

# Free Schools in 2014

## Application form

### Special Free Schools

## Completing your application

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

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

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

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

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

**Section I** is about your suitability to run a Free School. There is a separate downloadable form for this information. This is available [here](#)

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

**Sections A-H** and the **financial plans** need to be submitted to the Department for Education by the application deadline. You need to submit one copy (of each) by email to: [special.fsapplications2014@education.gsi.gov.uk](mailto:special.fsapplications2014@education.gsi.gov.uk).

Your application should be: no more than 150 pages long; a Word document formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes should be included within the page limit and restricted to documents relating to evidence of demand (e.g. questionnaires and maps) and relevant CVs. The financial templates are excluded from the page limit and should be submitted separately in Excel. Please include the name of your school in the file name for both your Word and Excel documents. Please do not include photographs, images and logos in your application (other than the demand map). Your email must be no more than 10MB in size.

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

Free Schools Applications Team  
Department for Education  
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** must be submitted in hard copy and sent 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 this form in order to consider an application to set up a Free School and will not be used for other purposes. For the purposes of the Data Protection Act, the Department for Education is the data controller for this personal information and for ensuring that it is processed 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

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. You have provided information on all of the following areas:		
<a href="#">Section A</a> : Applicant details – including signed declaration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<a href="#">Section B</a> : Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<a href="#">Section C</a> : Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<a href="#">Section D</a> : Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<a href="#">Section E</a> : Evidence of demand	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<a href="#">Section F</a> : Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<a href="#">Section G</a> : Initial costs and financial viability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<a href="#">Section H</a> : Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size, includes page numbers and is no more than 150 pages in total.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. <b>Independent schools only/NMSS</b> : you have provided a link to the most recent inspection report.	<input type="checkbox"/>	<input type="checkbox"/>
6. <b>Independent schools only/NMSS</b> : you have provided a copy of the last two years' audited financial statements or equivalent.	<input type="checkbox"/>	<input type="checkbox"/>
7. All relevant information relating to Sections A-H of your application has been emailed to <a href="mailto:special.fsapplications2014@education.gsi.gov.uk">special.fsapplications2014@education.gsi.gov.uk</a> between 9am on 17 December 2012 and 6pm on 4 January 2013 and the email is no more than 10 MB in size.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Two hard copies of the application have been sent 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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of <a href="#">Section A</a> of the form and as many copies of the Section I Personal Information form as there are members and directors have been sent 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, between 9am on 17 December 2012 and 6pm on 4 January 2013.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address:  Blackburn with Darwen Education Improvement Partnership Ltd Care of St. Bede's RC High School, Livesey Branch Road, Blackburn Lancashire BB2 5BU
3.	Email address: [REDACTED]
4.	Telephone number: [REDACTED]
About your group	
5.	Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or directors, members of the project group, etc. <span style="float: right;"><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</span>
6.	If Yes, please provide more details:
7.	How you would describe your group: <ul style="list-style-type: none"> <li><input type="checkbox"/> A parent/community group</li> <li><input type="checkbox"/> A teacher-led group</li> <li><input checked="" type="checkbox"/> An existing Free School sponsor</li> <li><input type="checkbox"/> An academy chain</li> <li><input type="checkbox"/> A federation</li> <li><input type="checkbox"/> An independent school</li> <li><input type="checkbox"/> A state maintained school</li>   <li><input type="checkbox"/> Something else</li> </ul>
8.	If 'Something else', please provide more details:
9.	Is your group seeking to open more than one Free School application in this round? <span style="float: right;"><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</span>
10.	If Yes, please provide more details:
11.	In addition to any support/advice from the New Schools Network, did you put together this application with <span style="float: right;"><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</span>

	support from another company or organisation?	
12.	<p>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:</p> <p>Section C &amp; D</p> <p>Support from the Head of Oak Bank SEBD School, Bedfordshire. It is envisaged that we will continue to work in partnership with the Head for support as needed during the Pre-opening stage should the bid be successful.</p> <p>Consultancy support from [REDACTED] – we envisage [REDACTED] continuing to support us during the Pre-opening stage if our bid is successful. We would also envisage [REDACTED] becoming a member of the governing body of the school.</p> <p>Blackburn with Darwen Education Improvement Partnership Ltd Company Registration: 7716201</p> <p>Blackburn with Darwen Education Improvement Partnership Ltd (EIP) was established in 2008 with the purpose of collaborating to raise attainment and improve outcomes for all young people across the borough. The EIP was incorporated as a Limited Company in July 2011 so the partnership could formally develop and respond to the changing educational landscape. Members of the EIP include <b>all</b> the Secondary Schools, Special Schools, Academies and Free Schools in Blackburn with Darwen with the Head Teachers/Principals as Directors of the Board. A number of Primary Head Teachers have joined the EIP board representing primary colleagues. The EIP is able to represent the secondary and primary sector of the borough and can harness the knowledge and expertise within all schools. The inclusive nature of the EIP ensures that the needs of all young people are identified and met through this range of provision.</p> <p>The EIP regards the establishment of a BESD Free School as an opportunity to ensure that a full range of provision to meet the needs of the social, emotional and behavioural aspects of learning is available in the Borough. The provision of the Eden School responds to current demand by completing the spectrum of provision as it will provide intensive learning support throughout the school week. Currently this is only available by sending pupils out of the borough which has a social impact on learners and does not represent value for money.</p> <p>All EIP members have been fully involved in the development of the application which has featured as a key agenda item for many of the board meetings. This involvement has ensured that the needs of all Blackburn with Darwen secondary and primary schools have been reflected in the application. It also demonstrates the high level of commitment and support by the Directors of the EIP and individual Head Teachers. In addition to the board meeting discussions, a steering group was established which included representation from primary Head</p>	

	<p>Teachers, Secondary Head Teachers, the local authority and the Chief Executive. This group was tasked by the board of taking forward the operational aspects of the application and was required to report back to the board with recommendations and provide regular progress updates.</p> <p>Having the BESD Free School as a key business item at the board and sub-committees ensured the full involvement of all directors and at all levels. It is envisaged that this full and active commitment and support from the EIP throughout the development phase will continue during the setting up and running of the Free School should this application be successful. All EIP board directors will become members of the Governing Body of the Free School.</p>	
<b>Details of company limited by guarantee</b>		
13.	Company name: Alternative Provision Trust	
14.	Company address: St Andrews House 11 Dalton Court Commercial Road Blackburn Interchange Darwen BB3 0DG	
15.	Company registration number and date when company was incorporated: 07950891	
16.	Does the company run any existing schools, including any Free Schools?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
17.	If Yes, please provide details:  The company was successful in their application to open an AP Free School, The Heights in 2013.	
<b>Company members</b>		
<p><b>The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</b></p>		
18.	Please confirm the total number of company members: 4	
19.	Please provide the name of each member below (add more rows if necessary):	
	<b>1. Name:</b> [REDACTED]	

	<b>2. Name:</b> [REDACTED]
	<b>3. Name:</b> [REDACTED]
	<b>4. Name:</b> Blackburn with Darwen Education Improvement Partnership Ltd (corporate member)



**Company directors**

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

20.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):
	1. Name: [REDACTED], [REDACTED]
	2. Name: [REDACTED], [REDACTED]
	3. Name: [REDACTED], [REDACTED]
21.	Please provide the name of the proposed chair of the governing body, if known: [REDACTED]

**Related organisations**

22.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
23.	<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> <li>• their name;</li> <li>• their Companies House and/or Charity Commission number, if appropriate; and</li> <li>• the role that it is envisaged they will play in relation to the Free School.</li> </ul> <p>Blackburn with Darwen Education Improvement Partnership Ltd is the only related organisation as a Member of the Alternative Provision Trust. The company number is 7716201. Role as described above.</p>	
24.	<p>Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc).</p> <p>N/A</p>	

<b>Existing providers</b>		
25.	Is your organisation an existing independent school wishing to convert to a Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
26.	Is your organisation an existing independent school wishing to establish/sponsor a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
27.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
28.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	
29.	If you are an existing independent, NMSS or state maintained school or an Academy, please state the SEN currently catered for, the age range and current number of pupils on roll and your capacity:	
30.	If you are an existing independent or state maintained school, NMSS or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:	
31.	If you are an existing independent, NMSS or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:	
32.	If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:  Alternative Provision Trust was successful in an application to open an AP Free School in September 2013. Company registration number: 07950891	

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



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

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

**Signed:**

**Position: Member of company**

**Print name:** ████████████████████

**Date: 21<sup>st</sup> December 2012**

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

## Section B: Outline of the school

1.	Proposed school name:	Eden School	
2.	Proposed academic year of opening:	September 2014	
3.	Specify the proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input checked="" type="checkbox"/> Other  If Other, please specify:  Key Stage 2 to 4 (8-16)	
4.	The SEN designations for which the school will cater (please tick all that are appropriate):	NB: An outline of SEN designations can be found at <a href="#">Annex B of the special 'How to Apply' guidance.</a>  <input type="checkbox"/> Specific Learning Difficulty (SpLD) <input type="checkbox"/> Moderate Learning Difficulty (MLD) <input type="checkbox"/> Severe Learning Difficulty (SLD) <input type="checkbox"/> Profound and Multiple Learning Difficulty (PMLD) <input checked="" type="checkbox"/> Behaviour, Emotional and Social Difficulty (BESD) <input type="checkbox"/> Speech, Language and Communication Needs (SLCN) <input type="checkbox"/> Autistic Spectrum Disorder (ASD) <input type="checkbox"/> Visual Impairment (VI) <input type="checkbox"/> Hearing Impairment (HI) <input type="checkbox"/> Multi-Sensory Impairment (MSI) <input type="checkbox"/> Physical Disability (PD) <input type="checkbox"/> Other (please specify below)	
5.	Proposed maximum capacity of proposed special Free School	For statemented pupils	58
		For Non-statemented pupils	
6.	Date proposed school will reach expected capacity in all year groups:	September 2017	
7.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only	

