

# **Free school application form 2015**

**PIPER HILL VOCATIONAL  
SPECIALIST SUPPORT SCHOOL**

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## Completing and submitting your application

Before completing your application, please ensure that you have read both the relevant 'How to Apply' guidance and the assessment criteria booklet carefully. Please also ensure that you can provide all the information and documentation required.

The free school application is made up of nine sections

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

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

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

In **Section G** we are asking specifically about costs, financial viability and financial resilience. This requires the completion of the relevant sections of the Excel budget template and Word application form.

In **Section H** we are asking for information about premises, including information about suitable site(s) you have identified. This requires the completion of the relevant section of the Excel application form.

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

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

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

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

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

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

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

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

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

### **Data Protection**

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

## Application checklist

Name of task	Yes	No
1. Have you established a company limited by guarantee?	x	
2. Have you provided information on all of the following areas:	x	
<b>Section A:</b> Applicant details <b>To follow</b>	x	
<b>Section B:</b> Outline of the school	x	
<b>Section C:</b> Education vision	x	
<b>Section D:</b> Education plan	x	
<b>Section E:</b> Evidence of need	x	
<b>Section F:</b> Capacity and capability	x	
<b>Section G:</b> Budget planning and affordability	x	
<b>Section H:</b> Premises	x	
3. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total?	x	
4. Have you fully completed the budget plans?	x	
5. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?		
6. Independent schools only*: have you provided a link to your school's most recent inspection report and completed a self-assessment form describing how your school would perform against the Ofsted Section 5 criteria		
7. Reapplications only. If you are reapplying after being unsuccessful in a previous round, have you changed your application in response to the written feedback you received?		

<b>8.</b> Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: <a href="mailto:special.fsapplications@education.gsi.gov.uk">special.fsapplications@education.gsi.gov.uk</a> ? (See guidance for dates and deadlines).	x	
<b>9.</b> Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 <sup>rd</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).	x	

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

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

Section I of your application		
<b>10.</b> Have you sent: <ul style="list-style-type: none"> <li>▪ a copy of Section A (tab 1 of the Excel template); and</li> <li>▪ copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and</li> <li>▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days</li> </ul> by a guaranteed method such as 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 <sup>th</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?  (See guidance for dates and deadlines)	x	

## Declaration

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

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

- the requirements outlined in the 'How to apply' guidance;
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (e.g. safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and
- for children with an education health and care plan ('EHCP') naming the school, the requirements pertaining to children with SEN within the SEN Code of Practice, including the duty to admit a child where the school is named in an EHCP;
- for schools where the Secretary of State agrees in the funding agreement that they can also admit non-statemented pupils with special needs, the school must, in respect of these pupils, comply with the School Admissions Code, the School Admissions Appeals Code and the admissions law as it applies to maintained schools. 16-19 applicants do not need to follow these codes but must have admissions arrangements and criteria which are fair, objective and transparent.

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

I confirm that I am not and have never been barred from Regulated Activity within the meaning given by the Safeguarding Vulnerable Groups Act 2006. I further declare that all current Members and Directors of the Company have confirmed to me that they are not and have never been so barred, and that if it comes to my attention whilst I am a Member or Director of the Company that I or any other Member or Director are or have been so barred I will notify the Department for Education. I and all other Members and Directors of the Company understand that the Company's free school application may be rejected if a Member or Director of the Company is found to have been barred from Regulated Activity.

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:** please see attached sheets

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

**Print name:**

**Date:**

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

Please tick to confirm that you have included all the items in the checklist.
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## **Section A: Applicant details**

Please complete the Excel application form.

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

This section will need to be completed by both route 1 and 2 applicants.

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

Please complete the Excel application form.

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

This section will need to be completed by both route 1 and 2 applicants.

## SECTION C1: EDUCATIONAL VISION

### **A Vocational Learning Free School with a focus on employability**

Our vision is to create an outstanding school that offers a strong focus on applied learning and better prepares young people for the world of work. We will do this by teaching through enterprise projects and real work; as well as creating learning environments that feel more like the workplace than a school. We want every young person leaving our school to enter an appropriate college place, supported internship or apprenticeship leading to supported employment and potentially independent employment.

Our proposal is to establish a 100 place free school, in Manchester, for children and young people 11 – 19 years with significant learning needs. The school will cater mainly for pupils in the wards in the south and centre of the City and in Wythenshawe. The curriculum will focus on developing business and enterprise and employability skills. This bid has the full support of parents, and all special schools in the City and the Local Authority. The school would open in September 2016 with 25 places, increase in September 2017 to 50 places and be at full capacity by September 2019.

We are keenly aware of the Government's ambition to improve employability rates amongst Learning Disabled adults. The Government's published figures indicate that in 2012 only 7% Learning Disabled adults were in employment; the majority of which was part-time work. (*Ref: Department of Health's Adult Social Care Outcomes Framework 2012 & Report on People with Learning Disabilities 2011*). In an effort to address this Lee Scott MP was appointed in 2014 as Special Needs and Disability Envoy with a remit to work with businesses to create more employment opportunities and so increase the proportion of LD adults in paid employment. This bid and our vision directly supports this ambition.

Piper Hill Specialist Support High School (Piper Hill Learning Trust) is supporting the development of this unique vocational free school; for the purposes of this application Piper Hill will be known as the parent school. The parent school is very successful in providing a highly effective quality education which has been recognised nationally. In 2011 the parent school was one of the schools included in the HMI report: 'Twelve Outstanding Special Schools'. There have been three successive outstanding OFSTED inspections: 2004, 2007 and 2013, where the parent school was awarded outstanding in all areas. The 2013 report referred to the positive impact that the parent school has had in supporting developments and improvements in other schools in Greater Manchester. The parent school has recently achieved the Investors in People Gold Standard, which recognised a well-developed system of staff development linked to school improvement. The parent school is a National Support School (2011), a Teaching School (2014), has been approved as a sponsor Academy (2015), and is led by an experienced National Leader of Education. All of this external accreditation and ratification ensures the parent school is challenged constantly to be highly effective, and is in a very well qualified position, with proven capacity, to support this proposal.

As an outstanding special school, the parent school is very successful in providing a quality education for all their students; at 19 all leavers move on to appropriate college placements. We know however that this does not mean young people then go on to secure supported or independent employment. This includes our more able students, who we know are capable of securing meaningful employment in the long term. In the

last 20 years, despite 3 consecutive outstanding OFSTED inspections showing the quality of educational provision and with all young people leaving the parent school accessing appropriate college courses, our records show that only 2 now have a job, and a further 6 are engaged in voluntary work. (This set of circumstances is mirrored for the SLD pupils in other specialist support high schools in the City).

Our vision is to address this by working closely with local employers and by changing the mind-set of parents/carers and students. The curriculum in the applied learning free school will have a strong focus on business and enterprise and on developing employability skills. This will include developing the 'softer skills'; communication, resilience, working in a team, reliability and being able to travel independently. The curriculum will be underpinned by a qualifications framework that will help deliver our vision and aspiration, ensuring that many more learning disabled young adults have a pathway that leads into work.

Our Free School will make a real difference for our students and will have a positive impact on the numbers who can gain employment after completing education. 100% of students will access a meaningful employment experience during their time in the school's Further Education Department.

### **The Aims of the Free School**

- To promote the spiritual, moral, cultural development of students, providing an "I can do" culture that gives opportunities and experiences whilst encouraging life - long learning.
- To promote confidence, responsibility, success and a positive attitude to adult life whilst developing life skills and opportunities for living a full life in the wider community.
- To provide a suitable, happy and secure working environment in which students develop their abilities and make progress according to their individual needs.
- To acknowledge the uniqueness and intrinsic value of all students and staff in school.
- To forge positive working relationships with parents and carers and encourage a partnership between home and school, involving parents and carers in all aspects and stages of school life.
- To encourage students to pursue personal interests, to make their own choices and decisions so they can contribute positively to society, and have their skills and talents utilised in the workforce of the community.
- To develop skills and knowledge that would support students in the world of work and life-long meaningful employment.
- To promote equal opportunities, embracing everybody regardless of disability, gender, race, age or sexuality.
- To promote fundamental British Values as part of SMSC, PHE and Citizenship.

### **Developing Skills, Reducing Dependency**

In the Index of Multiple Deprivation (2010) Manchester is still ranked as the fourth most deprived Local Authority in England with 45.6% of Manchester's lower super-output areas in the most deprived 10% in the country. Socio-economic demographics in relation to income levels, employment, health and disability and housing indicate very

high levels of deprivation in our local catchment areas including Woodhouse Park, Sharston and Northenden.

Levels of unemployment in some of the wards in the South Manchester and Wythenshawe are significant. Hence focusing on improving the employment chances, for young people who are already greatly disadvantaged due to their level of learning difficulty is our main driver. Having a clear focus on applied learning and enterprise leading to employment will assist in breaking down barriers and building aspirations of the families and young people that we work with. Many of our families have experienced long term worklessness or have experienced limited work opportunities because of caring for a young person with significant needs. For example, 45% parent/carers of students on the parent school roll are not in employment.

One of the consequences of this is that parents/carers are not naturally aspirational for their children and do not expect them to develop employability skills and achieve greater independence. The school will provide the impetus and opportunity for young people and their parents/carers to rise above this. To do this requires a change in culture and expectation. The parent school has experience of helping individual parents into employment through volunteer work in school and part-time employment where they gain experience, develop enhanced skills and can access training. In the new school we will continue this policy of actively recruiting parents/carers into volunteer and part-time paid roles within the school. Raising aspirations and hope for parents/carers will have a positive impact on young people.

### **Extending choice for parents**

The new school will develop more choice for parents and pupils at 11, 14 and at 16. The three high schools in Manchester for SEN pupils experiencing a significant learning difficulty are very similar and are all outstanding. A fourth school with a vocational, enterprise and applied learning focus will enhance and extend the current offer in the City. The new school will meet the requirements of parents and carers who would like a more vocational route for the child, leading to college; supported employment; supported internships and apprenticeships; and independent meaningful work.

### **Increase in pupil population overall; need for more specialist provision**

Manchester as a City has been and continues to be affected by significant growth in population. The 2011 Census recorded Manchester's population at 503,000, an increase of 19% since 2001. This translates into a significant growth in the number of children and young people in the City, from 64,445 (5 – 16 year olds) in 2008 to 77,151 (5 – 16 year olds) in 2014 (an increase of 12,706 or 19.7 %).

In the period since 2008, 59 primary schools in the City have been expanded, creating 1,495 additional reception places. The increase in the number of children in the City is a result of an increase in the number of births and high levels of migration into the City from other parts of the UK, the European Union and beyond.

As a result of the increase in pupil numbers overall, the numbers of pupils with high levels of SEND in Manchester has also increased. The number of statements/EHC Plans maintained by the City has risen from 2,252 in 2008 to 2,594 in 2014. The increase in the number of children and young people with SEND in Manchester who require specialist provision has impacted on the number of specialist places available. Since 2011, 120 additional places have been created in primary special schools and 95 places in secondary special schools. The City's projections indicate that over the next

five years, on average, a further 55 specialist school places will be required each year based on current growth. This is 275 new places over the next five years.

### **What are the key features of the new school and what will make it distinctive?**

Piper Hill Free School will be a Vocational Learning Special School for pupils experiencing significant learning disabilities. Like the parent school and the other secondary special schools in the City there will be a strong focus on literacy, numeracy and developing personal independence skills. However, what makes the offer at the Free School distinctive is the time that will be spent on applied learning through both simulated and real-life work experiences. The key skills of literacy, numeracy, communication, IT, self-help and independence will be developed and delivered through working on enterprise and business.

We will use the flexibilities of the academy programme to structure the curriculum so that the proportion of time spent on applied learning is not only significant but increases as the young people move through each key stage. Other opportunities will be taken to extend the school day and term times. This is detailed in Section D, with examples on page 20 onwards. These opportunities are not currently available until students reach post-19 provision; and even then long term outcomes, as measured by success in achieving employment, are negligible. We are committed through this new school to changing this pattern and to develop further the business and community responsibility for lifelong learning and meaningful employment opportunities for our school leavers.

On opening, the areas of business and enterprise covered will include:

- **Catering and Hospitality** with a 'Catering Kitchen' run by the students enabling them to practice and develop catering and hospitality skills and associated health, safety and hygiene skills. By the time students are 17, they could choose to work for up to three days in this area gaining the type of real and meaningful experience that would enable them to access support or independent work or internship or the access an appropriate college course. An on-site Community Café will provide students with opportunity to prepare drinks and meals and serve customers from the local community.
- **Horticulture and Grounds Maintenance** with a Garden Centre on site and greenhouses run by the students enabling them to grow vegetables for use in the 'Catering Kitchen' and for sale in the local community. There will be the option for students to work providing a 'Gardening Service' to local residents. The inclusion in the Free School of a controlled environmental agricultural facility will enable students to learn how to grow and harvest fruit and vegetables all year round.
- **Animal Welfare** will focus on understanding how to look after and care for pets. One of the options open to students will be to work in a 'Dog Walking' business.

### **Type of Special Educational Need: Our Target Group**

The main purpose of the new school will be to successfully move students on to college, supported employment, supported internships or supported apprenticeships that lead, in the longer term, to greater independence and into the world of work.

All students will have a statement of special educational need/education, health and care plan and will experience a significant learning disability. We will work in

partnership with parents and the wider community building the understanding of parents to enable them to support their child's learning.

The admission criteria for the free school will be different from the parent school and other Manchester secondary special schools. All three Manchester Specialist Support High Schools are generic special schools with pupils working from P1 to National Curriculum level 4 at 19 years of age.

### **Our Unique Selling Points:**

- This is a unique school that will simulate work placed environments, to enable students with a significant learning difficulties to gain employability skills over time and have a real experience of work. This is not available anywhere in the country on this scale for this age of pupils.
- The links with local businesses will be firmly embedded to provide pathways to employment.

### **Pupils will be:**

- Working between P5 – National Curriculum Level 2 at age 11; most pupils will have a statement of special educational needs or EHC Plan that identifies their primary need as a significant learning disability. This is the group of students that OFSTED define as experiencing a severe learning disability. These students, even when they have exceeded expected progress, will not achieve higher than National Curriculum Level 3 at 19 (at GCSE equivalent no more than G or F grade, or Entry level 1 or 2). A student at P5 at 11 with progress that exceeds expectation would achieve P8 by age 19;
- Young people for whom the potential to achieve supported or independent employment has been identified at one of the three entry points;
- Those young people with a primary need of significant learning disability and also an identified autistic spectrum condition (ASC) with the potential to develop social skills that enable working within a group context and as part of a team;
- Young people with significant learning needs who have attended mainstream primary schools with a statement of special educational needs but for whom mainstream secondary school is not appropriate;
- Young people for whom at the end of KS4 (transition) the potential to develop work skills have been identified as part of their transition plan; this would include ability to travel independently or to have signed up for independent travel training. This may also include pupils with a significant learning disability who have attended mainstream secondary school with support.

For some students this pathway will not be appropriate and therefore not included in the target group would be:

- Children and young people with profound and multiple learning disabilities (P1-4) at aged 11;
- Children and young people with complex learning disabilities associated with ASC and who require teaching in very small, highly supported groups or with 1:1 support;
- Children and young people whose primary need is related to social, emotional and behavioural difficulties.

- Children and young people whose primary need is related to a moderate learning difficulty.

### **Piper Hill Learning Trust Vision and Ethos**

As stated our vision is to create an outstanding school with a strong focus on applied learning that better prepares SEND young people for the world of work. We believe that more can be done to enable young people with a range of SEND to contribute as active citizens. There have been efforts over the years to tackle the range of inequalities on the life chances of children and young people, their families and communities which are consequent from the learning disability. We believe that the time is now right to engage with businesses and employers on a bigger scale to tackle some of these inequalities and to equip young people with the skills and confidence to actively contribute to their communities, to lead healthier lifestyles and to exercise choice.

