.**

### **Pre-Opening Activities**

We would seek, as soon as possible after appointment, to engage the Principal in the full range of implementation activities required to open the school. His or her key functions, however, will be to:

- Act as an ambassador for EBN Free School Phase 2, building relationships with key stakeholders;
- Lead on the recruitment and induction of the school senior management team and staff to ensure we have an excellent team in place that is signed up to and able to deliver the vision for the school.

Other activities we would expect the Principal to work on, alongside our dedicated project management team, would include:

- Supporting the recruitment of other teaching and non teaching staff;
- Planning, with input from EBN, an appropriate induction and staff development programme;
- Becoming familiar with EBN operating processes e.g. finance and MIS systems;
- Preparing a detailed budget for the school based on the indicative figures submitted in the application and investigating other economies and sources of funding that could be used by the school;
- Preparing the school's Education Brief in line with the EBN Free School Phase 2's proposal:
  - corporate strategy (mission and values, strategic objectives and key performance indicators with targets);
  - curriculum strategy (curriculum offering, development and delivery of curriculum, ICT for learning, community and business links);
- Supporting the development of the school's website and other promotional literature including the school prospectus;

- Ensuring organisation of learning tasks is completed:
  - logistics for school organisation (setting of day times, term dates, class/setting arrangements and timetable);
  - devising school routines and the optimal student experience, e.g. how students will enter and exit assembly;
  - assessment systems and reporting processes;
  - monitoring and evaluations arrangements;
- Developing all relevant school policies and ensuring compliance with legal requirements;
- Ensuring Ofsted pre-inspection requirements are met.

**Responsible to:**

The Principal Designate will be responsible to the Free School Proposers, the Trust and the Governing Body.

**C) Timelines for recruiting:** On approval we expect to follow go out to tender for a Principal Designate immediately. We will advertise widely for this position in the TES and well as eteach. **e.g.**

**Week 1=** Approval Date = prepare all documents for TES to submit the following week.

**Week 2=** Advert goes live on the Thursday within the TES.

**Week 2,3,4=** Advert running in TES. Panel for shortlisting secured with dates in week 5. Interview process agreed and prepared for interviews in week 6

**Week 5=** Deadline for application and shortlisting.

**Week 6=** Interviews carried out for two days at EBN Free School Phase 1.

If we are successful in being able to appoint a high calibre Principal Designate we will then negotiate a start date for as soon as possible. If we are unsuccessful, we will repeat the process to go back out to advert until we are able to recruit an appropriate candidate.

**F5/ 6 Shared services-**

You must complete a separate line for each person that will be in the central services team. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

<b>Name</b>	<b>Role in central service team by area(s) of expertise (e.g. educational, financial, etc.)</b>	<b>Other relevant area(s) of expertise</b>	<b>Hours per week</b>	<b>Cost £</b>
NA	NA	NA	NA	NA

Use the table below to provide details about the total running cost of your shared service, and how this is made up from contributions. Please add additional lines as required.

Name of school	Budgeted contribution to MAT shared service	
	2014/15	2015/16 ( 3% increase)
NA	NA	NA



Use the table below to provide details about the total running cost of your shared service, and how this is made up from contributions. Please add additional lines as required.

Name of school	Budgeted contribution to MAT shared service	
	2014/15	2015/16 ( 3% increase)
NA	NA	NA

## **Section G: Budget planning and affordability**

Please refer to the relevant section of the 'How to Apply' guidance and the assessment criteria booklet for what should be included.

### **Criteria G1 and G2**

You need to demonstrate that the school will be viable within the expected levels of funding available both while it builds up and when it is at full capacity. In the box below provide an overview of how you developed your plans and the thinking behind them. As part of this, you should explain how you have delivered value for money, and describe how your budget plans support your education vision and plan.

In addition you should complete the Excel budget templates.

### **Criterion G3**

You should also include an overview explanation of how you approached making 30% savings and your rationale for suggesting the changes that you have. As part of this, you should explain how your amended plans would continue to support delivery of your education vision and plan.

Please use the table on the next page for G3. **<Redacted>**

## **Section H: Premises**

Please refer to the relevant section of the 'How to Apply' guidance and the assessment criteria booklet for what should be included in this section.

Please also refer to the Excel template.

## Annexes

Any annexes you add:

- are excluded from the page limit and restricted to CVs and information about key individuals; and
- should be submitted as part of your application, i.e. as one Word document.

[REDACTED]

[REDACTED]

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