		<input checked="" type="checkbox"/> Mixed
8.	Will your proposed school include residential provision?  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
9.	If yes please provide more details here.	
10.	Do you intend your proposed school to have a faith ethos? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation/ethos.  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
11.	If Yes, please specify the faith, denomination, etc of the proposed school:	
12.	If you have a preferred site, please give details, including the post code:	Crosshill for senior pupils with a new build unit for KS2 on the site of The Heights
13.	Please tell us how you found this site:	Crosshill is a vacated school building resulting from the BSF programme. The land proposed for the new build primary unit is on the site of The Heights an AP free school approved
14.	Is the site:	<input type="checkbox"/> a private building? <input checked="" type="checkbox"/> a public/government building? <input type="checkbox"/> don't know?
15.	If you have <b>not</b> identified a site yet, please tell us the postcode of your preferred location:	BB1
16.	Local authority in which the proposed school would be situated:	Blackburn with Darwen

17.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	Lancashire County Council Bolton LA
18.	<p>This application form is designed to be used for special Free School applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a special Free School but does not fit the definitions of mainstream, 16-19 or alternative provision schools, you need to use the template that is the closest fit and explain how your school would differ. <b><i>If this applies to your application please briefly outline the main differences below.</i></b> You will also need to address these differences in more detail in the relevant sections of the application.</p>	

## Section C: Education vision

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

### **C1: Provide a clearly focused, coherent vision that underpins the application with a compelling rationale for establishing the school.**

Blackburn with Darwen EIP has an absolute and passionate determination to deliver outstanding provision, thus maximising the life chances of all learners in the borough. The EIP recognises that children and young people presenting with BESD are our most vulnerable learners and we wish to strengthen our spectrum of provision in this area of need.

There are three fundamental strands which run through, and underpin, our proposal to open Eden school:-

- ✓ the completion of a spectrum of high quality provision;
- ✓ the opportunity for our most vulnerable learners to achieve success by remaining within the Blackburn with Darwen learning community;
- ✓ the raising of aspirations thus promoting and enhancing life chances for our most vulnerable learners

This application follows a major review in the borough of the provision for vulnerable learners including those with behavioural difficulties. This report, commissioned by the Local Authority (LA) consulted widely among school leaders and recommended the establishment of a BESD Special School in the borough. The proposal for Eden School therefore comes out of detailed analysis and investigation and is taken forward in partnership with the LA.

We have confidence that this vision is shared and owned by both the providers and commissioners. We have worked hard to engage a broad range of local stakeholders in supporting our vision and we believe the evidence of that commitment is well demonstrated in this proposal. It is critical that we are able to provide the full spectrum of support to ensure that we can address the relationship between deprivation and outcomes as Blackburn with Darwen is the 17<sup>th</sup> most deprived local authority in England.

Through the intensive partnership work between the EIP and the Borough, Blackburn with Darwen now has outstanding alternative provision with a PRU judged 'outstanding' and part time individualised programmes delivered on the site of The Heights. These elements, along with college and independent providers have secured a range of short term and part time interventions which respond to the needs of a wide range of learners presenting BESD. They are able to respond quickly and creatively particularly to part time placements and we have built a 'shared ownership' culture within the borough.

Eden will provide increased flexibility by providing full time intensive learner

support which will usually be mid to long term, for example for a Key Stage. Improvements in identification, skills, capacity and flexibility within mainstream schools has led to a greater number of learners receiving the support they need in a timely manner, reducing the long term impact of chronic difficulties.

Whilst our current provision is able to respond well to shared placements but experience shows that some of our most vulnerable learners would benefit from a single placement where there is time and space to build the relationships which may be necessary to address their needs. At this stage the only availability for this is through the PRU and long term placements are neither appropriate nor desirable within the short stay school context, leaving only the option of the NMSS.

We have reduced the number of learners who are educated outside the borough, however, there are still 50+ learners this year and 32 next year who are in NMSS placements. Whilst there is an obvious financial argument for reducing this number, ours is a moral imperative. Those young people educated outside the borough will have a history of failure in educational settings. They then learn that there is nowhere in the borough that 'can meet their needs'. In whatever way this information is presented, anecdotal evidence is that there is a very real sense of failure and having been rejected by the learning community.

Evidence over the years is that Out of Borough (OoB) BESD placements are the least successful in terms of stability and attendance. Placement OoB removes a young person from their community, incurs often long travel times, reduces opportunities for extended day activities and separates them from professional services within the borough. Placing vulnerable young people OoB is also a concern in terms of child protection even with the most rigorous monitoring.

We are clear that there are circumstances where OoB is the best alternative and will continue to be used when appropriate, we wish our learners, wherever possible to be educated within our community.

There is a plethora of research which shows that there is a clear relationship between educational underachievement and learners deemed to have BESD. Research also shows that those learners who leave full time secondary education without appropriate academic or social skills are unlikely to achieve long term health and wellbeing. The name of the school reflects our mission to provide an environment which nurtures change by challenging the expectations of, and for, the group of children and young people who we believe are our most vulnerable learners.

The vision reflects our absolute commitment to ensuring the very best educational opportunities for all pupils in Blackburn with Darwen. We are very much aware that almost all young people with behavioural, emotional and social difficulties (BESD) will have experienced difficulties within mainstream schools and many will have been excluded from school or had



problems at home because of their complex and challenging needs and behaviours. We recognise that these children are more likely to experience significant limitations to their life chances and opportunities. As a group of committed Secondary and Primary Head teachers, we believe it is far more desirable for these vulnerable children to receive specialist education near to their home where the whole community can contribute towards their success and act in a coordinated way to improve their chances of success. This application reflects our ambition to offer the highest quality educational opportunities for some of the most vulnerable young people in the north west.

### **Key features**

We believe that the key features of Eden reflect our fundamental desire to complete the spectrum of support, deliver high quality local provision and enhance life chances. Nationally there has often been limited joint provision between schools particularly where schools are managing pupils whose difficulties mean that their behaviour is often challenging and unpredictable. What we intend to deliver is a more integrated way of delivering which removes the ladder of provision (where it is necessary to have 'failed' in one setting in order to access another), and seeks instead to provide the right environment at the right time. To achieve this, the head teachers of the PRU, the Heights and Eden will work together across a curriculum offer which will allow non judgemental moves where required but will also offer cost effective provision by ensuring that duplication is not required.

The PRU will continue to offer short stay provision at key stages 3 and 4. The Heights will offer part time shared intervention provision and Eden will offer up to 58 full time placements for learners in Key stages 2, 3 and 4. One site option for Eden is to be based at the site of the former Crosshill building. This is a purpose built school building which previously housed a special school for pupils with MLD who vacated it as part of the BSF programme to join a mainstream school in a shared campus building. The Crosshill building is a relatively short distance from the PRU and is adjacent to a special school for PMLD pupils. It is envisaged that pupils will be able to access a range of alternative provision offered by the Heights including part time interventions to primary aged pupils. There is an economy of scale in making these easily accessible to Eden pupils as needed.

BESD is an umbrella term to describe a range of complex and chronic difficulties experienced by many children and young people. Recent English government figures suggest that around 150,000 children in mainstream and special schools suffer from BESD. In a recent survey around 600 learners in Blackburn with Darwen schools were of significant behavioural concern. In addition there are many pupils who have needs which are at a lower level or who have been excluded, or self excluded from formal education, or whose presentation of need is reflected in isolation or being withdrawn. For the purpose of Eden admissions, our definition will cover the whole range of BESD; the defining factor will be that, without intensive

support, their learning is vulnerable.

The broad definition of BESD will also help to ensure that it is possible to ensure that all three Blackburn with Darwen provisions support a mixed gender population. This is critical since, in the past, it has been extremely difficult to ensure appropriate placements for girls since BESD schools tended to be filled with boys who had similar behavioural presentations. This often meant that girls remained in placements which were not suitable or appropriate as the alternative would have been single girls in predominantly boys schools. By keeping a broad definition and flexibility around Statements it will be possible to provide targeted interventions for pupils of both genders which address the presenting difficulties.

Eden will offer a warm and welcoming environment where a positive education allows all pupils to experience success. Our ethos is rooted in the belief that a positive, supportive and achieving culture is essential in creating a positive learning environment particularly for those pupils who have experienced educational failure or whose support networks lack the capacity to actively promote success.