This is an ambitious programme and is a new direction for us as an existing outstanding school and for the City of Manchester. We will do this by:

- building up more contacts with local businesses - in order to achieve this we will appoint a senior member of staff whose main role will be to establish or further develop links with local businesses and with local community groups;
- creating a new curriculum model that reflects the demands and opportunities of a world of work. What this looks like and how we will deliver this curriculum is set out and explained in Section D;
- developing our staff expertise - we will appoint specialist staff with appropriate and specialist qualifications in catering and horticulture to lead on these aspects.

Our vision is underpinned by seven key principles:

1. **Excellent Teaching** – nothing is more important than excellent teaching underpinned by high quality professional development. Through our engaging applied learning curriculum focus, highly effective teaching will provide an outstanding and stimulating educational experience for every student.
2. **High Expectations** – we set exceptionally high expectations for all our students; on-going individual advice will support each student to not only make appropriate choices at each stage of their education but also to challenge and encourage them to reach their full potential in all they do.
3. **Creating a Safe Learning Environment** – we will ensure that for every one of our students we afford them the greatest preparation we can for their future ambitions and aspirations in adult life, including developing safe independent travel skills and work and enterprise skills.
4. **Providing Flexible Pathways through the curriculum** – the diversification of our curriculum will ensure that the needs of all students can be met and each student will be equipped and prepared for success in the future, and have appropriate skills to be an effective citizen in modern Britain.
5. **Commitment to CPD** – we are committed to developing all staff through reflective practice and through a focus on developing learning communities; this has been recognised by Investors in People Gold (IIP)
6. **Commitment to parents** – we are committed to tackling inequalities including for our parents/carers. Often caring for a child and young person with significant learning needs reduces opportunities for parents to develop work



skills. We will ensure that through the free school, parents will be offered the opportunity to work and develop employability skills.

7. **Inclusive Community** – we are committed to ensuring that young people with learning needs are fully included with their peers. This means developing pathways to independence, focussing on independent travel to enable access to and use of local facilities, developing healthy life styles and the skills to contribute to their local community through volunteering, supported work or employment.

### **ASPIRATION 1: For all teaching to be at least good by the end of Year 1**

Attaining outstanding levels of academic achievement for students with complex learning needs, alongside preparing them practically for the world of work is ambitious. By initially drawing on the expertise of our highly qualified and experienced staff at the parent school we believe this is a realistic aim. We will do this by seconding key staff from the parent school to shape and model practice, by enabling a small number of key staff to work part-time at the parent school and part-time in the new school in a mentoring role and through a strong CPD programme. We will see the impact through:

- By the end of Year 1 no teaching less than good and by the end of Year 2 75% teaching will be outstanding with nothing less than good.

### **ASPIRATION 2: To establish an innovative and ambitious vocational curriculum that maximizes the opportunities for all students to make accelerated progress and be well prepared for the transition from school**

We will set targets with the aim of narrowing the gap; ensuring all students achieve a relevant accreditation; make good or accelerated progress and are well prepared for the transition from school into the world of work. We will see the impact through:

- 100% pupils to make expected progress, as defined by the 2011/2 National Progression Guidance, and 75% to make better than expected progress
- 100% pupils meet the targets set in their individual education plan
- All pupils to have good attendance with an overall target for the school in Year 1 of 95%
- At the end of KS4 100% of pupils gain accreditation in core skills
- 100% of pupils complete a real life work placement in a business before leaving school at the end of KS5 and achieve either the ASDAN world of Work Entry Level qualification or Work Right Entry Level 1 or 2 (ASDAN). Students on the Entry level pathway will achieve a recognised Food Hygiene certificate.
- 100% of students will achieve accreditation in literacy and numeracy by the end of KS4 and 100% of students will achieve appropriate accreditation linked to the vocational pathway by the end of KS5 - either Towards Independence Pathway (ASDAN) or Entry Level (ASDAN/OCR)

### **ASPIRATION 3: For all our students to leave school ready for work**

Creating a more vocational pathway, which is described in Section D, will offer our students the greatest chances for employment with the independence and life-opportunities that this implies. Quite simply, we want to ensure that for every one of our students we afford them the greatest preparation we can for their future ambitions and aspirations in adult life. Readiness for work will be at the heart of the life of the school and we will see the impact through:

- All pupils leaving school with an appropriate college place/supported internship, supported apprenticeship or supported employment

- 100% of students who leave school who do not wish to take up a college placement will have meaningful voluntary or paid employment
- 0% will be NEET on leaving school

### **Summary – What makes this bid unique?**

- We will offer an applied Vocational Curriculum for SEND students, with a primary need of significant learning disabilities, which has a clear focus on work. This offer is not currently available in Manchester or in Greater Manchester.
- We will teach through real work experiences and by creating work place environments; for students 16+ the school will feel more like a workplace than a school.
- It is supported by the Teaching School. The parent school became a Teaching School in 2014 and along with three other teaching schools in Manchester forms an alliance of teaching schools under the badge 'Teach Manchester'.
- The new school will benefit from the experience and expertise within the Teaching School which will include being a beneficiary of Initial Teacher Training. The parent school leads this strand of the Teaching School Alliance including being a lead on Schools Direct.
- The parent school is working with ITT providers and has developed a unique SEND Schools Direct route for delivery in 2015/16. 10 trainees have already been recruited. This knowledge, skills and expertise will be available to the new school.
- The parent school is a lead school in the Manchester Schools' Alliance. This is a schools-led organisation focussed on school improvement. The new school will be a member of the Manchester Schools' Alliance and will benefit from working collaboratively with other schools as part of a schools-led self-improving system.
- The DfE states that Free Schools should encourage innovation and be driven by the vision and passion of those proposing a school. The team applying to set up the free school has a strong vision and is passionate about improving the opportunities and life chances for the next generation of learning disabled young people. This bid has the full support from the other special schools in Manchester, local Secondary and Primary Schools and the Local Authority.

## 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. Please add additional rows/columns if appropriate. We would expect a special free school to reach full capacity by the fourth year of its operation.

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 more than one school you will need to complete a separate table for each.

If you are proposing to open later than 2016, please leave the relevant earlier columns blank.

This section will need to be completed by both route 1 and 2 applicants.

	<b>Current number of pupils (if applicable)</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
<b>Year 7</b>		12	12	12	12			
<b>Year 8</b>			12	12	12			
<b>Year 9</b>				12	12			
<b>Year 10</b>					12			
<b>Year 11</b>					12			
<b>Year 12</b>		13	13	13	14			
<b>Year 13</b>			13	13	13			
<b>Year 14</b>				13	13			
<b>Totals</b>		<b>25</b>	<b>50</b>	<b>75</b>	<b>100</b>			

## Section D1

The school will cater for 100 pupils Y7 – Y 14 when full. Consultation with parents, the Local Authority and the financial modelling we have done indicates that the school will open with 25 pupils in September 2016, with 50 pupils in 2017 and moving to a full cohort by 2019. We will build the school roll up by initially admitting pupils to KS3 and KS5 simultaneously (in subsequent years there will also be admissions at Y10 – 14+ transition). We will do this because the evidence that we have indicates that within the Local Authority, Y7 pupil numbers for admission in 2016 and beyond rise sharply beyond current capacity due to the increased number of pupils in the City, including those with significant SEND (ref pages 62-64). In addition we have evidence that pupils currently attending other special schools and mainstream schools with an EHC Plan would transfer to the Vocational School at 16 in order to access the curriculum offer.

### **SECTION D – PART 2**

#### **D1 – Ambitious and deliverable curriculum**

##### **The Curriculum**

As a school within a multi-academy trust we welcome the fact that we will have greater freedoms in the allocation and organisation of curriculum time. While developing the emphasis on vocational learning, we will however ensure that we provide a broad and balanced curriculum for our learners. The National Curriculum will be used to guide curriculum planning as appropriate. We will however use freedoms and flexibilities to allow there to be significant differences that make this a wholly unique offer, with a strong focus on vocational, enterprise, life-skills and employability elements. Within this structure we will plan for the wide range of diverse and individual needs for our target group.

*In this section we have set out an outline of the curriculum and the principles upon which it is based and how the students will be organised. We have explained what a day in the life of a typical student in each key stage will look like, from the student experience perspective, and supported this with a model timetable for each key stage.*

##### **Curriculum Outline**

We will provide a rich learning experience which encourages a love of learning and enables pupils to reach their potential by acquiring the skills, knowledge and understanding needed to meet the challenges of the 21st century and to enter the work of work. We will achieve this by:

- creating a learning environment which is stimulating and challenging, inclusive and enjoyable and for older students simulates the world of work;
- ensuring each student is provided with the learning opportunities that will enable them to develop and contribute positively to their community;
- equipping pupils with the necessary knowledge and skills to enable them to make informed and responsible choices and decisions throughout their lives.

The parent school within the multi-academy trust already has a highly successful model for teaching and learning, and delivers an outstanding curriculum for 11- 19 year olds. This will be used as a framework on which to build the significant modifications in order

to develop a similarly successful vocational curriculum. The teaching and learning and curriculum model for the new school will use the parent school framework, distinctly modified to include an applied learning bias. In planning the way the curriculum is organised and taught we will recognise the unique and distinctive character of each individual and aim for young people to achieve their potential in all aspects of learning.

All students will have individual key targets in the functional key skill areas of Communication, Application of Number, ICT, and one in each of the Personal, Learning and Thinking Skills in order to increase their all-round development. Evaluation of these targets will be used to inform all planning and to monitor the effectiveness of teaching and learning.

Throughout all key stages the curriculum will be underpinned by a strong element of developing pupils' personal and social skills including independence and personal safety including e-safety.

As a student progresses through each key stage the amount of time specifically targeted on the vocational, business and enterprise elements of the curriculum will increase. In KS3 this time will amount to the equivalent of one full day, in KS4 the equivalent of two days and in KS5 three days, each week.

Suitable accreditation will be offered to students in both academic and vocational areas and this is fully explained on page 34. Through their time in school, students will build up a portfolio of accreditation that will serve to enhance their future chances of employability.

Inclusion links with other high schools will be available. Based on an assessment of individual need, and where appropriate students will have the opportunity to develop cognitive and social skills by attending subject lessons, nurture groups, after school clubs, residential and social break times at a local high school.

### **Three Key Principles upon which the Curriculum Model is based**

#### **1. Personalised Learning with Curriculum Pathways that support a Vocational Curriculum and develop enterprise, business and preparation for work skills**

Each student's timetable and programme will be personalised and individually planned based on their current learning levels and their aspiration. Individual learning targets will reflect this. The personalised learning offer will be based on organising the day/week into variable blocks of curriculum time. This will include smaller blocks of time for core subjects: mathematics, English etc. and larger blocks of time (full days and half days) to enable real-life experience and learning of vocational based skills.

Each student's personalised timetable will include an appropriate balance of time and elements of small group and whole class teaching as well as working on business enterprise units and practical activities linked to work experience on and off-site.

There will be a very strong focus throughout on applied learning in preparation for securing supported and independent employment. Initially there will be courses

available covering: catering and hospitality; horticulture and animal welfare through both simulated and real life work experience; and work opportunities.

By the time students are in the Further Education Department some courses might be delivered throughout the year, for example, horticulture and animal welfare.

## **2. Focus on Developing Numeracy, Literacy and Independence Skills**

There will be a significant emphasis on the development of numeracy and literacy to equip young people with the necessary skills to access employment opportunities in a meaningful way. Hence opportunities to develop literacy and numeracy skills with a real functional basis (banking, budgeting, CV writing, form filling etc.) will be an essential part of the curriculum. The curriculum will be underpinned by a strong element of developing students' personal and social skills: independence, travel training and personal safety including e-safety. Accreditation will be through AQA Units of work for Core Subjects (Numeracy & Literacy), and ASDAN accreditation for the vocational elements.

## **3. Enrichment and Extension Activities**

In order to ensure the whole offer meets the young person's needs and their parent's aspirations, the curriculum will include a range of enrichment and extension activities. The timetable each week will include the opportunity to take part in extended school activities available during lunchtime, as well as before and after school, where appropriate. These will cover a range of areas and interest; for example; Film Club, Breakfast Club, Sports, Music, ICT Clubs

We will make use of the local community facilities and the facilities within the City to enrich the curriculum offer. This will include using local sporting venues and leisure centres; the parks and visiting galleries and theatres, visiting sports coaches and competition events.

In addition all students will have the opportunity and be expected to take part in a range of other enrichment and extension activities: for example, residentials and summer schools, including where appropriate links with high schools / back to the parent school for joint residentials / social events. All students will, for example, have the option of entering the Duke of Edinburgh Scheme (bronze and silver levels).

## **How students will be organised**

The School will have three departments: Key Stage 3, Key Stage 4 and the Further Education Department (Key Stage 5). Key Stage 3 will cater for students in Y7 – Y9 (11 – 14), Key Stage 4 will cater for students in Y10 & Y11 (14 – 16) and the FE Department will cater for students aged 16 – 19 years.

Students will be organised in tutor groups according to age, providing an inclusive setting for registration purposes, lunchtime activities, tutor periods and daily collective act of worship. The teacher and teaching assistants within the tutor group have a clear pastoral role and building on the good practice developed at the parent school, will spend time focussing on the social and emotional aspects of learning, working on specified themes term by term which are also reflected in the Citizenship and SEAL curriculum; for example “New Beginnings”, “Getting On and Falling Out”, “Anti-Bullying” etc.

After daily registration, students will be taught their lessons within 'access groups', providing a differentiated curriculum and teaching strategies appropriate to the individual student's needs.

**Independent Groups:** Students will access the curriculum with a degree of independence, with carefully targeted support as required. Students may be set according to ability for some subjects within their key stage.

**Some students will require Structured Groups:** these will focus on students with ASC, whose learning needs require a more specific teaching environment, i.e. low distraction, visual support, work scheduling, TEACCH methodologies and Transactional Instructional Analysis.

### **Induction and Transition Arrangements**

For students with significant learning disabilities supported transition will be key to a successful transition both in to the school, and then subsequently beyond. Arrangements to support transition at these crucial times will be:

#### **Transition in to school**

Student needs will be carefully considered to ensure that the Free School can indeed provide the right educational environment to meet individual student needs. EHC Plans / Statements will be carefully considered (taking in to account both prior levels of attainment and additional needs); as well as making opportunities to observe the students in their prior settings, and meetings with parents and existing teachers / other professionals. Once it has been agreed that the school can provide the right educational experience for an individual, a transition program will be put in place to allow a number of supported visits to the Free School, over a period of weeks, and where possible supported by staff from their existing placement. New students to the school will be assessed to establish a baseline to ensure that all work is levelled appropriately and maximum targeted progress is achieved.

#### **Transition within school**

It is equally important that student needs at the time of transition between Key Stages are taken into account. As a student progresses through the school the balance of time allocated to vocational curriculum elements will be enhanced considerably. It is important that this process is supported throughout. Thus starting in KS3, transition planning will be an integral part of the Annual Review process, where individual future aspirations will be discussed with students, their parents / carers and other professionals. Similarly, students will be supported when they move up from KS4 into the FE provision. All FE students will undertake a full review from the Careers Service consisting of independent careers advice feeding in to EHC plans to ensure that they have chosen the correct accreditation/options pathways to fulfil their current potential and future aspirations.

#### **Transition from school into the world of work**

The key principle of the new Free School is to ensure that each individual has as much support as possible to achieve their longer term goals and aspirations with regards to employment. Students will begin to consider future possibilities in Key stage 4 and develop these in the FE Department. Visits to colleges and work placements both on

site and off site will be programmed in throughout FE and links with local employers will be fostered by the school. Placements will be arranged to provide further avenues post school.