Ensuring that we have the spectrum of provision is particularly important in Blackburn with Darwen because, whilst there is not an automatic link between BESD and a specific social factor, there is evidence that prevalence varies according to sex, age, health and income. Incidence of BESD is higher in socially deprived inner city areas and affects more boys than girls. Children who have other learning or development difficulties, such as speech and language problems are also more at risk. Our mainstream schools provide well for our community in which many live in households of intergenerational unemployment characterised by low expectations and stress factors related to long term worklessness, overcrowding and poor health outcomes for example:-

- Nearly a quarter of children in primary schools are living in areas amongst the 5% most deprived nationally.
- Over 60% of local young people live in the most deprived 20% of areas nationally.
- 18.1% of people aged 16 to 64 are claiming out of work benefits (North West 15.0%; GB 12.3%)
- 5-15% of children and young people are clinically diagnosed with a mental disorder)
- Levels of health are much worse than most other areas in the North West.
- A higher proportion of babies, compared with national figures have low birth weight.,( a long term wellbeing risk factor)
- Drug and alcohol misuse is an issue across 10-19 year olds

### **Approach to curriculum and teaching and learning**

Whilst learners who have BESD will be drawn from across the ability range there is an acknowledged disproportionate representation of learners who

have general or specific learning difficulties and/or, speech language and communication difficulties. The vast majority of our pupils admitted to provision in the past have had significantly low levels of literacy skills which have often been masked by their presenting behaviours. Likewise when Blackburn with Darwen screened pupils admitted to both primary and secondary PRUs, it emerged that every child in the primary sector and 50% in the secondary sector had been referred for speech and language therapy in their early years but none of them had accessed it. Rather than try to unpick 'the chicken or the egg' scenario, Eden will focus on ensuring that the learning needs of all pupils are assessed and addressed in a learning environment which allows learners to understand their difficulties and supports them to address them, effectively breaking down and setting aside the barriers to learning. For those with entrenched low self esteem and chronic difficulties in self managing behaviour this will not be a 'quick and easy' but it is critical to the long term success.

Critical to the success of our vision is that learning is at the heart of everything we do. The SEND Green Paper and 'Next Steps' both highlighted the key issue of aspiration and the need for change:

1. Every child deserves a fair start in life, with the very best opportunity to succeed. Currently, life chances for the approximately two million children and young people in England who are identified as having a special educational need (SEN), or who are disabled, are disproportionately poor.
2. Disabled children and children with SEN tell us that they can feel frustrated by a lack of the right help at school or from other services. For children with the most complex support needs, this can significantly affect their quality of life. Hundreds of thousands of families have a disabled child or a child with SEN, and parents say that the system is bureaucratic, bewildering and adversarial and that it does not sufficiently reflect the needs of their child and their family life.
3. Whilst the circumstances of children, young people and their parents differ greatly; from young people requiring a few adjustments in class to children with life-limiting long-term conditions, families have many shared concerns. The system to support children and young people who are disabled or who have SEN often works against the wishes of families. Children's support needs can be identified late; families are made to put up with a culture of low expectations about what their child can achieve at school; parents don't have good information about what they can expect and have limited choices about the best schools and care for their child; and families are forced to negotiate each bit of their support separately. Eden Free School will address all of these needs.

In the past there has sometimes been a prevailing culture of high levels of care but with low expectations for progression. Building on the assessed needs of learners we will use Person Centred Planning (PCP) approaches to generate aspiration and target setting which will include at least expected levels of progress. We believe that involving young people from an early age in PCP will generate stretch targets which learners can 'buy into', seeing these as the stepping stones to achieving goals. In the same way,

the formal curriculum can be brought to be relevant when linked to the PCP principles.

Eden School will build on identified best practice both locally and nationally and benefit from the expertise of our partnership of school leaders which includes; a National Leader in Education, the Head teacher of a BESD special school and the opportunities presented by the proposed Teaching School. The AP Free School will benefit from the expertise, talent and commitment of the whole education community in Blackburn with Darwen. We will embrace the characteristics of the very best specialist BESD provision and from examples of existing local and national best practice. Our aim is to learn from existing best practice and then move beyond this to realise our ambition to create a new vision of excellence for pupils with BESD.

In summary we will:

- Complete the spectrum of high quality provision in order to:
  - ✓ improve the education offer for disaffected and disengaged pupils
  - ✓ improve pupil learning, achievement and progression rates
  - ✓ develop expertise in effective behaviour management across all schools;
- Create the opportunity for our most vulnerable learners to achieve success by remaining within the Blackburn with Darwen learning community thus:
  - ✓ reducing the number of pupils with statements for BESD being educated out of borough
  - ✓ utilising community models to support wider aspects of learning
- Raise aspirations thus promoting and enhancing life chances for our most vulnerable learners to:
  - ✓ ensure all pupils achieve tangible accredited outcomes and progress into education, employment or training
  - ✓ ensure outstanding levels of attendance and engagement

We will do this by:

- ensuring excellent leadership, management and governance
- ensuring the recruitment and retention of high quality teaching and support staff supported by a rigorous framework and expertise to ensure effective quality assurance and high quality professional development opportunities via the proposed Teaching School in Blackburn with Darwen. This will enable accredited professional

development for the Free School teaching and support staff.

- deploying effective strategies for promoting good behaviour and outstanding attendance, sharing of expertise in behaviour management involving BESD special school and local authority
- focussing on learning and achievement
- having high aspirations for all pupils
- commissioning a range of quality assured offsite AP providers including vocational education in partnership with the Studio School
- implementing effective and comprehensive pupil assessment and tracking systems
- promoting pupil well being through outstanding pastoral care systems and strategies
- actively working in partnership with parents/carers
- ensuring that the needs of pupils with differing abilities are met by providing a relevant curriculum model offering personalised learning by using subject specialism advice and support
- establishing clear success measures for all pupils and for the whole school and provide outstanding facilities for learners with the greatest need
- offering a broad range of quality assured and accredited vocational courses
- working in partnership with the local community

## Section D: Education plan – part 1

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

If you are proposing to open later than 2014, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2014	2015	2016	2017	2018
<b>Reception</b>						
<b>Year 1</b>						
<b>Year 2</b>						
<b>Year 3</b>		3	3	3	3	
<b>Year 4</b>		4	4	4	4	
<b>Year 5</b>			4	4	4	
<b>Year 6</b>		7upper school	7	7	7	
<b>Year 7</b>		8	8	8	8	
<b>Year 8</b>			8	8	8	
<b>Year 9</b>				8	8	
<b>Year 10</b>					8	
<b>Year 11</b>					8	
<b>Year 12</b>						
<b>Year 13</b>						
<b>Totals</b>		22	34	42	58	

## Section D: Education plan – part 2

Please refer to pages 19 to 22 of the 'How to Apply' guidance for what should be included in this section.

### **D1: Explain the rationale for your proposed curriculum, how it reflects the needs of your anticipated pupil intake and your plans for their progression and transition.**

Critical to the success of our vision is that learning is at the heart of everything we do. The SEND Green Paper and Progress and next steps' both highlighted the key issue of aspiration. In the past there has sometimes been a prevailing culture of high levels of care but with low expectations for progression. Building on the assessed needs of learners we will use Person Centred Planning (PCP) approaches to generate aspiration and target setting which will include at least expected levels of progress. We believe that involving young people from an early age in PCP will generate stretch targets which learners can 'buy into', seeing these as the stepping stones to achieving goals. In the same way, the formal curriculum can be brought to be relevant when linked to the PCP principles

At Eden, we will ensure that pupils who begin their course of study will have an effective transition from their previous school and have access to an appropriate and stimulating curriculum. During the referral and transition stages we will ensure the systems we put in place will:

- guarantee continuity of learning for each pupil
- allow progression in a pupil's learning by ensuring that the new experiences at Eden build effectively on prior learning and achievement
- allow pupils to be challenged but enjoy their learning
- enable pupils to have a personalised learning experience and an exciting alternative choice on a vocational course of study.
- ensure that Eden's staff work closely together with staff from previous schools, parents and carers and all professionals and support agencies in order that individual pupils feel valued and well prepared for the next stage of their education at Eden

In designing the curriculum offer we have borne in mind that the traditional organisation and presentation of the curriculum is one which has meant 'failure' for many vulnerable learners. It is our experience that the outcome for the majority of learners has been low levels of literacy and/or numeracy. This is where the importance of a PCP approach is essential. Through this approach learners see a relevance to accessing improved literacy and numeracy skills.

Eden will be a language rich environment. Our experience is that the majority of learners considered to have BESD have poorly developed

receptive and/or expressive language skills. Improved communication skills are critical for this group of learners both in accessing the academic and social curriculum but also in preparing them for the working world where being able to communicate confidently in a socially accepted manner is a skill relevant for all workplaces.

Whilst recognising that pupils at Eden bring with significant barriers to their learning, we nevertheless have the highest aspirations for them in terms of their educational outcomes and we will not accept failure. All pupils will leave with accredited and valuable qualifications. It is our ambition that pupils will access GCSE/EBCs in English and mathematics alongside vocational qualification and other academic subjects where appropriate. Our aim will be for each pupil to achieve a minimum of three levels of progress. We acknowledge that these will be challenging targets for many pupils in a BESD context, but through intensive and personalised support, we believe these are within reach.

We are also aware that, particularly for adolescents, poor expressive language skills create increased vulnerability in the area of risk taking behaviours which can impact long term on healthy outcomes. Oral communication skills are also fundamental in scaffolding cognitive development and developing consequential behaviour insight.