### **The School Timetable and Calendar**

School terms and closure dates within KS3 and KS4 will broadly reflect those of other local schools and will support families; in Manchester this is currently based on a three-term year. All students will have the opportunity to extend the term by up to two weeks through taking part in 'Summer School' opportunities. Training days for staff will be published annually in advance to enable families to plan for these occasions.

In Key Stage 3 and Key Stage 4 hours taught each week will be 24 hours 35 minutes as set out below. In addition, all students will have access to a number of lunchtime clubs as well as the option of two after school clubs each week.

- 18 hours and 45 minutes of lesson time (3hrs 45 minutes each day)
- 1 hour and 15 minutes Functional Literacy (15 minutes each day)
- 3 hours and 45 minutes of PSHE and SEAL time in morning Tutor Time and before lunch (45 minutes each day)
- 1 hour and 15 minutes of PSHE as part of supported interaction over lunch in the Dining Room and structured Clubs (15 minutes each day)

#### **In addition**

- 50 minutes each day to develop PSHE/Social Skills in the dining room and during lunchtime clubs
- 1 hour and 15 minutes daily collective act of worship (15 minutes each day)
- 1 hour and 15 minutes morning break (15 minutes each day)

In Key Stage 5, some courses may not run in line with the traditional term time; this is an important element of transition to the world of work. More flexibility will be developed as students are developing business skills and are involved in enterprise activities. When students are involved in work experience activities, a more flexible, bespoke approach to building a personalised timetable will be required

*In the following sections, the learners' experience in the free school has been set out key stage by key stage.*

### **Key Stage 3**

In Key Stage 3, learners will have a minimum 24 hours 35 minutes taught time each week. Pupils will build on their learning in KS2 and continue to develop their skills, knowledge and understanding in a broad range of subjects: English, Mathematics, Science, Computing, PSHE, PE, RE, MFL, Technology Carousel (Art, Food Technology and Design Technology) and Humanities with an equivalent of one day a week being spent on vocational skills. The 20% Vocational Learning will include: work related learning, functional numeracy and literacy, careers education, personal safety and independent travel and employability skills.



### The School Day KS3

Time	Activity
09.00	School Day starts
09.00 – 09.30	Registration & Tutor Time
09.30 – 10.15	Lesson 1 (45 mins)
10.15 – 11.00	Lesson 2 (45 mins)
11.00 – 11.15	Morning Break
11.15 – 12.00	Lesson 3 (45 mins)
12.00 – 12.15	PSHE
12.15 – 13.15	Lunch & Club (Inc. 10 mins PSHE time)
13.15 – 13.30	Collective Worship
13.30 – 13.45	Functional Literacy
13.45 – 14.30	Lesson 4 (45 mins)
14.30 – 15.15	Lesson 5 (45 mins)
15.15 – 15.35	Tutor Time
15.35	End of School Day

### EXAMPLE KEY STAGE 3 TIMETABLE – Years 7, 8 & 9

	Monday	Tuesday	Wednesday	Thursday	Friday
1	Maths	Computing	Maths	Music	Maths
2	English	Science	PSHE	RE	English
3	Functional Numeracy	Science	English	MFL	Functional Literacy
4	PE	Humanities	Work related learning	Citizenship and Careers	Technology Carousel
5			Computing	Independence Skills	

## KEY STAGE 3 – CURRICULUM

Subject	Hours per week	Percentage of a 20 hour teaching week *
English	135 minutes	11.25%
Functional Literacy	120 minutes	10 %
Mathematics	135 minutes	11.25%
Functional Numeracy	45 minutes	3.75%
Science	90 minutes	7.5%
Computing	90 minutes	7.5%
Technology Carousel (1)	90 minutes	7.5%
PE	90 minutes	7.5%
History (2)	45 minutes	3.75%
Geography (2)	45 minutes	3.75%
Modern Languages	45 minutes	3.75%
RE	45 minutes	3.75%
Music	45 minutes	3.75%
PSHE	45 minutes	3.75%
Citizenship & Careers	45 minutes	3.75%
Work Related Learning	45 minutes	3.75%
Independence Skills	45 minutes	3.75%
<b>TOTAL</b>	<b>1200 minutes</b>	<b>100%</b>

20 hours per week = 1200 minutes

\* - 5 x 45 minute lessons per day and additional daily 15 minutes Functional Literacy afternoon session.

Not including Collective Worship, SEAL and PSHE elements as part of Tutor time.

(1) Carousel of Design Technology, Food Tech & Art

(2) Humanities - Carousel History and Geography rotating each half-term

Time spent on Functional Literacy = 1 x 45 minute lesson plus 5 x 15 minute sessions each afternoon.

### KS 3 student – Case Study

Y8 pupil, ■■■, working at the equivalent of Level 2 National Curriculum.

Today I came into school on the big bus, where there are 25 of us with one escort. My ■■■ walks me to the bus stop to wait for the bus at the end of our road. At school I go to tutor time, for 20 minutes- our focus this term is on 'Getting ready for change' (Social and Emotional Aspects of Learning). This is important for me as next year I will have a new class, teachers and classmates.

Maths is my first lesson. I know my targets and work towards them- they are broken down into easier steps for me. One of my targets is:

I will begin to use standard units of length (cm, m), mass or weight (g, kg) and capacity (l) to measure and compare quantities and objects. ( I am also working on this in my food technology lessons where the focus is on weighing and measuring)

English is my 2nd lesson and I take my targets to all lessons so that my teachers know what my writing and spelling levels are. I am practising my independent reading and speaking in more formal situations.

My third lesson is Citizenship and Careers and my targets are that I can:

Recognise there may be conflicting views and the need to compromise e.g. on what games we play at lunch, on how we spend the class funds, on what we watch in film club.

Understand the difference between right and wrong in given situations.

Show respect for myself and others.

At lunchtime I go to the dining room with my class where the table have been set and I can choose from 3 options using a healthy choices ticket systems. I am learning how to use my knife and fork properly and also to talk to my friends in a social situation. Older students who have their vocational catering day are serving us. I think that this is something I would like to do and next term we are having taster days for vocational subjects, such as horticulture and animal welfare. Three of the older students also are working as lunchtime organisers and show us how to clear the plates away.

We then have a collective worship session with our friends; and in this we are focussing on actions that are right and wrong. Some of the older students lead this session today as part of their community projects for the Duke of Edinburgh silver award.

In the afternoon I do PE. This also includes PSHE skills, of dressing and undressing, showering, and appropriate behaviours in public changing rooms.

In my tutor time I reflect on my day, and what I could do better tomorrow. I really like seeing the older students working around school- one is calling out the school buses tonight, and I like seeing them go to catch the public bus home. I would like to do this soon. I go back home on the school bus.

#### **Key Stage 4**

As students make the transition from KS3 to KS4, the curriculum will allow for a greater focus on Vocational Learning, reflecting and promoting the increasing social development of the students. More time will be spent on work-related learning, business and enterprise and careers education. Where appropriate a student's personal pathway will include an independent travel programme. The curriculum in KS4 includes opportunities to develop First Aid skills, access to the world of work through visiting speakers and vocational workshops, off-site activities and taking an active part in the democratic process by experiencing voting and mediation of group decisions. Modular courses (see following section on Accreditation) will be taught covering a range of areas promoting Independence skills:

- Careers & Experiencing Work
- Citizenship
- Enterprise
- Personal Finance
- RoadWise
- Volunteering

In effect, these two years will provide a bridge between Key Stage 3 and the choice-making skills that underpin the curriculum in Key Stage 5. Students will also continue to develop their skills, knowledge and understanding in English, Mathematics, Science, Computing, PE, RE / PSHE and Music / MFL.

#### The school day KS4:

Time	Activity
09.00	School Day starts
09.00 – 09.30	Registration & Tutor Time
09.30 – 10.15	Lesson 1 ( 45 mins )
10.15 – 11.00	Lesson 2 ( 45 mins )
11.00 – 11.15	Morning Break
11.15 – 12.00	Lesson 3 ( 45 mins )
12.00 – 12.15	PSHE
12.15 – 13.15	Lunch & Club ( inc. 10 mins PSHE time )
13.15 – 13.30	Collective Worship
13.30 – 13.45	Functional Literacy
13.45 – 14.30	Lesson 4 ( 45 mins )
14.30 – 15.15	Lesson 5 ( 45 mins )
15.15 – 15.35	Tutor Time
15.35	End of School Day

#### EXAMPLE KEY STAGE 4 TIMETABLE – Years 10 & 11

	Monday	Tuesday	Wednesday	Thursday	Friday
1	Maths	English	Maths	Music / MFL	Maths
2	English	Science	PE	Computing	Science
3	RE / PSHE	Science	PE	Computing	Science
4	Vocational Studies <b>Enterprise</b>	Functional Literacy	Vocational Studies <b>Personal Finance</b>	Citizenship and Careers	Vocational Studies <b>Roadwise</b>
5		Functional Numeracy		Independence Skills	<b>/Volunteering</b>

## KEY STAGE 4 – CURRICULUM

Subject	Hours per week	Percentage of a 20 hour teaching week *
English	90 minutes	7.5%
Functional Literacy <b>(2)</b>	120 minutes	10 %
Mathematics	135 minutes	11.25%
Functional Numeracy	45 minutes	3.75%
Science	90 minutes	7.5%
Computing	90 minutes	7.5%
PE	90 minutes	7.5%
Music / MFL <b>(1)</b>	45 minutes	3.75%
RE / PSHE <b>(1)</b>	45 minutes	3.75%
Citizenship & Careers	45 minutes	3.75%
Independence Skills	45 minutes	3.75%
Vocational	270 minutes	22.5%
<b>TOTAL</b>	<b>1200 minutes</b>	<b>100%</b>

20 hours per week = 1200 minutes

5 x 45 minute lessons per day and additional daily 15 minutes Functional Literacy afternoon session.

Not including Collective Worship, SEAL and PSHE elements as part of Tutor time.

**(1)** Carousel rotating each half-term.

**(2)** Time spent on Functional Literacy = 1 x 45 minute lesson plus 5 x 15 minute sessions each afternoon.

### Key Stage 4 Student - Case Study ██████, Y11, National Curriculum Level 2

I am going to tell you about two of my afternoons. These are very different from what I was doing in KS3. On 3 afternoons a week I have vocational education courses. On Mondays I am doing an ASDAN short course that will give me up to 6 ASDAN credits for 60-80 hours of activities over the year. This is comparable to an E/F grade at GCSE. I have just started a new module in ASDAN road wise course- getting from A to B.

I have discussed with the group the different ways of transport – by walking, bus, car, tram and train. I live two miles from school and our family don't own a car. Over this year I will be working on developing skills to travel to and from school on my own, and hope to be able to do this by the end of the year. Last week I spent the afternoon planning my journey from home to school. I looked up the bus number, times it went, where the bus stop was, and how long the journey took. I also know how much it would cost, but I have applied for a free bus pass so that is what I will use. We have also had a lesson on keeping our belongings safe so I am putting my pass on a lanyard that is clipped in my ruck sack so that I won't lose it.

This afternoon I have to make a power point for the rest of the class on using a zebra crossing. This has to get across to my friends what a pedestrian has to think about when they are using the crossing. For the second part of the afternoon we are

going out to the nearest zebra crossing and starting to learn to use it. I am learning where to stand on the kerb, and how to check for traffic coming. I am also learning how to walk sensibly along the pavement. Next week we are also going to learn about what we do if we are approached by a stranger- someone we don't know. All of these activities have to be recorded in my portfolio which will be how I am assessed on this course.

On Wednesdays I also do vocational education and we are doing the short course on personal finance. This will give me up to 6 ASDAN credits for 60-80 hours of activities over the year. This is comparable to an E/F grade at GCSE.

My Personal Finance Short Course features five modules, covering:

- Managing finances
- Income and expenditure
- Planning for the future
- Making financial choices
- International issues

I am looking at the first module on managing my finances. I am looking at developing my understanding of what income is, and what outgoings need to be paid for. We are linking this to our garden centre where students who come in on Saturdays get paid for a Saturday job. We know that we will earn £7.50 an hour for 3 hours work. We have to work out how much we have left when we have bought lunch and paid for a taxi. If we share a taxi we will have to pay less.

We each have a financial record book that we have to record our finances in. We are also having a look at other job adverts to see if this is a fair wage for someone of our age.

My job is also to phone some taxi firms, tell them our route and ask how much they will charge. If we can afford it I will travel with two friends on Saturday to my Saturday job in the garden centre. We have to be there 15 minutes before we start our shift so that we can put our uniforms and fleeces on.

## **Key Stage 5**

Our projected school population and associated curriculum will be aimed at young people not ready for employment but for whom a job is a realistic option within a reasonable timescale. Part of the offer in Key Stage 5 will be a three year course on Employability Skills accredited through ASDAN; this is a Level 1 course. In Year 1 of this course students will follow two different options to give them practical experience in a number of areas and in Years 2 and 3 they will be encouraged to select a single pathway that leads to accreditation.

In KS5, accreditation will be through Entry Level Diplomas in Life Skills (ASDAN). The diploma qualifications are made up of Personal and Social Development, and work-related/Employability units that prepare learners for independence and working life. The Diploma in Life Skills is made up of a range of units covering the following areas: Independent Living, Personal and Social Development, Community Awareness, Personal Safety and Preparation for Work. To achieve the units the learner must provide clear evidence that they have met the requirement of their chosen unit. We

have chosen this accreditation as it has been recognised that it provides a framework for developing and recognising general employability skills (Department for Business, Innovation and Skills) and by Ofqual. Entry 2, Entry 3 and Level 1 qualifications are intended for young people who are not yet ready for employment but for whom a job is a realistic aim within a reasonable timescale.

### **The school day FE:**

<b>Time</b>	<b>Activity</b>
09.00	School Day starts
09.00 – 09.30	Registration & Tutor Time
09.30 – 10.15	Lesson 1 ( 45 mins )
10.15 – 11.00	Lesson 2 ( 45 mins )
11.00 – 11.15	Morning Break
11.15 – 12.00	Lesson 3 ( 45 mins )
12.00 – 12.15	PSHE
12.15 – 13.15	Lunch & Club ( inc. 10 mins PSHE time )
13.15 – 13.30	Collective Worship
13.30 – 13.45	Functional Literacy
13.45 – 14.30	Lesson 4 ( 45 mins )
14.30 – 15.15	Lesson 5 ( 45 mins )
15.15 – 15.35	Tutor Time
15.35	End of School Day

It is important to note that what each student in FE is offered will depend on what courses they are accessing and where the activity is taking place. Each student will have a personalised pathway plan and timetabling will reflect these.

Students in Year 12 will follow two separate Short Course options. Students in Years 13 and 14 will specialise and follow their choice of Short Course for the last two years in order to build up further specialist knowledge and vocational experience, plus further elements of First Aid, Food Hygiene, and Personal Finance & Work Experience.

## EXAMPLE FE TIMETABLE – Years 12, 13 & 14

	Monday	Tuesday	Wednesday	Thursday	Friday
1	Maths	English	Maths	Vocational Studies ASDAN <b>Entry Level Diploma</b>	Vocational Studies ASDAN <b>Entry Level Diploma</b>
2	English	Maths	PE		
3	Computing	English	PE		
4	Vocational Studies ASDAN <i>Short Course</i>	Vocational Studies Functional Literacy	Vocational Studies ASDAN <i>Short Course</i>	Vocational Studies Citizenship and Careers	Vocational Studies - fantastic futures( British values)
5		Functional Numeracy		Independence Skills	

## FE CURRICULUM

Subject	Hours per week	Percentage of a 20 hour teaching week *
English	135 minutes	11.25%
Functional Literacy ( 1 )	120 minutes	10 %
Mathematics	135 minutes	11.25%
Functional Numeracy	45 minutes	3.75%
Computing	45 minutes	3.75%
PE	90 minutes	7.5%
Citizenship & Careers	45 minutes	3.75%
Independence Skills	45 minutes	3.75%
Fantastic Futures	90 minutes	7.5%
Vocational	450 minutes	37.5%
<b>TOTAL</b>	<b>1200 minutes</b>	<b>100%</b>

20 hours per week = 1200 minutes

\* - 5 x 45 minute lessons per day and additional daily 15 minutes Functional Literacy afternoon session.

Not including Collective Worship, SEAL and PSHE elements as part of Tutor time.

(1) Time spent on Functional Literacy = 1 x 45 minute lesson plus 5 x 15 minute sessions each afternoon.

### **KS 5 student – Case Study**

Y12 student, [REDACTED] – working at the equivalent of Level 1 and 2 of the National Curriculum.

I am travelling to school independently after my travel training programme last year. I was accredited to do this through the Roadwise ASDAN short course over 30 hours



that gave me 3 credits towards my Level 1 Entry Level qualification. (This year I am focussing on getting from A to B module 1 so I can also do several other journeys independently- like going to the leisure centre) I need to remember that my phone is charged and on, to look for the 244 bus at 8.20 in Northenden at my bus stop, and to get off at the stop near Sale Circle shops. I then need to cross the road at the pelican crossing at the correct time. When I go into school I register at the office, and text mum to say I am in. I then go to my tutor group for 20 minutes- our focus there this term is on 'Getting ready for change' (Social and Emotional Aspects of Learning). Some of my friends are leaving this year so it is very important for them to be prepared.

Today I have both English and maths (a double session) in the morning. I go to a group with students who are working at similar levels to me, and our targets are very clear. We also assess ourselves at the end of lessons to see how we are doing and what our big steps are to the terms target. An example of one of my English targets is:

### **Speaking and Listening 2A**

I will communicate on a range of topics, sometimes with people who are unfamiliar to me. (We are doing a presentation in this lesson that links into my careers programme with health and safety at work, and I have a number of key words to include and understand, for example, fire exit, no smoking, danger, hair nets)

In Maths one of my targets for this term is linked to my personal finance course: Jada can solve problems using addition, subtraction, multiplication and division in the context of money in and out of a bank account to £25.

### **Lunchtime**

We go to the canteen where the table have been set and I can choose from 3 options using a healthy choices ticket systems. My friends who have their vocational catering day are serving us. They are working on their food hygiene certificate, and dealing with customers. Today the main meal is either soup- with vegetables from our allotments- vegetable chilli or chicken salad. My friends have had to follow the recipes under supervision from the chef, and keep to a timeline. They don't have their lunch with us today but after school lunchtime has finished.

In the afternoon I am working on my Diploma in Life Skills at Entry level 1. We are focussing on developing skills for the workplace, and learning about health and safety, following instructions and 'looking and acting the part'. I will take part in two activities this afternoon:

- A health and safety walk round the school building and grounds using a checklist for good practice and noting down anything that we may have an issue with. Our teacher sometimes sets things up so we have to look carefully! We then decide what to do about what we have seen and who to tell. We will send an email to the site manager.
- Selecting an outfit that is suitable for my work placement in a charity shop, thinking about footwear etc. - I will be on my feet for 3 hours! We will then iron our outfits ready for tomorrow.
- Home-time- 3.30pm. I check I have got my phone and clothes for tomorrow. I am staying on in school for film club and will be getting the 5.30pm bus. I text my mum to let her know I will be late.

## **ACCREDITATION**

The Free School recognises the importance that accreditation gives to students through external recognition and celebration of when their performance or achievement meets certain set national standard and quality expectations. The purpose of accrediting learning at the Free School will be in line with our over-arching ethos of improving employability skills and future employment opportunities for all students at the school. The school will accredit achievement and success with students in two ways:

### **Internal Accreditation**

All pupils and students will have progress files that show progress over all curriculum areas each school year. These files will contain a student's individual targets for each curriculum area. All students will be involved in setting and recording their own targets and evaluating their success towards achieving that target at the end of each term. In addition, there will be many opportunities to celebrate success e.g. certificates, celebration assemblies etc.

### **External Accreditation**

Externally moderated accreditation will be used in KS4 and the FE Department to reward and acknowledge skills and achievements. Two main boards will be used for this - AQA Unit awards and ASDAN. Our aim will be to ensure that all students leave the school with a range of accreditation that recognises their outstanding achievement, and best prepares them for future of meaningful employment or further training.

### **AQA Unit Awards**

The school does not aim to teach directly to accreditation, but instead will differentiate teaching to provide for individual needs. It will use schemes of work, designed to meet individual need and accredit these where appropriate with AQA Unit Awards. Pupils will receive national accreditation only if they satisfy the ratifying board that they have met the criteria of the nationally endorsed scheme. Some students may require an adult to help them compile their evidence.

Key Stage 4 pupils have their accreditation links to P and National Curriculum levels for Mathematics, English, Science and Computing. FE students have appropriate courses accredited, looking particularly at Communication/English, Mathematics/Numeracy, Computing, and other key skill areas.

### **ASDAN Accreditation**

During Key Stage 4 students will have the opportunity to access a range of ASDAN short courses (requiring students to develop a portfolio of evidence for verification & certification). Students will build up a personal pathway by opting for a number of units that are relevant to their needs and future aspirations. A range of ASDAN Short Courses will be offered including:

- Careers & Experiencing Work
- Citizenship
- Enterprise
- Personal Finance
- RoadWise

- Volunteering

Students in the FE Department will follow the ASDAN ***Diploma in Life Skills Entry Level 1*** over the 3 years. This is a diploma level course made up of modules on Personal & Social Development and work related, employability units that will prepare students for independence and a working life. Modules cover:

<b><i>Developing Skills for the Workplace</i></b>	<b><i>Developing Independent Living Skills</i></b>	<b><i>Developing Community Participation Skills</i></b>
<ul style="list-style-type: none"> <li>• Getting things done</li> <li>• Health &amp; safety</li> <li>• Following instructions</li> <li>• Looking &amp; acting the part</li> </ul>	<ul style="list-style-type: none"> <li>• Having your say</li> </ul>	<ul style="list-style-type: none"> <li>• Getting out and about</li> <li>• Rights &amp; Responsibilities</li> <li>• Using local health services</li> <li>• Community action</li> <li>• Environmental Awareness</li> <li>• Healthy Living</li> <li>• Leisure Time</li> <li>• Managing own money</li> <li>• Parenting awareness</li> <li>• Personal safety</li> <li>• Preparation for work</li> <li>• Using technology</li> </ul>

Each unit has a credit value of 1 or 2 credits (1 credit equates to 10 hours work) and students achieving 37+ credits will achieve Diploma Level qualification.

Alongside the Diploma students will specialise in one of the three main vocational areas, by following accredited study in one of the 3 short courses below:

- ASDAN Animal Care
- ASDAN Food Wise plus City & Guilds accredited Food Hygiene Certificate
- RHS Level 1 Award in Practical Horticulture

For any student working at National Curriculum Level 3 and above the school will also look at the possibility of individuals being taught for a proportion of the week and accredited jointly in other establishments where there is the expertise.

## **THE CURRICULUM**

For all subject areas teachers will be responsible for planning their own lessons with advice and guidance from the subject coordinator. The coordinator for each area is responsible for monitoring standards and quality; this is done by monitoring pupils work and evaluation and providing guidance with planning, as well as lesson observations of staff teaching.

The curriculum will include a range of appropriate accreditation in line with vocational aspirations – basic food hygiene, horticulture, hospitality etc.

***A brief overview of a sample of the different curriculum areas is included below.***

## **1. ENGLISH**

English has a crucial role to play in equipping pupils with the language skills they need to become effective communicators and language users as members of the school community and the wider world. We believe that literacy and communication are key life skills and that through the English curriculum we should help students develop the skills and knowledge that will enable them to communicate effectively and creatively with the world at large, through spoken and written language. We also intend to help young people to enjoy and appreciate literature and its rich variety.

### ***Aims of Teaching English at the Vocational Free School:***

1. To develop effective listening and speaking or signing skills, which enable students to listen to, understand and respond appropriately to others.
2. To develop skills in group interaction and drama in a systematic way.
3. To enable students to become effective communicators through reading, writing, speaking and listening and using signs, symbols and other aids where necessary.
4. To enable students to communicate effectively within a wider community, recognising and respecting cultural differences.
5. To enable students to take part in leisure activities or within a 'world of work' environment.
6. To enable students to experience and enjoy reading or being read to from a variety of texts and sources.
7. To enable students to use and appreciate facilities within the community: the cinema, theatre, concert hall, library etc.
8. To enable students to become readers and to understand the effect of the media on our lives: the newspapers, television, advertising etc.
9. To enable students to use writing/IT skills to enhance daily life: writing letters, filling in forms, writing notes etc.

## **2. MATHEMATICS**

Mathematics has a crucial role to play in equipping pupils with the numeracy and problem solving skills they need for everyday life. For students in Vocational Free School, this will include being able to make purchases, basic budgeting and making appropriate choices. Numeracy and problem solving are key life skills and through the mathematics curriculum we will support students to develop the skills and knowledge that will enable them to live more independently, in particular developing the logical thinking and reasoning skills that are inherent in mathematics.

### ***Aims of Teaching Mathematics at the Vocational Free School:***

1. To promote enjoyment and enthusiasm for learning through practical activity, exploration and discussion.
2. To develop logical thinking and reasoning skills through a natural curiosity and investigative approach.
3. To nurture positive attitudes, confidence and competence by matching the task

to the student.

4. To develop the ability to solve problems through decision-making and reasoning in a range of contexts.
5. To encourage students to apply their learning to everyday situations so that they understand the importance of mathematical skills in everyday life.
6. To explore features of shape and space, and develop measuring skills in a range of contexts placing importance on these skills.
7. To consistently emphasize and develop use of mathematical vocabulary.
8. To develop a practical understanding of the ways in which information is gathered and presented, including opportunities to record independently.
9. To challenge children through high expectations and equip children with the skills needed to rise to the challenge.

### **3. SCIENCE**

Science is a body of knowledge built up through experimental testing of ideas. Science is also methodology, a practical way of finding reliable answers to questions we may ask about the world around us. Science in the Vocational Free School will be about developing young people's ideas and ways of working that enable them to make sense of the world in which they live through investigation, as well as using and applying process skills. We believe that a broad and balanced science education is the entitlement of all children and young people, regardless of ethnic origin, gender, class, aptitude or disability.

#### ***Aims of Teaching Science at the Vocational Free School:***

1. To prepare students for life in an increasingly scientific and technological world.
2. To foster concern about, and active care for, our environment.
3. To help students acquire a growing understanding of scientific ideas.
4. To help develop and extend students' scientific concept of their world.
5. To develop understanding of the international and collaborative nature of science.
6. To teach science (National Curriculum Science Orders or equivalent) in ways that are imaginative, purposeful, well managed and enjoyable.
7. To make links between science and other subjects.

### **4. COMPUTING**

Computing will develop a variety of skills that will enable students in the Vocational Free School to harness the power of technology and use it both purposefully and appropriately. Students will be taught to use a variety of tools to process and present information and to model, measure and control external events. This will include: Using Computing to solve problems, using Computing tools and information sources, such as computer systems and software packages to support learning in a variety of contexts and understanding the implications of Computing for working life and society.

#### ***Aims of teaching Computing at the Vocational Free School:***

1. To increase personal qualities of perseverance and self-esteem.
2. To enable greater student autonomy.
3. To support individualised learning.
4. To support collaborative and co-operative learning.

5. To encourage flexibility, openness and awareness of changes and developments in Computing.
6. To support and develop communication skills.
7. To develop understanding of cause and effect.

## **5. CITIZENSHIP**

Citizenship is an important subject for all students at the Vocational Free School. The Social and Emotional Aspects of Learning (SEAL) curriculum strands have been incorporated into the citizenship curriculum with each module linked directly to the teaching of two SEAL strands on a rolling programme. Citizenship will be taught as a discreet subject but aspects of citizenship will be incorporated into other areas of the curriculum. Tutor time is central to the teaching of the SEAL strands of citizenship.

### ***Aims of Teaching Citizenship at the Vocational Free School:***

1. To enable students to know and understand about their rights and responsibilities as citizens of the school, the local community and the wider global community.
2. To explore the diversity of identities in the City of Manchester and in the UK; developing an understanding of the world as a global community.
3. To develop an understanding of the fundamental British values of democracy, simple law and liberty and the need to foster mutual respect and tolerance for those of different faiths and belief.
4. To develop a basic understanding of some of the work of a local council in addition to the school council.
5. To know that their opinion is important and can make a difference.
6. Know and understand the work of some community based voluntary groups
7. To explore the importance of resolving conflict fairly.
8. To develop an understanding the significance of the media in society.
9. To develop skills of communication and enquiry.

***We have also included examples of Vocational Subjects that will be taught at the Free School including: Animal Welfare, Catering and Hospitality and Horticulture and Grounds Maintenance.***

## **6. ANIMAL WELFARE**

Animal Welfare will focus on understanding safety around animals, how to look after and care for animals, animals and the law and careers in working with animals. One of the options open to students will be to work on establishing an animal care related business, for example a 'Dog Walking' business. The Trust has good links with 'Pets as Therapy' and 'Guide Dogs for the Blind' who have long term placements at the parent school and which will be extended to the free school.

Accreditation will be through ASDAN Animal Care Short Course which can accredit between 10 and 60 hours of learner activities and involvement in caring for all types of animals. This can range from looking after domestic pets at home, to working with farm animals and wildlife in the community, to finding out about more exotic species at zoos and wildlife centres. Modules covered on the course: Animal Investigation, Safety around Animals, Looking after Animals, Animals in Trouble, Animals and the Media, Animals and the Law and Careers in Working with Animals. Students present a

portfolio of evidence of their activities containing:

- completed Animal Care book and evidence of challenges completed
- planning and reviewing documents
- record of progress
- summary of achievement, identifying skills development

## **7. CATERING & HOSPITALITY**

With a 'Catering Kitchen' at the Free School run by the students, they will be able to practice and develop catering and hospitality skills and associated health, safety and hygiene skills. By the time students are 17, they could choose to work for three days a week in this area gaining the type of real and meaningful experience that would enable them to access supported or independent work or internship or an appropriate college course. An on-site Community Café will provide students with opportunity to prepare drinks and meals and serve customers from the local community.

Accreditation will be through ASDAN Food Wise Short Course which gives candidates the opportunity to develop and accredit their practical cooking skills, as well as building knowledge of a variety of food-related issues. Modules covered on the course: Healthy Eating, Basic Food Safety, Food Preparation and Presentation, Cooking on a Budget, Entertaining, The Food Industry, Practical Cooking courses. Students present a portfolio of evidence of their activities containing:

- completed Food Wise book and evidence of challenges completed
- planning and reviewing documents
- record of progress
- summary of achievement, identifying skills development

In addition all students will work towards achieving either a **Level 1 (City and Guilds) certificate or ASDAN Level 2 Food Hygiene and Safety for Catering.**

**City and Guilds Level 1 Food Hygiene and Safety course** is designed as an introduction to food safety in order to provide people with a basic knowledge of general food safety controls and procedures. The course is designed solely for people who do not have a direct role in preparing or handling food but who need to have a basic knowledge of food hygiene in order to ensure that they are able to work in this area safely. This includes, but is not limited to: checkout staff, bar workers and kitchen porters.