The breadth of our curriculum is important so that any learner at any Key Stage could make the transfer on a part or full time basis to a mainstream curriculum without being disadvantaged.

Our curriculum will have an emphasis on activities which promote pro social behaviours, safe experimentation and problem solving. This is critical if we are not to end up with a provision which serves learners well whilst they are there but does not prepare them for life beyond school. We know that many of our learners who attract the label of BESD ( whether with statements or not), will figure in NEET statistics as many, even if they have an initial destination will 'fall out' within the first six months. For this reason our skill based curriculum will identify the skills required to succeed in further learning, employment and training and use activities which are scaffolding the skills required. We will use overt links so that learners understand the relevance of what they are doing.

Transition between key stages will be structured. Learners in year 6 will spend increasing amounts of time in upper school both in formal and extended school activities. They will be provided with mentors from upper school whilst they themselves will act as mentors for learners at the start of KS2 and this approach will be supported by the 'family group' opportunities. Open dialogue will address the concerns which are expressed by yr 6 pupils nationally (and internationally) about moving on to high school. In KS4 learners will have increasing opportunities to be in college and/or extended work experience placements in order to experience the different settings and demands which each entails.



**D2: Set out a viable curriculum plan with appropriate focus on breadth and balance, core areas of learning, and calendar and timetable.**

Accepting that, in general, the majority of learners will have low levels of literacy and/or numeracy, there will be a heavy emphasis on achieving as a minimum functionality across the basics of English, Maths and ICT. This does not mean curriculum simply differentiated to a lower level, rather it means targeted curriculum interventions which have a proven track record identified, designed and delivered to individual learners. One of the benefits of the EIP sponsorship is that subject expertise from across the whole learning community can be used to support learning in any setting.

Eden will be a language rich environment. This is a critical element since increased receptive and expressive language skills will not only support the acquisition of literacy skills but are essential in order to scaffold thinking skills and for addressing issues related to self management of behaviour and, critically, to reducing risk taking behaviours. It is our intention to have access to a speech and language therapist as part of our support team of professionals who will offer individual and group programmes and be a key member of the curriculum team across our three provisions.

Eden will use a broad and balanced curriculum to ensure that where pupils have the opportunity to return to a mainstream school, they will not be disadvantaged by having had limited curriculum breadth. To address the need for curriculum breadth and intensive basic skills, all subject areas will have a language across the curriculum approach to teaching and learning.

We know that many of our learners who attract the label of BESD will figure in NEET statistics as many, even if they have an initial destination will 'fall out' within the first six months. Within each key stage there needs to be an emphasis not only on the skills required to access a curriculum offer but also looking forward to the skills required in the next key stage. All learners will have a forward looking 'skill based' portfolio which helps them to see how they are building up the skills which will ensure success in the future. Whilst there is an emphasis in KS4 on engagement in further education, employment or training, the key skills which will build to an employability portfolio will be developed across the key stages. We expect pupils in KS2 to develop as learners who are self-managing, speak with confidence, problem solve and show commitment through attendance and time keeping.

From KS2 onwards we will also build up the opportunity for personal challenge, community spirit and work experience at levels appropriate to individual pupils. On the adjoining campus to Crosshill is Blackburn with Darwen's PMLD school where the Head Teacher is committed to establish close links with Eden, aware that many of our vulnerable learners are able to demonstrate positive behaviours when supporting children who have profound physical and learning needs.

It is important that all courses being undertaken carry with them a recognised qualification. In the past it was custom for schools and groups of schools to 'certificate' work or courses but learners discovered post school that these

had no valued currency in the employment world. We will be working with our college and local employers to develop skill based profiles which are recognised and valued by the working community. To support this, KS4 learners will receive comprehensive Information, Advice and Guidance (IAG) to ensure that learners are clear about the routes available to them and consistently have aspirations about their future which will be deliverable by the curriculum on offer.

Nurture Group developments have influenced our vision for KS2 since they aim to provide a predictable environment in which pupils can build trusting relationships with adults and gain the skills they need to learn in larger classes. There will be an emphasis on the systematic teaching of behavioural and social skills, on learning through play, and on sharing 'family-type' experiences, such as eating food together.

These principles will also support KS3 and 4. The Eden school will provide a safe, comfortable, home-like environment, with clear routines and adults modelling positive relationships, in line with nurture group principles. They will set pupils personal targets with individual pupils and their families and give them a range of strategies to help them to improve their behaviour. Through close working relationships with parents / carers these targets and strategies will be used at home as well as in school providing consistency of approach. Setting the targets together through a PCP approach will assist learners by providing closer working and shared objectives which are rooted in the aspirations of the learner and their family.

All learners will have a named tutor who will be responsible for bringing together all aspects of development and learning including the academic and social targets which they will have negotiated with the learner and family. In addition we will seek to identify mentors from outside the school particularly in KS4 where they will assist in transition.

There will be opportunities for older learners to share their experience and learning through family group mentoring. This is critical since it enables learners to see the progress which they are making and attribute it to increased self management rather than simple compliance. Mentoring will be used both to advance both curriculum and social skills.

Family grouped breakfast and lunch will be provided for all pupils. Breakfast will be provided because breakfast not only ensures that learners are able to concentrate but also allows them to come into school on a staggered basis, to sit together absorbing social behaviour informally and have an opportunity to talk through any concerns from overnight with an adult. This is critical in that it helps to ensure that issues are addressed before formal learning begins.

Providing lunch and the opportunity to mix socially in family style groups supports the development of social skills, language development and confidence. It ensures that learners are all provided with a healthy meal without any issues of eligibility. Our experience is that this practice

encourages healthy attitudes to eating and avoids many of the tensions which can occur through unstructured time, especially where pupils leave the site for lunch. During the 'non- eating' part of the lunch time structured activities will be available which are linked to skill acquisition.

Eden will operate a standard school year for compulsory activities but will offer voluntary extended day activities in collaboration with The Heights and the PRU. Where possible these activities, including 'leisure' activities will be accredited. Across the three bases, 'tea' will also be provided to encourage social development and mixing between different groups. There will be a longer morning than afternoon session, split into short (half hour) slots to maximise concentration and support individual interventions. The afternoons will be more flexible, using one or two lesson slots for extended activities and opportunity to share with The Heights and the PRU to ensure variety and viable group sizes.

The normal school day will start at 8.45am and end at 3.00pm. Extended activities will start at 3.00pm and end at 5.45pm. Staff contracts of employment will be drawn up to allow for flexibility in terms and conditions of employment and to best meet the needs of learners.

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

When fully staffed, Eden will have a Principal, Vice-Principal (curriculum) and two heads of provision (KS2 and KS3/4), SENCO, 7 subject teachers/instructors and 7 learning mentors. A therapeutic team will be established to include an Educational Psychologist, a family support worker and a counsellor. Counselling services will be provided by the counsellor employed at the Heights AP Free School. This will ensure flexible services and value for money. We will buy in the services of a Speech & Language Therapist as and when needed. We will be admitting pupils by year group so that we have viable class sizes from which to develop a budget. Initially we would appoint the Principal and Vice-Principal, teacher and learning mentor for each class group. The school will be able to access high quality and appropriate SEN expertise from the range of schools within the EIP including two Special Schools.

**D4: Set out a clear strategy for ensuring that the needs of pupils with differing abilities are met.**

The individualised PCP process we will use is underpinned by the knowledge that the vast majority of learners who have a statement of BESD will have unmet learning needs described in their statements. The same is also true for many learners who are disaffected or displaying challenging behaviours which make it difficult for them and others, to access the curriculum. All learners will have full assessments of their needs on entering school. We will use the Single Education, Health and care Plan approaches currently being developed by SEND Pathfinder LAs to collect the full range of information and to then set targets using the PCP approaches which are at the heart of the Single Pla developments.

Eden will have a SENCO who is responsible for supporting staff to carry out on going and specialist assessments. The role will be within the senior leadership team. However we believe that all teachers are teachers of learners who have sen and, whilst the SENCO will have a coordinating and 'first amongst equals' role in teaching and learning, all teachers will be responsible for the learning outcomes of the learners in their groups. Evidence from Pathfinders and the DfE's Achievement for All pilot indicates that where parents and learners are involved in expressing their aspirations and helping to set targets, a culture of 'joint venture' is possible.

**D5: Tell us how your definitions and measures of success will deliver your aspirations for pupil achievement.**

High quality and innovative assessment and tracking of pupils will be a key feature of the offer from the Free School. We will develop a bespoke electronic database to promote, track and monitor progress against a range of educational, emotional and attitudinal dimensions. This system will be used consistently by all staff and offsite providers to create a full picture of each pupil's educational progress. This will support regular reporting to parents and commissioners and be a key tool in supporting the reengagement and reintegration of pupils.

We expect all learners to, as a minimum, to meet national progression targets and, particularly make accelerated progress in literacy and numeracy. All learners will have a skills profile which will assist with target setting. The skills profile will reflect social and learning attitudes as well as attainment.

At the end of KS4 we expect all our learners to move on to further education, training or employment with a portfolio which demonstrates:-

- levels of punctuality and attendance which are at national levels for pupils in mainstream schools
- As a minimum, functional skills in literacy and numeracy
- the qualifications required to enable them to access further learning/training or work including English and mathematics
- successful, high quality work experience
- the ability to make informed lifestyle choices
- the ability to self manage behaviour
- the ability to problem solve and make decisions
- the ability to speak clearly with confidence
- the ability to respond in a socially appropriate way in a wide range of situations
- an understanding and empathy with others
- experience of community service

**D6: If you are intending to cater for pupils with SEN but without a statement, describe your admissions policy, confirming commitment to**

### **fair and transparent admissions practices.**

Eden will be one of three provisions which will be over seen by the EIP, a partnership of schools and the Local Authority. One of the fundamental drivers is to provide learners with access to the most appropriate provision in a timely manner. Whilst each of our three special/APP provisions will carry out detailed and regular monitoring, assessment and planning we intend that all learners who have complex and entrenched challenging behaviours will be overseen by an EIP sub group on at least a termly basis, in a similar 'virtual school' approach to Children who are Looked After. This monitoring will clearly include all those pupils protected by Statements and this information will inform and support the annual review, which may conclude, in consultation with parents, that placement at Eden would be appropriate. We are aware that Statements will be replaced by Single Plans. By the time that Eden opens we will have worked with the local authority to implement and integrate a Single Plan format for all the young people who are known to the 'virtual BESD school' by using information and experience gained from the SEND Pathfinders who are developing the new Single Education, Health and Care Plans This means that where a learner requires the specialist full time placement, a statutory format will already be in place for transfer, since this is a process which uses a Person Centred Planning approach which places the young person and their family at the centre of planning, whilst retaining rigour of target setting and offering creative solution focussed joint planning. Blackburn with Darwen was at the forefront of developing non statutory educational entitlement documents, (supported by the DfE) which have been in place for over five years. This approach means that the virtual school meetings will receive standard format evidence of need and consider the most appropriate provision, taking into consideration the views of parents. This is particularly important since many young people presenting with BESD have intertwined social, health, care and learning difficulties which are more usually dealt with in parallel by the lead agencies. Eden, together with The Heights and the PRU, presents an opportunity to embed good practice into decision making processes which, without joint working are too often arbitrary.

### **D7: Describe how your approach to behaviour management, pupil wellbeing and attendance will improve pupil outcomes.**

Eden will have a clear behavioural code based on the principles that:-

- ✓ Everyone has the right to be treated fairly.
- ✓ Everyone has the right to be listened to.
- ✓ Everyone has the right to learn.

Our Behaviour Policy will use a clear and tangible reward system such as Vivo. Whilst positive reinforcement will be the basis of our behaviour management system we are aware that at times sanctions will be required. Our sanctions will be based on restorative justice principles to ensure that our learners remain integrated within our community. The behaviour of all pupils will be monitored on at least a weekly basis and pupils and parents will be aware of how behaviour is viewed. A ladder of concern will be used so

that inappropriate behaviours are addressed quickly with the minimum disruption.

We will give high priority to clear communication within the school and to a positive partnership with parents since this is crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a pupil is giving cause for concern it will be important that all those working with the pupil at Eden are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication will be the class teacher who will have the initial responsibility for a pupil's welfare.

Eden will have an agreed Child Protection policy, the aim of which will be to safeguard and promote our pupils' welfare and safety by fostering an honest, caring and supportive environment.

There will be three main elements to our policy; prevention, protection and support.

Prevention - Positive staff/pupil relationships and a culture of mutual respect will allow pupils to ask for help and support without fear of judgment. Our robust pastoral support systems will support this. We will also ensure that we include within the PSHCE curriculum activities to equip pupils with the skills they need to stay safe including discrete lessons focusing on internet safety and exploitation.

Protection -Pupils will be protected by Eden:-

- ✓ following agreed procedures including safe recruitment policy
- ✓ having all staff will have undertaken 'Introduction to Safeguarding ' provided by the LSCB
- ✓ having all staff Team Teach trained. Team Teach is BILD accredited training in positive handling techniques actively committed to reducing restraint and risk. The main emphases of Team Teach are de-escalation and the empowerment of staff to enable them to feel more confident in their management of disruptive and challenging behaviour which should in turn improve learning outcomes.
- ✓ ensuring that the family worker will be trained as a child protection officer and the Director of Learning for PSD will be trained to Senior Designated Person level.
- ✓ ensuring that a member of the governance structure is identified as having responsibility for Child Protection.

Support – In addition to offering support and appropriate referrals we will proactively tackle issues of risk taking behaviors including on-line and in person, grooming. Where there are existing concerns we will ensure that

there is an opportunity to tailor the curriculum and allow the young person to 'escape'

Eden believes that everyone has the right to feel welcome, secure and happy. It is only when these conditions exist that all members of the school community will be able to achieve their maximum potential. Bullying of any sort prevents this from happening and prevents equality of opportunity. It will be the responsibility of **all** at Eden to prevent bullying. To this end, pupils, staff and parents will be actively involved in writing and reviewing our Anti-bullying Policy.

Monday

	Lsn 1	Lsn 2	Lsn 3	Lsn 4	Lsn 5	Lsn 6	Lsn 7	
KS2	Projects		PE		Music	General Studies		Enrichment
Yr 7	Maths	English	PE		General Studies	Music	PSHE	
Yr 8	English	Humanities	PE		Maths	PSHE	Music	
Yr 9	General Studies		Art	Science	English	PSHE	Humanities	
Yr 10	Science	ICT	English	Maths	Options			
Yr 11	ICT	Maths	Science	English	Options			

Tuesday

	Lsn 1	Lsn 2	Lsn 3	Lsn 4	Lsn 5	Lsn 6	Lsn 7
KS2	Projects		Projects	Art	Cross Curricular Projects		
Yr 7	General Studies	English	Humanities	Maths	Cross Curricular Projects		
Yr 8	English	General Studies	Maths	Science	Cross Curricular Projects		
Yr 9	Science	Maths	English	Humanities	Cross Curricular Projects		
Yr 10	PSHE	ICT	General Studies		English	Science	Maths
Yr 11	Maths	PSHE	Science	English	PE		

Wednesday

	Lsn 1	Lsn 2	Lsn 3	Lsn 4	Lsn 5	Lsn 6	Lsn 7	
KS2	Projects		Voc Ed		Science	PE		Enrichment
Yr 7	Science	General Studies	Voc Ed		PSHE	PE		
Yr 8	Voc Ed		Science	Art	Maths	PE		

Yr 9	Voc Ed		PE	English	Maths	PSHE	
Yr 10	English	Maths	PE	Options			
Yr 11	Maths	English	General Studies	Options			

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	Lsn 1	Lsn 2	Lsn 3	Lsn 4	Lsn 5	Lsn 6	Lsn 7
KS2	Projects		Projects	Science	Voc Ed		
Yr 7	Maths	English	Art	Science	Voc Ed		
Yr 8	English	PSHE	Voc Ed		Art	General Studies	Humanities
Yr 9	Maths	Science	Voc Ed		PE		
Yr 10	Options		English	Maths	PE		
Yr 11	Options		General Studies		English	Maths	Science

	Lsn 1	Lsn 2	Lsn 3	Lsn 4	Lsn 5	Lsn 6	Lsn 7
KS2	Projects		Science	Tutor	Enrichment		
Yr 7	English	Science	Maths	Tutor	Enrichment		
Yr 8	Science	Maths	English	Tutor	Enrichment		
Yr 9	Art	English	Maths	Tutor	Enrichment		
Yr 10	General Studies		Science	Tutor	Enrichment		
Yr 11	PE		ICT	Tutor	Enrichment		



## Section E: Evidence of demand – part 1

Table 1: For pupils with statements of SEN

If your school is new provision:

- In **column A** please provide the proposed number of places for children with statements in each year group.
- In **column B** please provide the number of children of the relevant ages local authorities would anticipate naming your school in their statements.
- In **column C** please provide the number of children of the relevant ages whose parents have indicated that they would request your school to be named in their child's statement.
- Please leave **column D** blank.

If your school is an existing independent school or NMSS applying to become a special Free School:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children already on roll at your school with statements of SEN.
- In **column C** please provide the number of children with statements of SEN of the relevant ages, who are not currently on roll but local authorities anticipate naming your school in their statements

\*In the table below column C. We intend to carry out a formal consultation with our parents, however, the indications from our PRU and APP indicate a strong parental wish for their children to be educated locally.

	2014				2015			
	A	B	C	D	A	B	C	D
Reception								
Year 1								
Year 2								
Year 3	3				3			
Year 4	4				4			
Year 5					4			
Year 6	7	1	*		7	1	*	
Year 7	8	1			8	1	*	
Year 8					8	1	*	

<b>Year 9</b>								
<b>Year 10</b>								
<b>Year 11</b>								
<b>Year 12</b>								
<b>Year 13</b>								
<b>Totals</b>								

- In **column D** please provide the number of children with statements of SEN of the relevant ages, who are not currently on roll but whose parents have indicated that they would request your school to be named in their child's statement.

Table 2: For pupils without statements of SEN complete the table using information below to assist you.

If your school is new provision:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children of the relevant ages whose parents have indicated that they will choose the proposed school as their first choice.
- Leave **column C** blank.
- In **column D** please express the demand (column B) as a percentage of the places available (column A). i.e.  $D = (B/A) \times 100$ .