**ASDAN Level 2 Food Hygiene and Safety for Catering** course has been designed to help anyone who handles, prepares or serves food in the catering industry to understand their legal responsibilities so that they can comply with the law, understand the key aspects of food hygiene practice and know how to minimise food safety hazards. The course has been designed so that all food handlers in the catering sector can satisfy their legal obligation to undertake training. The course is aimed at food handlers working in catering or hospitality including hotels, restaurants, cafes, bars, fast food outlets, takeaways, cafes, kitchens, hospitals, schools and colleges. The course gives learners a basic awareness of good hygiene and safety issues and meets food industry regulations, with reference to employees preparing, cooking and handling food in catering settings.

**Example of our catering specialist vocational offer and the development of this pathway, over 8 years, from KS3 – KS5 and beyond**

**Key Stage 3** – Students will access the Technology Carousel for ½ day per week for 1 term in each of the 3 years

Class sizes will be between 8-10 with lessons taught and pupils supported by a teacher and 2 teaching assistants.

Over the course of the three years there will be a development of basic food technology skills and understanding of nutrition, while also developing practical skills that are essential in a catering environment, e.g. cooker safety, chopping, using an oven safely.

**Key Stage 4** – Students will develop Enterprise and Independence skills, ¾ day per week for 2 years.

Class sizes will be between 8-10 with lessons taught and pupils supported by a teacher and 2 teaching assistants. Students will work in whole class groups, small groups, pairs and independently for some tasks.

Over the course of two years students will generalise specific skills learnt in technology in KS3 using them in a range of small business enterprises such as a small in- house café, sandwich business and preserve sales. There will be a focus on developing essential food preparation skills alongside developing skills and knowledge of customer service, costings, job roles, creating healthy nutritious menus, designing and carrying out customer satisfaction surveys and understanding and calculating simple profit and loss.

**Key Stage 5 - Y12**, Students will access ½ day per week on ASDAN food wise course

Class sizes will be between 5/6 with a teacher and specialist catering staff and students will work to achieve the Food Hygiene Certificate at Level 1. Accreditation will be through the ASDAN food wise course

**Key Stage 5 - Y13 and 14** Students who have chosen this option will work for a minimum of 1 day per week on the catering course (this amount of time may be increased dependent on the individual pathway). The course times may not always adhere to school day, for example, the course may include catering for summer school.

Each student will follow an individual timetable, for example, in the production kitchen. Pupils may work alongside catering managers and an assistant and a TA in the production kitchen. Students would have individual tasks as part of the meal productions, e.g. cutting and buttering sandwiches following a simple list, making fruit salad as part of the days menu offer, responsibility for hygiene and clearing away in the dining area, collecting fresh ingredients from the horticulture stores - herbs and



leeks and potatoes after sending the order the previous week. A student may also be serving at the service hatch developing customer skills in a busy environment. In the afternoon, preparation begins for the next menu and also baking cakes for sale in the enterprise café. Accreditation would be through Food Hygiene certificate level 2 (ASDAN).

### **Key Stage 5 and Beyond**

It will also be possible for an individual student in KS5 with appropriate skills and who achieves the accreditation to take on a part-time placement (within the School or Community) linked to an employment offer.

## **8. HORTICULTURE & GROUNDS MAINTENANCE**

There will be a 'Garden Centre' and greenhouses on site run by the students enabling them to grow plants for use in the 'Catering Kitchen' and for sale in the local community. There will be the option for students to work providing a 'Gardening Service' to local residents. The inclusion in the Vocational Free School of a controlled environmental agriculture facility will enable students to learn how to grow and harvest fruit and vegetables all year round.

Strong links have been developed with a local mainstream secondary academy, Manchester Enterprise Academy and with the Academy sponsor Manchester Airport; there is already a commitment to providing students with meaningful work experience opportunities at the Airport related to Grounds Maintenance. This will be accredited through RHS Level 1 Award in Practical Horticulture.

The Horticulture Manager would have specialist qualifications and knowledge that would support the school staff in leading this course. These would include evidence of having successfully completed a broad education with GCSE Grade C and above in English Language and Maths (or equivalent). In addition holding a relevant horticulture qualification such as RHS Level 3 or equivalent, a certificate of competence in the use of pesticides and a current First Aid certificate.

### **Experience/Knowledge**

- Managing the landscaping of a large site to a high standard
- Health and Safety in a garden environment (in particular COSHH aware and safe handling of landscaping equipment and tools)
- Willingness and academic ability to undertake further training
- Experience of budgetary controls
- Ability to fulfil the physical requirements of the role including carrying heavy loads, kneeling, digging, sweeping etc.
- Ability to work outdoors in all weathers
- Demonstrates a creative ability, imagination and enthusiasm for landscaping
- Demonstrates a practical outlook, good observation skills and an eye for detail
- Skilled at keeping to budget and using Estate Management IT systems such as the Helpdesk system
- To work with school staff on developing placements for students.

## Section D2

### **D2 – Measuring performance and setting challenging targets**

The parent school has a well-developed and established rigorous in-school data system for monitoring the progress and outcomes for their students. This is the system that will be transferred and implemented by the new school to track and review pupil progress. It is supported by a bespoke electronic, multi-layered assessment system that ensures the progress and attainment of each pupil is evaluated and monitored with great precision. Statement descriptors in p-levels and National Curriculum levels in all core subjects have been broken down into small steps.

Account will be taken of the CASPA national database to provide an element of benchmarking with similar schools nationally. Robust moderation within the parent school, with local special schools and those in the Greater Manchester area will help ensure the accuracy of assessments and pupil performance data, and that there is no misinterpretation.

Collaborative assessment practices across all the special schools within the local authority are already in place. This will be even more important in a 'Life without Levels'. The Free School will contribute fully to this cross-school ethos and become an active member in collaborative practice.

Individual student progress will be robustly monitored and reviewed against National Progression Guidance. Teacher assessments in all subjects will be moderated on an on-going cycle both internally and externally. The combination of these various elements will give the new school a really secure view on the progress of each student.

Each student will have an individual learning plan made up of key targets in the functional skill areas: communication, application of number and computing. Alongside these they will also have targets in each of the personal, learning and thinking skills (learning to learn) to increase their all-round development. Evaluation of these targets will be reported to parents/carers to provide a holistic view of their child's progress and development. Students will have a baseline established in core and foundation subjects and progress will be regularly monitored and reported upon.

The new school will be very clear in regard to what constitutes outstanding progress for each pupil. The assessment policy and guidelines will make explicit reference to the National Progression Guidance, whilst taking into account the professional knowledge of staff of pupils' potential, learning needs and specific circumstances.

As we have an overarching vision to develop students with employability skills this will be mirrored in the way we build up the external accreditation of the curriculum. Our overall aim is to provide all learners with appropriate accreditation that matches their developmental level; whilst also providing opportunities for appropriate challenge and aspirations.

### **Assessment Cycle in the Free School:**

- **Establishing a Baseline** - For all students new to the school staff will work collaboratively with staff from the school they are transitioning from to forensically review each student's brought forward levels of attainment. This will be supplemented with baseline testing within the first 6 weeks at the school to ensure the brought forward levels are validated and agreed.
- **Target setting** – having established brought forward levels, students are given individual attainment targets in all subjects, to work towards. These learning targets are clearly communicated to the students and form part of teachers' medium term planning.
- **Planning** – Teachers will follow the schemes of work in place in each subject, and will differentiate delivery to ensure that each individual student target is being appropriately catered for. They will build in assessment opportunities throughout the unit of work to ensure that progress against targets is accurately measured. Teacher planning will be effectively monitored by member of the SLT to ensure consistency and quality of such plans.
- **Feedback** – feedback to students will be a regular part of lessons. Students' work will be regularly annotated and progress towards targets effectively fed back to students. Assessment for Learning (*AfL*) will be employed to good effect to involve students in their own assessment.
- **Recording** – Teacher's will use the electronic data recording system to map progress against individual targets (which is suitably broken-down to capture the small levels of progress that are representative of such a group of students). This will be done on a termly basis and progress will inform the next round of medium term planning.
- **Reporting** – Teachers will report to both students and parents/ carers on a termly basis for Core Subjects and also on an annual basis for all subjects. Relative rates of progress will also be discussed with all parties at the students' Annual Reviews part way through the year.
- **Moderation** – Staff will work together to look at exemplar work in a different subject, each half term. This way assessment can be fine-tuned amongst staff. In a similar way regular work-book scrutiny will be employed so that all staff are equally learning from each other.
- **Data Management** – Using the data recording system, Subject Leaders and SLT will be able to analyse the data for all subject areas to evaluate any trends and identify any underperformance either with individuals or particular contextual cohorts. Here direct comparison will be made against the 2011 Progression Guidance to quantify the level of progress against that rated as outstanding progress as a national measure. Hence staff will be able to identify which students are making outstanding / good or satisfactory progress in their subject areas/ teaching groups and appropriate interventions put in place to drive standards of progress across the school. Similarly this performance data can be uploaded to CASPA to gauge progress and attainment against a national benchmark.
- **Performance Management** – with all staff developing high standards of 'data literacy' this will be used to drive individual teacher performance management targets and equally to inform Governors of levels of performance across the school.

***We have included some examples of whole school targets and individual targets and how we will monitor and review progress against them.***

### **Example 1: Whole School improvement Target – ENGLISH (Writing)**

#### **Agreed objectives and success criteria for the academic year:**

- To ensure that the quality of teaching and learning is judged to be outstanding in 75% of lessons and nothing less than good so that the rates of pupil progress in English - Writing are at least 75% outstanding and nothing less than good.

#### **How will progress be measured?**

- Quality of teaching will be reviewed on a regular basis by both informal drop-ins and focused learning walks by both Curriculum Coordinator, SLT and School Improvement Partner.
- Regular staff training and CPD will ensure that teachers develop practice in line with these informal observations.
- Formal lesson observations will occur twice a year to ensure that SLT have an accurate and informed view of the quality of teaching throughout the school. All teachers will have individual targets that match their own developmental need. One target will be a Pupil Progress target which is focused on the whole school, target curriculum area i.e. English. Here students that are under-performing are identified at the start of the year from brought forward English progress data. As part of Pupil Progress targets, teachers plan specific teaching strategies in order to address individual need.
- Staff have regular meetings with their line-managers to monitor and review progress against their Pupil Progress targets.
- At the end of every term staff are required to analyse pupil progress data in order demonstrate that rates of progress reflect the quality of teaching and learning. They produce a summary report detailing interventions for each pupil that is utilised by SLT when observing lessons; targeted interventions may change each term based on data analysis.
- Staff will become highly skilled in recognising progress that for some pupils might be in tiny intervals; assessment data will be expertly used to inform teaching to ensure that pupils make the best progress that they can.
- All teachers will be clear of the very high expectations of senior leaders who continually focus on teaching and learning.
- Whole school progress in English is monitored throughout the year by SLT and data used as a tool to determine areas for any improvements.

Below are examples of how we measure and track progress using data analysis in the parent school – this robust and innovative system will be replicated and further developed in the Free School. The first example shows outstanding rates of progress for pupils in Writing measured against the National Progression Guidance. This is how we show that the whole school ambitious target in writing has been met. The second example is a screen shot from an individual pupil tracker showing the next target for writing and what has already been achieved. This enables teachers to forensically analyse progress and set appropriate targets on an individual basis.

The third example illustrates how a teacher targets and assesses progress, and subsequently reports back to parents.

## Example 1- Rates of progress for pupils in Writing in Year 11 KS4 (2014) measured against the National Progression Guidance

rates of progress writing (Read-Only) [Compatibility Mode] - Word

FILE HOME INSERT DESIGN PAGE LAYOUT REFERENCES MAILINGS REVIEW VIEW TABLE TOOLS DESIGN LAYOUT

Calibri (Body) 11 A Aa Font Paragraph Styles

Find & Replace

Clipboard Font Paragraph Styles Editing

CURRICULUM YEAR 2013-2014

YEAR 11 - ENGLISH WRITING

Pupil Progress: End of Key Stage 4: Summer 2014

SURNAME	FORENAME	KEY STAGE	NC YEAR	GROUP	LEARN IN IND SUP PMED	SUM 2012 Y10 RESULT KS4 BASELINE LEVEL ACHIEVED	SUM 2013 Y11 RESULT KS4 LEVEL ACHIEVED	2012-2013 POINTS PROGRESS	SUM 2014 Y12 RESULT KS4 LEVEL ACHIEVED	2013-2014 POINTS PROGRESS	2012-2014 OVERALL KS3 POINTS PROGRESS	PUPIL PROGRESS
		KS4	Y11	SUP	PMED	PS1.4	PS1.0	0.8	PS1	0	0.8	O
		KS4	Y11	IND	SLO	1A.0	1A.0	0	L1A4	1.2	1.2	G
		KS4	Y11	IND	SLO	4B	4B	0	L4B	0.4	0.4	G
		KS4	Y11	EXP	PMED	N/A	PS1.0	N/A	PS1.2	0.8	0.8	O
		KS4	Y11	IND	SLO	PS1.2	1C.0	0.4	L1C	0	0.4	O
		KS4	Y11	IND	SLO	1A.4	1A.6	0.4	L1A4	0	0.4	G
		KS4	Y11	SUP	PMED	PS1.6	PS1.0	0.6	PS1	0	0.6	O
		KS4	Y11	IND	SLO	1B.0	1A.0	1.2	L1A	0.4	1.6	O

60% secure an 40% development at L4

40% secure and 60% developing in L2 and all of L2 emerging

In L2 3 further indicators developing and 7 further emerging

PAGE 1 OF 1 200 WORDS

11:52 06/05/2015

Example 2- A screen shot from an individual pupil tracker showing the next target for writing and what has already been achieved

https://www.classroommonitor-online.co.uk/TEACHERS/PupilBook.aspx?tp... Classroom Monitor - Mailb... Your browser has been upgraded.

Piperhill Curriculum Assessment - Group : 2014-15 US Core Skills Group 3 - Pupil: [REDACTED] - Month - May 2015

Top Down Save Markbook Leave Markbook Export to Excel Adjust Scores

English - Writing

80% of L1 N/A

L1	1C Pupil produce recognizable letters and words or symbols to convey messages	PS
L1	1C Some commonly used letters are correctly shaped but may be inconsistent in their size or orientation	PS
L1	1C Some of their writing may still need to be mediated to be understood	PS
L1	1B Pupil structure some phrases and simple statements using recognizable words to communicate ideas	PS
L1	1B Their writing can generally be understood without mediation	2 A
L1	1B They begin to show an awareness of how full stops are used	PS
L1	1A Most letters are clearly shaped and correctly oriented	PS

11

11:49 06/05/2015

### Example 3 – Individual Pupil target sheet in English that shows forensic target setting and assessment, for reporting progress to parents over an academic year.

Subject: English		Pupil: [redacted]	Teacher: [redacted]
Assessed Level: Reading: L1A		Writing: L1C	Speaking and Listening: L1C
Working Towards: Reading: L2C		Writing: L1B	Speaking and Listening: L2B
Targets		Evaluation	
<b>Reading 2C:</b> [redacted] will read from word to word or sign to sign or symbol to symbol. [redacted] may need support to establish meaning.	<b>Reading 1B:</b> [redacted] will begin to show an awareness of how full stops are used.	<b>Writing 1B:</b> [redacted] writing is excellent. [redacted] can use full stops most of the time and is getting much better at leaving spaces between words. [redacted] has really enjoyed participating in the writing challenges.	<b>Speaking and Listening 1B:</b> [redacted] will show that [redacted] is listening by commenting on what [redacted] has heard.
<b>Reading:</b> [redacted] reading of simple unfamiliar texts is almost entirely accurate and well-paced, taking some account of punctuation.	<b>Writing:</b> Letters are clearly shaped and correctly orientated.	<b>Speaking and Listening:</b> [redacted] will show that she is listening by commenting on what [redacted] has heard.	<b>Reading:</b> [redacted] has worked really hard again this term in reading sessions. We have been reading Diary of a Wimpy Kid and acting out some scenes. We have also been focussing on developing phonics through games, which [redacted] has really enjoyed.
<b>Reading:</b> [redacted] will show an understanding of the text by commenting on features such as, plot, setting, characters and how information is presented.	<b>Writing:</b> Writing can be clearly understood without mediation.	<b>Speaking and Listening:</b> [redacted] will develop ideas using more varied expressions.	<b>Writing:</b> [redacted] writing is improving greatly and [redacted] takes pride in [redacted] work. [redacted] has worked very hard to write different diary entries on events that we have role played in class.
SUMMARY REPORT JULY 2015:			

### Example Review of Individual Pupil progress targets

Students Assessed Level: L2B

Working Towards: L2A

B will have a targeted session in a teaching group of three students with Specialist English TA3. He will do this each term for between 3 and 6 weeks. Support staff will work with B on activities that focus on the terms target areas. Using different pictures of settings or events as a stimulus, B will compose descriptive sentences about the picture, using wow words to support extending his vocabulary. Picture could be changed or the task could be changed to use a fictional or a non-fictional setting. B can redraft his writing to add more ambitious vocabulary.

B is adding more detail within his writing. He now needs to develop the handwriting style he has been working on in the handwriting session within all writing opportunities.

## **Example 2: Whole School improvement Target - BEHAVIOUR**

### **Agreed objectives and success criteria for the academic year:**

- To ensure that 100% of students with any behavioural difficulties work on individual programs to address their challenging behaviours. This will ultimately ensure that they are able to manage their own behaviours in order to have the self- management skills needed to cope with future employment possibilities.

### **How will progress be measured?**

- All incidents logged by staff on the IRIS Behaviour monitoring system
- The Behaviour Support Team monitor and review IRIS in order to identify individuals in need of support (Are these roles in new school?)
- The Behaviour Lead will meet with class teams to discuss any individuals identified via the incident reporting system
- All students who present with any behavioural difficulties, will be given a Behaviour Improvement Plan (identifying proactive and reactive strategies and any positive handling plans)
- The impact of these interventions will be reviewed on a monthly basis and plans adapted as required.
- If required multi-agency advice will be sought to address individual need.

## **Example 3: Whole School improvement Target - ATTENDANCE**

### **Agreed objectives and success criteria for the academic year:**

- To ensure that all key stages have an overall attendance of 95% with no more than 10% of individual students recognized as being in PA ( Persistent Absence – 90% attendance for 2015 /16 )

### **How will Attendance be monitored?**

To ensure all pupils have access to a wide and varied educational experience it is imperative that a robust attendance policy is put into place. Therefore the following procedure will be followed:

- School will contact parents and carers under first day calling arrangements before registration closing at 9:45. Reason for absence logged on individual pupil record and pupil notice board.
- A weekly attendance team meeting will be held to discuss school attendance figures and any issues arising. All pupils in PA will be discussed in detail and actions to be put into place where necessary i.e. attendance meeting with parents/ home visits etc.
- All teachers will be given the attendance figures from the previous week and made aware of actions resulting from the previous weeks attendance
- All pupils with 100% attendance at the end of the year will be awarded with a certificate.

## **Example of individual pupils**

'Pupil A' who is a year 7 pupil has an attendance figure of 70% at primary school due to a reluctance to come to school. During his first half term it becomes apparent that this pattern in attendance is continuing. The following procedure will be followed

1. 'Pupil A's' attendance falls below 90% and therefore is considered at risk of becoming a persistent absentee. The Attendance Team discusses 'Pupil A' and it is decided that an attendance meeting will be held with parents.
2. Attendance meeting is held with parents, attendance team and class teacher, it is explained to parents the significance of their child being considered persistent absence and how we can help them support their child's attendance. Parents recognise the need for support from school.
3. School creates a personalised attendance reward system, in conjunction with parents and class teacher. The class teachers monitor this daily and provide reward upon attendance in school.
4. Attendance Team stay in close contact with parents to continue to support improving attendance. Attendance Team will monitor progress on a weekly basis.



## Section D3

Overview of staffing growth year on year for 100 places

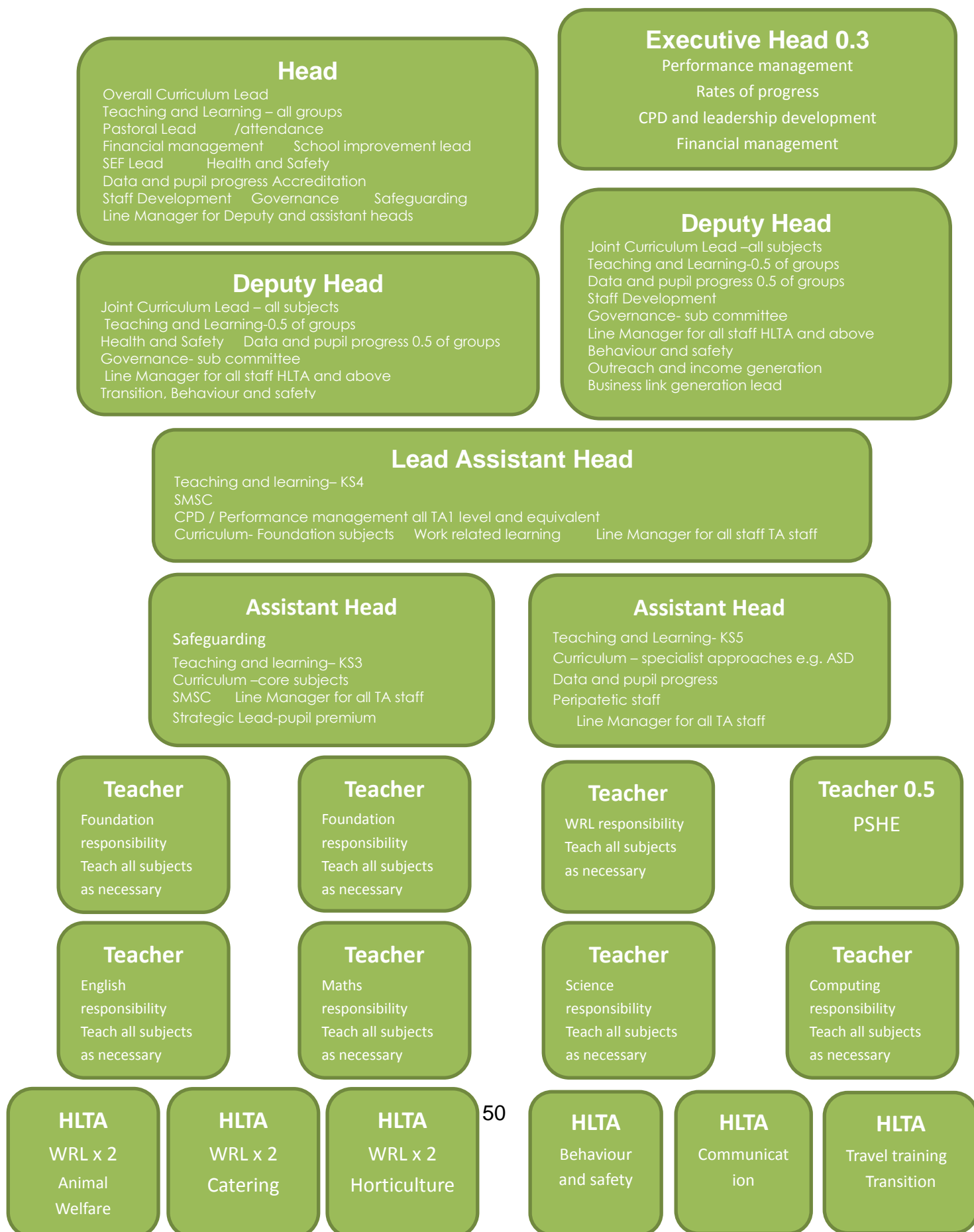
	2016	2017	2018	2019
Students on role	25	50	75	100

<b>Leadership Team</b>				
Executive Headteacher	1 (L35)	1	1	1
Headteacher (Principal)	1 (L23)	1	1	1
Deputy Headteacher (Vice Principal)	0	1 (L11)	1	2
Assistant Headteacher	1 (L5)	1	2	3
Business Manager/Finance	1 (SCP27)	1	1	1 1 (SCP17)
<b>Admin &amp; Site Staff</b>				
Office Admin	1 (SCP12)	1	2	2
Technician /Asst	1 (SCP17)	1	1	1 1 (SCP12)
Caretaker/Asst Caretaker	1 (SCP17)	1	1 1(SCP12)	1 1(SCP12)
Cleaners	1 (SCP7)	2	4	5

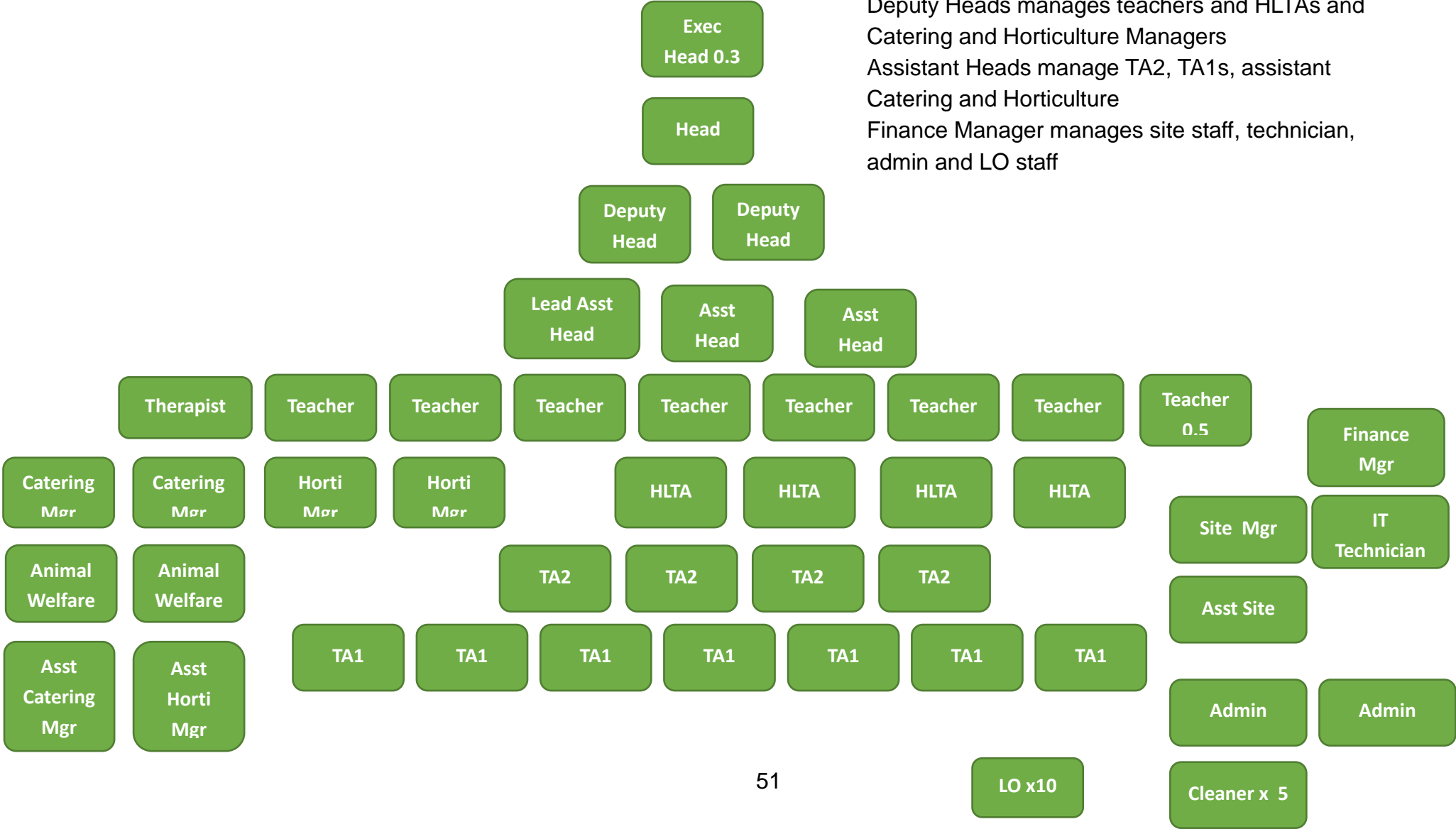
<b>Teaching Staff</b>				
Main Scale Teachers	1 (M4)	3	3	5
UPS			3 (UPS3)	3

<b>Pupil Support</b>				
HLTAs	1 (SCP 27)	2	2	3
TA1s	2 (SCP 12)	7	8	8
TA2s	0	2 (SCP17)	4	4
Catering Manager/ Catering Asst	1 (SCP27)	1 1 (SCP17)	1 1	2 (SCP27) 1
Horticulture Manager Asst	1 (SCP27)	1 1 (SCP17)	1 1	2 (SCP27) 1
Animal Welfare				2 (SCP27)
Lunchtime Organisers	2 (SCP8)	4	7	10
<b>Therapeutic Team</b>				
Therapist	1 (M5)	1	1	1

**D3 – Staffing structure to deliver the curriculum based on Year 4 and 100 pupils.**



Year 4 – Diagram of staffing structure based on 100 pupils



**Line management responsibilities:**  
Executive Head line manages Head(Principal)  
Head line manages Deputies, Asst Heads and 3 Teachers, Finance Manager  
Deputy Heads manages teachers and HLTAs and Catering and Horticulture Managers  
Assistant Heads manage TA2, TA1s, assistant Catering and Horticulture  
Finance Manager manages site staff, technician, admin and LO staff

The parent school is recognised as outstanding nationally through a range of external accountability measures including: most recent Ofsted (2013), Academies and Sponsor Division (Category B Sponsor Recognition, 2015) and Teaching School Status (2014). The parent school has a well-established leadership team with staff at all levels able to take on a leadership role; we will draw on their experience, depth of leadership and skills to drive the curriculum in the new school. This will be done by sharing aspects of the parent school curriculum with the new school, the strategic placement of staff from the parent school to lead the growth period of the Free School, use of the existing leadership team to support and mentor newly appointed staff, sharing of good practice, CPD, systems and policies across the schools within the Piper Hill Learning Trust. The SLT will take responsibility for management of the Core Subjects, whilst teachers will each sit either on a Core Subject team or take responsibility for coordinating one or more of the Foundation Subjects. Specialist vocational subject leadership will come from the specialist staff employed e.g. Horticultural and Catering Managers.

Staffing will be initially based on using staff expertise from existing staff at the parent school with strategic appointments being made, including, vocational subject specialists. As school capacity builds up, further teaching appointments will be made.

*For example the new specialist courses will have specifically qualified leads to support the curriculum delivery.*

### **Catering Manager**

This description is not intended to be exhaustive and is a general outline of the typical duties and responsibilities expected to be carried out whilst accepting that these may change at the discretion of the Executive Headteacher and Directors.

### **Job Purpose**

Responsible for the effective day to day management of all catering arrangements. To include preparation, cooking and serving of meals together with the planning and control of all aspects of the service. To include promotion of the catering service at all times through customer care, development and training of staff.

### **Duties & Responsibilities**

#### **To supervise and control general kitchen organisation through**

- The planning and compliance of menus in accordance with current policy, cost and identifying unit needs.
- Ordering and checking of food in line with procedures.
- Preparation and cooking of food to agreed standards.
- Organise and oversee the presentation and serving of meals and other refreshments in line with site arrangements.
- Requisition of light equipment, disposables and cleaning equipment.
- Ensuring issues relating to maintenance and care of premises and heavy equipment are dealt with efficiently.
- To work within The Academy Trust published policies and procedure documents.
- Effectively manage staff duties through rotas.