If your school is an existing independent school applying to become a Free School:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children already on roll at your school.
- In **column C** please provide the number of children of the relevant ages, who are not currently on roll but whose parents have indicated that they will choose the proposed school as their first choice.

	2014				2015			
	A	B	C	D	A	B	C	D
<b>Reception</b>								
<b>Year 1</b>								
<b>Year 2</b>								
<b>Year 3</b>								

<b>Year 4</b>								
<b>Year 5</b>								
<b>Year 6</b>								
<b>Year 7</b>								
<b>Year 8</b>								
<b>Year 9</b>								
<b>Year 10</b>								
<b>Year 11</b>								
<b>Year 12</b>								
<b>Year 13</b>								
<b>Totals</b>								

- In **column D** please express the total demand (column B + column C) as a percentage of the places available (column A). *i.e.*  $D = ((B+C)/A) \times 100$ .parents have indicated that they would request your school to be named in their child's statement.

## Section E: Evidence of demand – part 2

Please refer to pages 23 to 25 of the 'How to Apply' guidance for what should be included in this section.

There are 450 children and young people in Blackburn with Darwen with identified Behavioural, Emotional or Social Development Needs.

Of this group, 390 are in Blackburn with Darwen mainstream schools, with 130 in receipt of additional financial support from the local authority (20 with a Statement – 14 Secondary and 6 Primary; and 110 receiving an Individual Pupil Resource Allocation (IPRA) – 65 Secondary and 45 Primary).

10 of the remaining 60 children and young people are educated outside of the borough (the overwhelming majority of these children in special schools). Finally, there are 50 children attending independent special schools.

The costs of the children in receipt of additional financial support from the local authority is as follows:

- For children with statements in Mainstream schools: £134,000 (at £6,700 per pupil)
- For children with IPRA's in Mainstream schools: £740,000 (at £6,800 per pupil)
- For children attending Independent Special Schools: £1.1 million (at £22,000 per pupil).

More funds are being spent on 50 places in independent special schools than on all the remaining provision for children with identified BESD.

The underlying reason for this distribution of funding is the absence of BESD special school provision within the borough, following the closure of SEBD special schools within the borough over the past decade. While the intention of these closures was honourable and forward-thinking and designed to provide a more inclusive continuum of provision, with bases in primary and secondary schools and outreach work, this vision has not been realised, due to the increasing complexity of presenting needs.

The current pattern of provision is one where there is not a continuum of local provision to meet the needs of this vulnerable and challenging group of children and young people. Locally, this has led to schools, the pupil referral units and the local authority seeking to meet their needs as best they can; but with the knowledge that there was no back-up specialist local provision. This meant that for the group of children with the most complex or severe needs placement in independent special schools was unavoidable.

While for some children and young people placement in very specialist

independent special school provision will always be the most appropriate way to meet their needs, under the current pattern of provision this became a permanent placement for too many children and young people, with little prospect of return to other more inclusive types of provision; and at considerable cost to the local authority and, therefore, schools.

The local authority is supportive of this proposal in principle, recognising that there is a clear need to establish a better continuum of local provision for children with BESD the local authority also believes that as a principle there should be local provision to meet local need – keeping children and young people in their local areas and communities wherever appropriate, decreasing the sense of dislocation; and further containing costs of transport.

The borough's outstanding secondary age pupil referral unit and Alternative Provision Service (shortly to become The Heights Free School) have outstanding parental support and commitment indicating that parents value top quality local provision. The EIP, extending across the secondary and primary sector – taking in community schools, Academies, Free Schools, Special Schools, Studio School and pupil referral units, in addition to the local authority demonstrate an on-going commitment to working together to develop local solutions and patterns of provision to meet local needs.

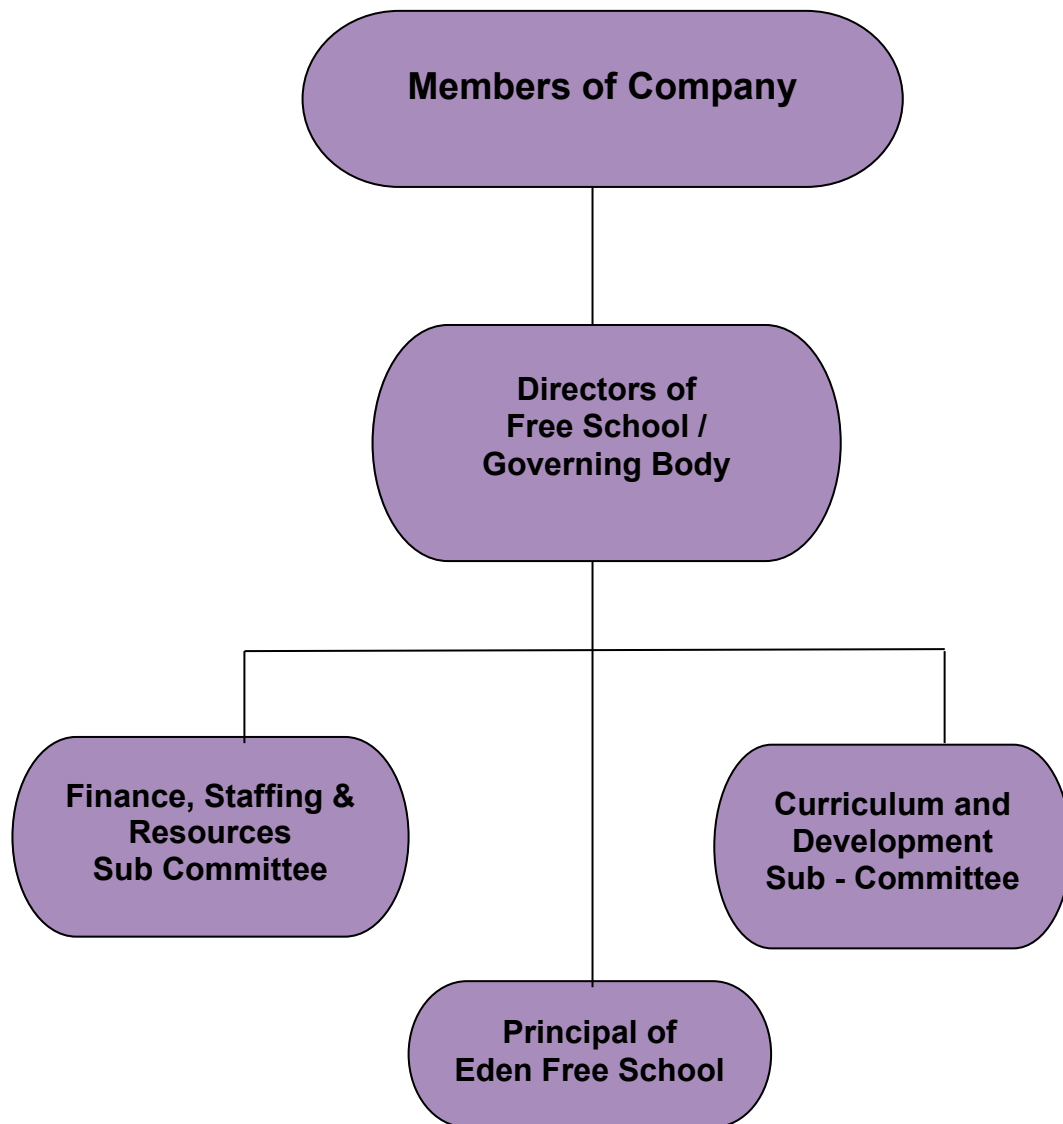
The development of The Heights Free School has been one part of this process. The development of local Special Free school working across phase (Key Stage 2 to Key Stage 4) as part of a continuum of provision and providing outreach input into mainstream schools is the next phase. Our outstanding PRU offers a wide range of interventions but should fundamentally function as a short stay school. The lack of a full continuum of provision means that access to this resource can sometimes be difficult due to the number of pupils needing full time placements. We regard Eden as a further vital step towards an exciting future whereby local needs are better met by local schools working together in concert drawing on the strengths of each individual partner to the benefits of all local children, young people and families.

## Section F: Capacity and capability

Please refer to pages 26 to 29 of the 'How to Apply' guidance for what should be included in this section.

**F1: Demonstrate a clear understanding of, and describe, the respective roles of the company members, governing body and principal designate in running your school.**

### Structure of Accountability



### **Roles and Responsibilities**

The 'Sponsor-run school' would be the preferred model for Eden School with the EIP as 'sponsor' through a subsidiary non-profit company. The main advantage of this model is the clear line of accountability with the sponsor being accountable for running the school. The well-established partnership of the EIP harnesses the wealth of knowledge and expertise from the Community Schools, Academies and special schools as Members. This will ensure the Governors have the skills and experience to successfully discharge their governance and oversight responsibilities.