- Ensure unit premises and equipment is constantly maintained at a high level of cleanliness.
- Ability to provide additional catering requirements as required by the school such as packed lunches for school trips, refreshments for the Headteacher, Executive Headteacher and whole school staff briefings.
- To achieve financial control of food, labour and non-food purchases in line with budget and to include adjustment of hours as required. Maintaining all the necessary records and controls to include daily recording and control of cash in accordance with procedures, carrying out stock checks, recipe costing's and completion of unit analysis sheets.
- Legislation – be aware of relevant legislation. Specify and carry out day-to-day responsibilities for these requirements. To ensure on-site training of staff e.g. Health & Safety, Food Safety, Food Hygiene, COSHH etc.
- Ensure on job training is carried out in all practical areas, to include induction, basic food hygiene and safe catering, policies and procedures e.g. equal opportunities, no smoking, customer care and accurate completion of all staff training records.
- Identify, through carrying out personal development interviews, any specific training needs in the unit and bring to the attention of your line manager.
- Support in checking and monitoring effectiveness of training.
- To liaise with the Headteacher, Executive Headteacher, School, School Governors, consumer groups and other departmental staff where appropriate, to play an active part in promoting the service.
- To carry out interviews for kitchen staff in accordance with the Trust's recruitment and selection procedure and in conjunction with the Headteacher.
- To promote and regard the safeguarding and welfare of children and follow the child protection procedures.
- Any other duties as deemed necessary by the Headteacher or Senior Leadership Team
- To work alongside school teaching staff to develop the placement offer for students in FE as part of the school curriculum offer.

## **Skills**

- Good oral and written communication skills are essential.
- Time management and the ability to prioritise and manage workload effectively in a fast paced environment.
- Ability to build relationships at all levels within our business.
- Ability to work under pressure and able to meet deadlines.
- Ability to understand and follow policies and procedures.
- Ability to work as part of a team.
- Ability to deal consistently with a wide range of people i.e. students, teachers and support staff.

- Ability to use initiative and common sense.
- Flexible approach to duties.
- Reliability and punctuality.

## **Qualifications**

- To hold a basic Food Hygiene certificate.

Economies of scale will develop within the Trust over time, in particular expertise coming from back office functions, HR, Finance, Information systems and IT.

## **Section D4**

### **D4 – explain type of school and needs etc.**

As we have an existing outstanding 11 – 19 educational provision at the parent school, the model for systems and policy structure will use this high quality framework, as a strong basis for developing the Vocational Free School systems as part of the Multi-Academy Trust. Effective policies already in place will simply be transferred across to the Free School and appropriate staff induction and training, in relation to the policies, will take place, with the named senior leaders, in the new school, responsible for key areas identified.

### **The type of school and needs**

Piper Hill Free School will be a Vocational Learning Special School for pupils experiencing significant learning disabilities operating from mid P levels - NC level 2 at 11 years of age or those showing the potential of being able to benefit from a vocational and practical emphasis on the curriculum. This has been detailed in Section C, pages 15 onwards

Students will follow a broad and balanced curriculum that will specialise and focus on Vocational Learning. Time spent on this vocational input will increase as each student progresses through the key stages, in order to secure greater employability potential as they prepare for leaving school.

In line with local demographics there is likely to be a large proportion of students in receipt of Pupil Premium and a high numbers of students where English is an Additional Language The school will ensure that all staff are aware of these groups of students and are suitably trained and directed to meet their needs. As mentioned in section D2 by adopting comprehensive monitoring and tracking systems within the school, relative rates of progress and attainment for all such cohorts (gender, ethnicity, EAL, PP, LAC) can be compared to ensure interventions are in place to narrow any gaps between disadvantaged groups of students.

### **Strategy to assess and meet needs**

The large majority of students will come to the school with an existing statement / EHC plan that describes their individual additional needs. On rare occasions it may be possible that a young person new to the country or City may require a period of assessment before the EHC Plan is in place.

In addition, a baseline assessment on entry will be undertaken in all the Core Subjects through observation and assessment to add to information received from Primary / previous school. The learning needs of each student will be carefully considered, building up an individual learning profile for all students, which identifies their learning style and needs. Each student will have an IEP (Individual Education Plan) that clearly identifies their learning targets for each academic year.

Each student will be based in a teaching group for Mathematics and English that matches the levels they are working towards. Similarly students will be taught in teaching environments that will specifically address their individual learning style and educational needs.

In line with statutory requirements every student will have an Annual Review of their statement / EHC where individual needs and progress against targets will be reviewed. Parents/Carers will be updated on their child's progress and any changes to the support package discussed on a face to face basis. However having strong links with parents and carers is critical and there will be multiple opportunities throughout the year, for example: Annual Reviews, Parents Days, Coffee Mornings and informal drop-ins, for parents to discuss and receive feedback on their child's progress.

### **Use of specialisms**

The key difference between the free school and other existing special school provision in Manchester is the emphasis on Vocational Education and fostering employability skills for the students. These specialisms will be taught through the use of specialist teachers and other suitably qualified professionals, for example, Horticulture and Catering alongside creating real work environments within the school and through working more closely with employees securing real life work experiences.

### **Arrangements for SEN**

All pupils will experience a significant learning difficulty working between mid P levels and National Curriculum level 2 at entry in Y7. As such all admissions will cater for students who have a prior diagnosis of SEN. The parent school has a long track record of providing an outstanding education for students working at these levels and as such the free school will be modelled on existing outstanding policies and structures.

Strategies will be employed to meet the needs of identified SEN. For example:

- Use of effective differentiated learning environments, for example, low stimulation environments for those students identified with ASC
- Use of a range of therapies as support
- Augmentative communication
- IT aids
- Use of visual timetables, structured learning and TEACH methods etc.

The parent school has a wealth of experience in creating an outstanding school environment to cater for a wide range of additional needs and will serve as a readily available source of training, mentoring, modelling and CPD to develop skills in the newly appointed staff of the Free School.

## **Engagement with other professionals and how they support the child's development**

The Piper Hill Learning Trust (PHLT) has consulted with the NHS regarding the potential new provision, and their level of support directly to the new school will match the needs of the pupils. The PHLT has very strong and existing links with other agencies, for example, School Nursing, Physiotherapy, CAMHs, Social Services and Child Educational Psychologists. A multi-agency 'Team-Around the Child' approach is used to support students. This highly effective model will be replicated at the free school.

## **Safeguarding**

The free school as a school in the Piper Hill Multi-Academy Learning Trust will fully adopt the Safeguarding Policy and associated policies of the parent school. These policies set out the management systems and arrangements in place to create and maintain a safe learning environment for all children, young people and staff. Actions that should be taken to redress any concerns about child safety and welfare are identified. These include protecting pupils and staff from extremist views, vocal or active, which are opposed to fundamental British values. All opinions, or behaviours, which are contrary to these fundamental values and the ethos of the new school will be vigorously challenged.

The existing policies and practice will be ported across from the parent school and adopted in the new vocational school. As such the vocational school will be able to adopt and instigate a full range of practice that has been recently deemed to be outstanding and indeed exemplar. Policies that will be adopted can be seen in the current version of the Piper Hill Staff Safeguarding Handbook and include:

- Safeguarding
- Anti-Bullying
- Behaviour & Discipline
- Safer Recruitment
- Disclosure and Barring
- Anti-Racism
- Anti-Discrimination
- Special educational Needs
- Equal Opportunities
- Whistleblowing
- E- safety
- Data Protection
- Access & Supervision
- Attendance
- Drug & Substance Misuse
- Sun Smart
- ICT and Mobile Phones
- Complaints

The Headteacher of the new school or, in their absence, the authorised member of SLT (Safeguarding Lead) (See section D) **will** have the ultimate responsibility for



safeguarding and promoting the welfare of children and young people. Safeguarding and promoting the welfare of children and young people goes beyond implementing basic child protection procedures. It will be an integral part of all activities, functions, culture and ethos of the Vocational School.

The Vocational School will create and maintain a safe learning environment where all children and adults feel safe, secure and valued and know they will be listened to and taken seriously. There will be a commitment to the principles outlined in 'Working Together to Safeguard Children 2015' and to implementing policies, practices and procedures which promote safeguarding and the emotional and physical well-being of children, young people and staff. The school will work in partnership with other organisations where appropriate to identify any concerns about child welfare and take action to address them.

An important element of safeguarding will be that of Safer Recruitment. With high numbers of staff recruited during the start-up phase, particular attention will be paid to comprehensive recruitment procedures. A number of key leaders and Governors in the Trust are already trained in Safer Recruitment, and this expertise will be utilised to ensure the highest possible standards are applied. Where necessary further key staff will undergo additional training.

As an academy within the Piper Hill Learning Trust, the Vocational School will be committed to supporting the delivery of effective early help through multi-agency working, a consistent application of the thresholds and the use of a single agency assessment.

The Manchester Common Assessment Framework is embedded into everyday practice and procedures when responding to children's needs and signposts children and families to appropriate preventative services. Children and young people will also have access to appropriate curriculum opportunities, including emotional health and well-being, to support the development of the skills needed to help them stay safe and healthy, develop their self-esteem and understand the responsibilities of adult life.

On 4th March 2015 the parent school commissioned an external review of safeguarding. This one-day health check was facilitated by a Lead Ofsted Inspector. The review identified strengths and areas of good and exemplary practice and found that safeguarding of students and staff lies at the very heart of everything the school tries to do. These standards of exemplar practice within the Trust supported by policies and procedures will be used in the new school from the outset.

*'There are very few recommendations to improve safeguarding arrangements and the reviewer is of the opinion that safeguarding and child protection policies and practice are as good if not better than he has ever seen. Indeed, so much of the school's practice would be regarded as exemplary by Ofsted'.*

### **Supporting Good behaviour**

At the Vocational School, we will focus on the positive achievements of students and value the contributions that all pupils make to the life of the School. Good discipline is an essential pre-requisite for good learning. No matter the extent or nature of

challenging behaviour, it is a barrier to learning and teaching for the individual concerned and for their peers. We believe that each child has a right to the best education which can be provided in a partnership between school, parents and the community.

In line with similar schools a number of the students may also have secondary needs i.e. aspects of challenging behaviour that will be associated with their learning difficulties. Staff will be suitably trained to provide for all these varying additional needs (i.e. through the use of Advanced Team Teach Tutors to cascade training within the Trust). Policies and practice will be carefully monitored to ensure that the school is highly reflective around any necessary physical intervention and that Behaviour and Safety of all stakeholders is outstandingly well managed.

We aim, through strong, consistent and fair management of pupil behaviour, to establish a happy, secure and purposeful environment in which young person may develop his or her full potential. A key factor in achieving this good learning environment will include ensuring that all students are given the support to develop appropriate behaviour for learning. Every young person will be asked to conform to a code of conduct in school and parents will be kept closely informed so that they can support the systems in use. This policy, which is used in the parent school is based on promoting the use of praise and the celebration of good behaviour. The approach is based on a number of core values:

- *We respect one another*
- *We value the wellbeing of all staff and students*
- *We expect the best*
- *We value cooperative working*
- *We recognise that everyone is an individual and we value diversity*
- *We value learning*

We recognise that *all* individuals within the school community share responsibility for the well-being of *all* members of the community.

To ensure *all* individuals within the school take responsibility we equally have to ensure that all students have a voice. For some students this may mean the use of PECs (Picture Exchange Communication system) or a wide range of augmented communication means.

### **Aiming for Positive Behaviours for Learning**

In order to promote positive behaviours for learning at the Vocational School, we will aim to:

- Put the emphasis on praise and reward for good behaviour. By praising and rewarding acceptable behaviour, such behaviour may then become the norm. We will avoid, where possible, giving attention to negative behaviour.
- Involve staff and pupils in determining school and classroom rules.
- Involve parents in supporting the development of a whole school approach to promoting personal behaviour.
- Encourage all young people to realise that they each have a part to play in the life of the school.

- Foster a positive attitude to learning in pupils by recognising and regularly rewarding good work, good attitudes and behaviour.
- Encourage excellence in pupils' performance and behaviour by praising pupil achievement and attainment in all their experiences.
- Give pupils a clear but concise statement of rewards and sanctions related to their behaviour and effort.
- Encourage staff to adopt a consistent approach to classroom management.
- Secure the orderly atmosphere necessary for effective teaching and learning to take place.

### **Attendance and punctuality**

The Vocational School will support the ethos that regular school attendance is important and that under section 199 of the 1993 Education Act if a pupil is registered at a school, by law they must attend. The Vocational School will put out a strong message that irregular attendance undermines the educational process. The school will be open for 380 sessions each year. In line with National Guidance the school will adopt an aspirational target of 95% attendance, with no more than 5% of students in the Persistent Absence category. Because of its importance to working life, punctuality will also be a whole school target and an individual target for some pupils.

The Vocational School will have an attendance lead, who will be a member of the senior leadership team (SLT) and who will be able to influence school development and access resources. Parents / carers of the students of the school, who are of compulsory school age are required to ensure that they receive efficient full time education. We will do all we can to support school attendance and will take seriously any issues that may lead to non-attendance.

Parents will be expected to inform schools of the reason for a student's absence, on the first day by telephone as early as possible, by written message or by personal contact. The school will have a policy of first day calling and all issues of non-attendance will be rigorously pursued. The school will operate an Attendance Monitoring Diary that outlines all communication made re-student absence and is then logged electronically on individual student records.

Medical appointments should be notified in advance where possible. Parents and pupils should be encouraged to make appointments out of school hours. For Health and Safety reasons a system will be put in place to record that a pupil has either arrived at school or left the premises during the session.

Only illness or extreme domestic need will be considered reasonable reasons for absence from school. All parents will receive a standard letter to remind them not to take holidays in term time. If it is necessary for a family to take a leave of absence in term time then this must be put in writing to the Headteacher to ask for permission. Each request for absence will be considered individually.

When students are absent through illness or for dental or medical appointments, the school treats these as authorised absences. We will support attendance for pupils who have long term illnesses and make provision for on-going education wherever possible. Lateness will be discouraged, as this disrupts not only the student's continuity of

learning, but also that of other students.

Special occasions can on an individual basis be authorised and examples might include attending the wedding of a family member, family bereavement or prison visits. The school will authorise absences resulting from participation in religious observance by the religious body to which the parents belong. Students will be encouraged to share their experiences as appropriate.

### **Meeting any health needs**

We will treat all of our students in a holistic way; hence their emotional health and well-being is as equally important as their physical health and well-being. The school will establish a strong pastoral system, based on form tutors, whereby the needs of all the learners will be considered and catered for. Student voice will be actively encouraged in all aspects of school life, and any health needs will be taken in to account to ensure that the school provides a fully inclusive community for all.

## Section E - Evidence of need – part 1

**Table 1: For pupils with statements of SEN or with Education, Health and Care (EHC) plans**

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

This section will need to be completed by both route 1 and 2 applicants.

If your school is new provision:

- In **column A** please provide the proposed number of places for children with statements or EHC plans 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 or EHC plans
- 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 or EHC plan
- Please leave **column D** blank

If your school is an existing independent school or non-maintained special 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 with statements of SEN or EHC plans
- In **column C** please provide the number of children with statements of SEN or EHC plans of the relevant ages, who are not currently on roll but local authorities anticipate naming your school in their statements
- In **column D** please provide the number of children with statements of SEN or EHC plans of the relevant ages, who are not currently on roll but whose parents have indicated they would want your school to be named in their child's statement

	Year 1				Year 2			
	A	B	C	D	A	B	C	D
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	13	13	15		12	12	15	
Year 8					13	13	15	
Year 9								
Year 10								
Year 11								
Year 12	12	12	14		13	13	14	
Year 13					12	12	14	
Year 14								
Totals	25	25	29		50	50	58	

### **Citywide picture of contextual evidence of need**

This type of provision is not available in Manchester or Greater Manchester. There is no secondary specialist school with an explicit focus on vocational education.