### **Company Members**

- The Company Members will appoint the Governing Body.
- The EIP would be the 'corporate Member' of the subsidiary company.
- The legal owners of the company
- Strategic role in running the school and ultimate control over the company

### **Role of the Governing Body**

- To be responsible for monitoring, overseeing and providing direction for the Free School' pursuit of the vision.
- To maintain the vision and ethos of the school
- To select the Principal of the Free School with the support from DfE if appropriate
- To support and evaluate the Principal
- To hold the Principal accountable for the school's success
- To set conditions of service, personnel policies and procedures
- To ensure Value for Money (VfM) and adequate financial resources
- All directors are required to act in the best interest of the Company. There are also statutory obligations such as health and safety that Board members need to meet. Each director has a role in ensuring the probity of the organisation's activities and contributing to the achievement of its objectives.
- Duties as defined in the Companies Act 2006

### **Role of the Principal**

- Responsible for the internal organisation, management and control of the school
- Responsible for the implementation of the strategic framework established by the governing body
- To formulate aims and objectives for the school, for adoption, with or without modification, or rejection by the governing body
- To formulate policies for the school or achieving those aims and objectives, for adoption, with or without modification, or rejection by

the governing body

- To formulate targets for the achievement of those aims and objectives for adoption, with or without modification, or rejection by the governing body
- To formally report to the governing body on a quarterly basis on progress made towards achieving the aims and objectives set and in particular towards meeting specific targets set.

**F2: Show how you will access appropriate and sufficient educational expertise to deliver your vision.**

The major strength of our application is the collaborative ownership and commitment to the success Eden School. The distinct advantage of our 'Head Teacher led' Free School is the wealth of educational expertise readily available to enable the school to deliver our vision. The Education Improvement Partnership (EIP) is a well-developed collaboration between Secondary and Primary Schools and Special Schools in Blackburn with Darwen and was established in 2008. The inclusiveness of the EIP is well embedded across all member schools. The core principle of our collective responsibility for all our students in Blackburn with Darwen would drive the success of Eden School. The EIP brings over ten years' experience of educational leadership. We will be able to access the knowledge, experience and resources from the range of schools as Members of the Trust. These include one Sponsored Academy, a converter Academy, a Studio School, a Free School, Community Schools, Special Schools and Voluntary Aided Schools with the shared aim of improving outcomes for all our students. The EIP has for some time, been actively engaging with primary head teachers within the borough. Representatives of primary head teachers are now members EIP Board.

It should be noted that the application team is in fact the Education Improvement Partnership with secondary and primary schools, academies, Free Schools, Studio Schools and special schools within the borough represented. This demands the collective engagement and involvement throughout the process, rather than the application team consisting of a small number of individuals. This innovative approach will be instrumental to the success of the Eden School. This business model builds on the established partnership of the EIP and attracts the significant partnership dividends to the benefit of Eden School. The primary phase members include a primary Academy and Free School. This will further enhance the role of the EIP in the governance and oversight of the Eden School.

It is recognised that the local authority have an essential role in regard to Statements of SEND (as they currently are) and its statutory responsibilities. Therefore, they must be a 'key player' in the establishment of the Eden School. The EIP are in very frequent dialogue with the LA and have a close working relationship with the LA. The LA will provide, through



traded services, various support services for Eden School pupils, staff and governors. In addition, the LA will be represented on the governing body with a suitably qualified person.

As described within section A of the application, the directors of the EIP were fully involved in the development of the application as key stakeholders and sponsors of the proposed Free School. This will ensure that the Free School will be able to draw upon the extensive knowledge and experience not only from an educational perspective, but also in terms of leadership and change management. It also provides the Free School with direct access to high quality teaching and learning which can be applied to a BESD Special School context. These collective skills and knowledge are readily available and accessible to the Free School throughout the different phases from development to the operation.

Involvement for the previous six months has been through the group meeting on a regular basis on each aspect of the proposal. This has been led by an identified lead member of the team. It is envisaged that they will continue leading on those areas during the pre-opening stage and thereafter as a governor of the proposed Free School.

The governing body will also include a former Assistant Director of Children's Service with responsibility for SEN and inclusion. This level of expertise will provide invaluable support and challenge to the Principal and the School as well as acting as someone outside of the network of schools making up the EIP. We will be able to access the knowledge, experience and resources from the range of schools as Members of the Trust. These include one experienced Academy, a converter Academy, Community Schools, Special Schools and Voluntary Aided Schools with the shared aim of improving outcomes for all our students.

There are advanced plans for a Teaching School in Blackburn with Darwen encompassing the whole borough, under the direction of the EIP and through outstanding providers within the borough (including secondary, primary, nursery and PRU). Through the Teaching School, outstanding practice will be shared across all settings and support will be readily available to Eden School in terms of continuing professional development as well as the sharing of outstanding behaviour management strategies from Eden School to mainstream settings.

In addition to the individual school specialisms described below, we are in the fortunate position of having a National Support School as a Company Member, Tauheedul Islam Girls' High School.

We have access to the experience and skills acquired by St. Wilfrid's CE Academy as a Training School as another Member.

The Free School will also be able to access the support and expertise of the

Aldridge Foundation with the Darwen Aldridge Community Academy as a member of the company.

<b>Member</b>	<b>Profile</b>	<b>Role on Governing Body</b>
[REDACTED]	[REDACTED]	Proposed Chair Succession Planning
[REDACTED]	[REDACTED]	Governor Teaching & Learning
[REDACTED]	[REDACTED]	Governor Quality Assurance Standards
[REDACTED]	[REDACTED]	Governor Curriculum Continued Professional Development
[REDACTED]	[REDACTED]	Governor Estates & Buildings Health & Safety
[REDACTED]	[REDACTED]	Governor SEND (General)
[REDACTED]	[REDACTED]	Governor SEND (Complex) 0- 25
[REDACTED]	[REDACTED]	Governor Performance Management Finance
[REDACTED]	[REDACTED]	Governor Child Protection Looked After Children
[REDACTED]	[REDACTED]	Governor Procurement Legal Audit
[REDACTED]	[REDACTED]	Governor ICT
[REDACTED]	[REDACTED]	Governor Performance Management Strategic support for the chair

		Supporting the chair of the GB in providing support and challenge to the Principal of the Free School
██████████	██████████	Governor Vocational Employment routes
██████████	██████████	Governor SEN Behaviour
██████████	██████████	Governor SEN Behaviour and safety

Each Head Teacher/Director has agreed to give up to half day per week during the pre-opening stage and the Chief Executive of the Education Improvement Partnership and Director of the Group will give a minimum of one day per week during this stage.

Termly meetings will be held with all Heads and they have committed to participate in the sub-committees.

#### **List of Schools and Specialisms**

Darwen Vale High School (Engineering Specialism)  
 St. Wilfrid's CE Academy and 6<sup>th</sup> Form (Technology Specialism)  
 Pleckgate High School (Mathematics & Computing Specialism)  
 St. Bede's RC High School (Sports Specialism)  
 Blackburn Central High School and Crosshill Special School  
 Witton Park High School (Business & Enterprise Specialism)  
 Our Lady and St. John Catholic High School (Arts Specialism)  
 Tauheedul Islam Girls' High School and 6<sup>th</sup> Form (Humanities Specialism)  
 Tauheedul Islam Boy's High School and 6<sup>th</sup> Form (Sports, Entrepreneurship and Big Society Specialism)  
 Darwen Aldridge Community Academy and 6<sup>th</sup> Form (Entrepreneurship Specialism)

The Head Teachers have agreed to make available their Directors of Specialism and other relevant senior staff to the Eden School to support the Senior Leadership Team to develop the specialist provision that meets the need of young people.

**F3: Show how you will access appropriate and sufficient financial expertise to manage your Free School budget.**

Collectively, the Free School would have access to over 110 years of experience of financial management. All Headteachers/Directors in the collaborative employ experienced business managers including those qualified as Chartered Accountants. They are committed to making available 0.2 days of their Business Manager time to support the Free School. The Free School will recruit a qualified Business Manager. Currently the Trust has utilised the services of the Business Manager employed by Alternative Provision Service who has extensive financial experience from her role as School Business Manager, as a partner in a small business and as a director of a limited company by guarantee. She is a member of the Strategic Business Manager's Group. Also there is a forum for all the Business Managers to meet, share knowledge, expertise and good practice. She was involved in the successful bid for the Heights Free School

This wealth of knowledge and financial expertise across the partnership can be readily accessed to support with the effective financial management of the Eden School. The EIP is in the process of appointing a suitably qualified Director of Finance who will be dedicated to its Free School bids during the start-up phase for three days per week. Once the School Business Manager is appointed, the Finance Director will continue to work with them and provide strategic support for half day per week. All schools have achieved the Financial Value Standard (FVS).

Additionally, the EIP has also seconded a full-time qualified business and finance manager to the organisation as additional support during the establishment of the Heights Free School and the bid for Eden School. She will support the Trust and the Principal Designate, if successful, in the start-up phase of both schools prior to the appointment of a dedicated finance manager for each project.

**F4: Show how you will access other relevant expertise to manage the opening and operation of your school.**

All the Head Teachers as directors of the company and proposed governors of the Free School have substantial experience of leadership and change management which involves overseeing the successful establishment of new schools in addition to managing transition programmes for schools. Three recent examples of this include:

1. [REDACTED] as [REDACTED] led the Pre-opening stage of the school which was a brand new capital build.
2. [REDACTED] as [REDACTED] [REDACTED]. We have access to the resources, people and skills of St. Wilfrid's Training School as another Member.

3. [REDACTED] is a National Leader of Education and has recent experience of the Free School programme with the [REDACTED]

The schools as Members of the EIP have access to a wide range of business partners. Currently, all schools are participating in the Business Class Programme established by Business in The Community (BITC). Part of this process was for the schools to partner with a wide variety of businesses which includes KPMG, Capita and other legal and financial companies. The EIP and the Alternative Provision Trust have worked closely with, Hill Dickinson LLP. The Free School will retain them as their legal representatives/advisers if successful.

[REDACTED] are working with us providing accountancy and audit services and have agreed to support the Free School if approved.

The Trust has secured the services a highly experienced HR consultant who is supported by education employment specialist team at [REDACTED].

The Local Authority is a partner of the EIP and we have several officers who have experience of setting up and closing schools. The council also employs school improvement officers and the secondary leads worked closely with us on shaping the bid. The Chair and the CE of the EIP meet regularly with the leadership of the LA to share and update on developments and direction, seeking opportunities to improve educational outcomes.

Principal  
Vice Principal (curriculum)

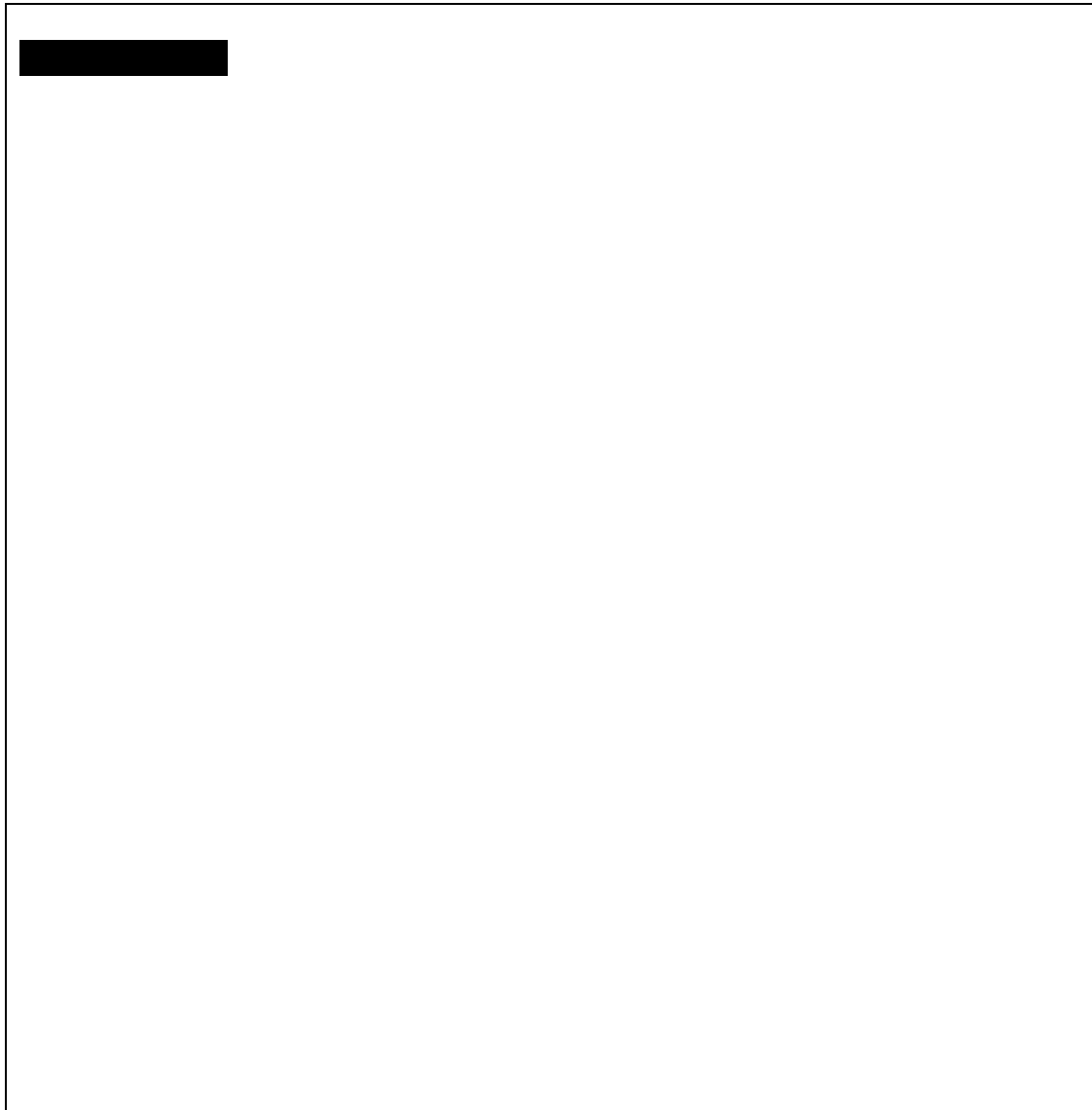
SENCO			
Finance Manager			
Head of Provision Key Stage 2		Head of Provision Key Stage 3/4	
Teacher Literacy		Teacher Numeracy	
Teacher Science		Teacher ICT	Teacher PE
		Teacher Humanities Teacher Performing Arts	
<p>Learning Mentor x 7</p> <p>Associate instructors</p> <p>Site Supervisor &amp; Cleaning staff (x3) Catering manager &amp; assistants (x2) Admin support x2</p> <p>Educational Psychologist Family Support Work</p> <p>Subject specialisms for teaching staff are for illustrative purposes initially. As subject expertise will be supported by the subject expertise of senior and middle leaders</p>			
<p><b>F5: Provide realistic plans for recruiting a high quality principal designate, other staff and governors in accordance with your proposed staffing structure and education plans.</b></p>			
<p><b>Recruiting High Quality Staff</b></p> <p>We recognise that the appointment of high quality principal is essential to the success of Eden School. We will advertise nationally for the post with a detailed job description and person specification. Our intention is to have a rigorous and robust recruitment and selection process involving a highly experienced selection panel with experience of selection at this level, including a DfE appointed Education Advisor. Selection will include panels for curriculum, behaviour management, financial management , data analysis and personal skills. We intend to use psychometric testing to provide further insights into the suitability of a candidate. Safeguarding will be an essential part of the selection process in line with safer recruitment guidelines. For the post of Principal of Eden School, we will seek to recruit a person with significant leadership experience in BESD Special School education.</p>			

The process for recruiting high quality staff will adhere to the safer recruiting policy and procedures set out nationally. The interview panel will have at least one person who has undertaken and successfully completed the safer recruitment training. Job descriptions, person specifications, pay scales and job advertisements will be written and agreed in advance of the post being advertised. These will be sent out with the application form when the posts are advertised along with the vision and ethos, so that the candidates will have all the relevant information before applying for the post. The candidates will be given the opportunity to look round and meet with the designate Principal of the proposed Free School, prior to applying. The posts will be advertised nationally. The interview process will have a range of approaches to determine the strengths and weaknesses of the candidates such as presentations, role play, exercises etc on a relevant topic, lesson observations, data analysis, work prioritising, financial task, etc where appropriate for the post applied for. The process will be rigorous but fair to all.

The Governors of Eden School will include the significant experience of the headteachers of the EIP. In addition, there will be LA representation and members with financial and business acumen. We recruit governors with particular knowledge and experience of SEN and include representation from the voluntary and community sector.

## Section G: Initial costs and financial viability

Please refer to pages 30 to 34 of the 'How to Apply' guidance for what should be included in this section. As explained in the 'How to Apply' guidance you are required to complete the necessary financial planning spreadsheets as well as providing a supporting narrative. The templates can be found [here](#). Please use this section for the narrative.





## Section H: Premises

Please refer to pages 35 to 37 of the 'How to Apply' guidance for what should be included in this section.

Our preferred site options for Eden School are as follows:

### Option A

To have Eden School based on the [REDACTED]. [REDACTED] which could be easily adapted and refurbished to meet the needs of BESD pupils. Figures from the LA give the site area at 2,267.78m<sup>2</sup>.

The location of the site is within easy reach of the M65 and bus routes, offers easy access for pupils across Blackburn with Darwen. This would help to reduce transport costs.

It is well located to access a wide range of local provision and resources including work experience locations, [REDACTED]. The proximity of the M65 also makes for quick and easy access to out of borough commissioners, providers and course based resources such as outdoor and adventurous activities.

### Option B

To have a two campus school (secondary and primary). The location for the secondary campus would be the [REDACTED]. The site for the primary campus would be a new build on the site of the [REDACTED].

The [REDACTED] is due to open in September 2013 and there is building land available on the site. This would enable primary aged pupils from Eden School to access nurture provision and other relevant alternative provision from the [REDACTED].

The address of the sites are:

[REDACTED], Blackburn, [REDACTED].  
[REDACTED], Blackburn, [REDACTED].

The location of both sites are within easy reach of the M65 and bus routes, offers easy access for pupils across Blackburn with Darwen. The LA has indicated that the tenure of both sites is Freehold.

Currently, the Trust has no funds available for acquisition of the site and following a successful bid would seek to apply for some limited capital funding to expand and develop the existing facilities at the [REDACTED].

Option B would require a small new build on the site of the [REDACTED].

## Annexes

The annexes:

- are included within the page limit and restricted to documents relating to your evidence of demand (e.g. questionnaires and maps) and relevant CVs;
- should be submitted as part of your application i.e. as one Word document; and
- do not include the financial templates (which should be submitted separately in Excel and are excluded from the page limit).

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