In addition, there has been a significant increase in pupil population in Manchester as has previously been described in Section C page 4. The overall pupil population in Manchester has increased by 19.7% in the last 6 years. As a result, the number of pupils with significant SEND requiring specialist provision has also increased.

The table below shows a 25% increase over the last 5 years in the number of statements / EHC plans in relation to severe learning difficulties in Manchester.

2010	2011	2012	2013	2014
664	842	841	777	1078

There are currently 3 generic secondary special schools making provision for children and young people with significant learning needs and the next table shows current roll at the 3 secondary special schools as at 7<sup>th</sup> May 2015.

<b>Secondary Specialist Schools</b>	<b>Y7</b>	<b>Y8</b>	<b>Y9</b>	<b>Y 10</b>	<b>Y11</b>	<b>Y12</b>	<b>Y13</b>	<b>Y14</b>	<b>Total</b>
<b>North Ridge</b>	22	17	22	21	16	11	16	4	131
<b>Melland</b>	20	14	16	20	18	23	17	17	145
<b>Piper Hill</b>	19	19	13	22	14	10	13	14	124
<b>Total</b>	<b>61</b>	<b>50</b>	<b>51</b>	<b>63</b>	<b>48</b>	<b>44</b>	<b>46</b>	<b>35</b>	<b>400</b>

These numbers demonstrate the steady upward trend in the number of secondary age SEND pupils requiring specialist provision. The current places already far exceed the capacity in the original designs when each school was designed and built for 110 pupils (330 in total). Each of the three schools has already taken on additional pupils, over the 110, and managed this through a combination of: using off-site provision, abandoning specialist rooms and using temporary classrooms on site. For September 2015 we are aware that there are several students who are still to be offered a place; this is because no places are available even with the expanded arrangements.

The number of Y7 secondary special school places required in Manchester over the next three years is set out in the table below. This is based on the children we know are in the specialist primary schools and does not take into account any in-year arrivals and transfers from mainstream primary schools to specialist provision. *(NB – These figures are based on data provided by Local Authority and the PLASC data)*

<b>Primary Specialist Support Schools</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
<b>Ashgate</b>	10	15	20	15
<b>The Birches</b>	20	34	25	22
<b>Camberwell</b>	16	14	14	16
<b>Total</b>	<b>46</b>	<b>63</b>	<b>59</b>	<b>53</b>

In addition to these known transitions from the SEN primaries all 3 high schools will have on average 6 or 7 pupils transferring from mainstream primary schools each year. For example, in September 2015, 24 Y7 children will transfer to the parent school of whom 8 will transfer from a mainstream primary school. In September 2014, 20 Y7 children transferred to the parent school of whom 7 transferred from mainstream primary. This pattern is also replicated in the other two secondary schools. Hence an additional 21 places (Y7) required across the City each year would be a conservative forecast. This data generates the following picture of demand versus availability of places at secondary level.

	<b>Secondary Places – City-wide picture of Demand versus Availability</b>				
	<b>Known transfers from primary specialist schools</b>	<b>Transfers from mainstream (estimated based on historical pattern)</b>	<b>Total Places required</b>	<b>Total Places available (Y14 leavers)</b>	<b>Shortfall of places</b>
<b>2016</b>	59	21	80	<b>46</b>	<b>-34</b>
<b>2017</b>	63	21	84	<b>44</b>	<b>-40</b>
<b>2018</b>	46	21	67	<b>48</b>	<b>-19</b>

The table above shows the overall shortfall across the City which makes the case for the additional secondary school. This table does not take into account that from 2020 the new Rodney House Primary school will start to require secondary places. In addition, in year admissions, for pupils new to the authority are not accounted for.

#### **Local picture of contextual evidence of need based on postcode analysis.**

We have undertaken a detailed analysis of the data from the two SEN primary schools in the South of the City and in Wythenshawe. This data is based on the number of children currently on roll at the two schools and postcode information (see tables below). It does not take into account in-year arrivals or transfers from mainstream primary schools to specialist provision.

#### **ASHGATE (CURRENT ROLL, MAY 2015: 96)**

	<b>Number</b>	<b>M14, M16, M19 (Rusholme, Whalley Range and Burnage)</b>	<b>M20, M21, M22, M23 (Wythenshawe, Chorlton, Didsbury)</b>
0	5	M14 (1)	M22 (3), M23 (1)
1	16	M14 (1), M19 (1)	M22 (7), M20 (3) M23 (4)
2	13	M16 (1)	M22 (7), M23 (5)
3	9	M14 (1), M19 (2)	M22 (4), M23 (2)
4	14	<b>M19 (1)</b>	<b>M22 (7), M20 (3), M23 (3)</b>
5	15	<b>M14 (1), M13 (1)</b>	<b>M22 (5), M23 (4), SK4 (1), SK9 (1) M20 (2)</b>
6	14	M19 (3)	M22 (5), M20 (2), M22 (4)
	<b>86</b>	<b>12</b>	<b>74</b>

#### **THE BIRCHES (CURRENT ROLL, MAY 2015: 136)**

	<b>Number</b>	<b>M14, M16, M19 (Rusholme, Whalley Range and Burnage)</b>	<b>M20, M21, M22, M23 (Wythenshawe, Chorlton, Didsbury)</b>
0	4	M14 (3)	M22 (1)
1	3	M14, M19 (2)	M21 (1)
2	6	M14 (3), M16 (1), M19 (1)	M22 (1)
3	9	M14 (3), M16 (1), M19 (4)	M22 (1)
4	22	<b>M14 (7), M16 (2), M19 (6)</b>	<b>M21 (5) M 22 (2)</b>
5	11	<b>M14 (3), M16 (4), M19 (2)</b>	<b>M22 (1), M20 (1)</b>
6	11	M14 (2), M16 (2), M19 (3)	M22 (1), M21 (2), M20 (1)
	<b>66</b>	<b>51</b>	<b>15</b>



The number of Y7 secondary special school places required in South Manchester and Wythenshawe over the next five years, based on post-code analysis of children attending special schools already is set out in the tables below.

<b>Year</b>	<b>Ashgate</b>	<b>The Birches</b>	<b>Total</b>
September 2016	15	11	26
September 2017	14	22	36
September 2018	9	9	18
September 2019	13	6	19
September 2020	16	3	19

A summary of 'Leavers' (from Piper Hill) and 'Joiners' (from Ashgate & The Birches) based on post-codes is shown in the table below. As previously stated, these figures do not include any transfers from mainstream, in-year transfers or children from other parts of the City or in neighbouring Local Authorities who meet the criteria and whose parents express a preference for the Vocational offer.

<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
Leavers: 14 Joiners: 21	Leavers: 13 Joiners: 26	Leavers: 10 Joiners: 36	Leavers: 14 Joiners: 28	Leavers: 22 Joiners: 29

We have canvassed local primary schools to ascertain future demand for Y7 places in the South Manchester and Wythenshawe area; this confirms our prediction that an additional 7 places each year is a conservative estimate. In addition, a local special school for physical disability and communication needs has identified 4 students whose parents have indicated an interest in transferring to the Vocational School in Y12 (2016).

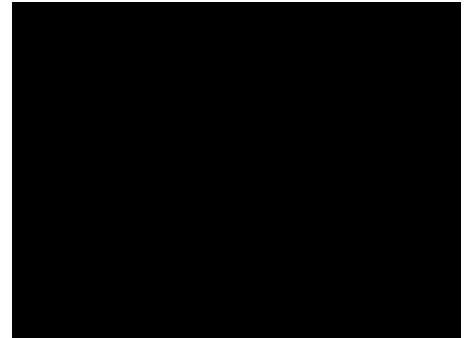
### **LA demand letter with accompanying narrative**

Over a number of years Manchester has established a continuum of provision within the City to meet the needs of children and young people with a wide range of special educational needs and disabilities. This includes special schools and resourced provision in mainstream schools as well as providing support for children with a statement of SEN/EHC Plan to attend their local mainstream school with support. Inclusion remains at the heart of the Local Authority's SEND Strategy. This approach is endorsed by the new Code of Practice (September 2014). However the number of pupils with significant levels of SEND in Manchester is increasing in line with the overall increase in the school population in Manchester (ref. Section C page 13). The proportion of children attending specialist provision however (1.6%) remains the same. In respect of this proposal Piper Hill Learning Trust has been working with the local authority (Manchester City Council) to respond to the pressure for additional places. Regular meetings with a Senior Officer from the Local Authority have taken place over a period of 18 months from January 2014 to date. We have also had access to data held by the Local Authority in respect of numbers of children, dates of birth, primary special educational need and post-code. As the supporting letter indicates, the LA is fully supportive of the proposal to establish a new secondary special school in the City, and have agreed to commission and fund 25 places in Year 1 and 50 places in Year 2. They will be a key partner in the development of the new school. The request from MCC for Piper Hill to make provision for 15 additional pupils from September 2015,


housed in temporary accommodation on the Piper Hill site, is based on a well-developed understanding of the need for places in the area. We have included a letter from the LA confirming the commissioning of places.



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



Date: 27 April 2014

Our ref: 

Dear Sir

#### Confirmation of support for Piper Hill Learning Trust Special Free School

We confirm that Manchester Local Authority supports the Piper Hill Learning Trust Free School application. The school, which is proposed to open in September 2016, will cater for 100 children and young people in Manchester, 11 – 19 years.

We understand that Piper Hill Learning Trust Free School will be a Vocational Learning Special School for pupils experiencing severe/moderate learning difficulties and operating from mid P levels -NC level 2 at 11 years of age. It will also make provision for young people on the autistic spectrum with additional learning needs and with the potential to develop work skills. In addition, it will be an option at transition for those young people with significant learning needs who have attended mainstream primary schools with a statement of special educational needs but who have struggled to meet the demands of schooling as they move into Y5/Y6. All pupils will have a statement of special educational need/EHC Plan.

We understand that all pupils will have the potential of being able to benefit from a vocational and practical emphasis on the curriculum with the aim of achieving supported or independent employment and that through an applied learning curriculum there will be a strong focus on developing business and enterprise and employability skills.

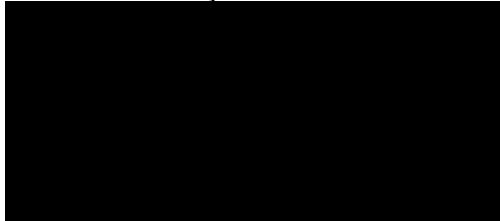
We confirm that we agree there is an increased demand for special school places in the city due to the overall growth in school population and there is a need for the type of proposed provision in the local area. We will consider naming Piper Hill Learning Trust Special Free School in line with our statutory duties in appropriate pupils' statements of SEN/EHC Plans. We anticipate naming Piper Hill Learning Trust Special Free School on the Statement of Special Education Needs/ EHC Plans of 13 pupils in key stage 3 and 12 in FE for the first academic year following the school's opening, and for 25 pupils in key stage 3 and 25 in FE in the second year.

We agree to pay the top up based on the rate agreed with Manchester special schools for different types of need. This is based on the assumption that the EFA will provide the place funding for the new free school.

Based on 15/16 top up rates this would be as follows:

Autistic Spectrum Disorder 7,984.00  
Severe Learning Difficulties 7,984.00

Yours faithfully



### **Parental demand materials and outline of questions asked at consultation**

In order to demonstrate parental support we have canvassed a range of local parent groups, with a questionnaire. We have also canvassed the views of parents/carers of students who are now in the FE Department at Piper Hill to test the strength of parental support for a vocational pathway.

In summary groups consulted included:

- Parents / Carers of Year 5 and Year 4 students, in the two primary special schools in South Manchester and Wythenshawe, and who will be moving into Y7 in September 2016 and September 2017.
- Parents / Carers of KS4 students currently at Piper Hill who will be entering KS5 in September 2016 and September 2017.
- Parents / Carers of FE Independent students currently at Piper Hill who would be moving into post school placements in September 2016.

In the two primary schools, we particularly focussed on parents living in: [REDACTED] (Rusholme, Fallowfield, Whalley Range and Burnage) and [REDACTED] (Wythenshawe, Chorlton Park, Chorlton, Didsbury East and West). This is based on the addresses of pupils in the two primary special schools and our knowledge of the travel routes in the City and in particular the travel areas linked to the other secondary special schools (one in Higher Blackley and the other in Gorton South). The map of the City on the next page indicates the relevant wards: Woodhouse Park, Sharston, Baguley, Brooklands, Northenden, Didsbury East, Didsbury West, Chorlton Park, Chorlton, Whalley Range, Old Moat, Withington, Fallowfield, Rusholme and Burnage.

Posters and leaflets were circulated to the two primary schools, Ashgate and The Birches, and all other mainstream primaries in the South of the City and Wythenshawe and were sent to parents/carers of children currently in Y4 and Y5 who would potentially meet our target population and they were asked complete a questionnaire.

The responses have been collated and are summarised. We specifically asked the question in the questionnaire 'If this provision was available would you seriously consider it for your son/daughter?' We explained in the meetings with parents and carers that this would mean they would name the free school on their child's EHC plan. All parents/carers responded positively.

In addition, some parents were contacted by phone and spoken to on an individual basis. Information has also been sent to the two neighbouring authorities, Stockport and Trafford, as they already commission places in Manchester SEN schools.

### **Outcomes from the Consultation with parents and carers**

We presented the parents/carers of Year 5 pupils with a questionnaire for formal feedback. There were 15 positive responses which are summarised below.

From The Birches we had 8 parental replies and 8 positive responses

From Ashgate we had 6 parental replies and 6 positive responses

From Baguley Hall (mainstream primary) 1 positive response

We also canvassed the view of parents of KS3/KS4 pupils currently at Piper Hill and we had 21 parental replies and 18 positive responses. This means that the first 2 years of intake into FE are guaranteed to be full.

### **Sample of parent comments from the primary consultations:**

Fantastic idea  
Our children need to be given every possible opportunity to live a fulfilling life and make a meaningful contribution to society

I would love to see more life skills in schools with a future for all children.  
Life skill will make children more employable.  
Need to get more employers involved and recognised the need to take on students that have training.

Children with any kind of learning disability I feel it is really important and would be in their best interest if an opening of a learning free school was available. I feel that giving them any kind of experience in any field would really help them individually have a say in what they might like to do after they finish schooling years.

Anything that can provide a secure and safe, protected environment would have my votes

To aim towards a career and some confidence in their future is utmost in importance.

This is a really good idea and would widen the opportunities for the older students.

I would love my son to be employed in the future as he likes to help out.

It would help his social skills as well as earning a bit of money so he can save for the things he likes.

Responses from parents about this provision have been incredibly positive. Hence we are sure that at this stage, the local demand for places is there. Conversations with LA support this view. As part of the pre-opening phase, appointed staff and staff from the parent school will be actively involved in marketing this new provision. The parent school has strong existing links with the feeder primaries, and as such access to parents in order to effectively market the provision through face – to face meetings, coffee mornings, tours of the site, prospectus etc. will be put in place. This will ensure that the interest is turned into parents actually making the choice of the vocational school.

#### **Timeline of engagement with parents, LA and wider community**

The Piper Hill Learning Trust is committed to working closely with the community which the schools in the Trust serve. Strong school-school partnerships already exist as a result of the contribution made by Piper Hill to the Manchester Schools' Alliance and as a Teaching School. We have used existing networks, Headteacher meetings, to publicise the proposal. During February and March 2015 we have discussed this proposal at a range of local meetings: at the monthly Secondary Headteachers' Meeting which is attended by Headteachers' and Academy Principals from all Manchester's secondary schools, with all primary Headteacher in Wythenshawe through the Primary Heads Forum and with all Special School Headteachers'. Support from schools is strong as they are very much aware of the need for additional SEN places and for the need for the Vocational offer. All verbal response to the bid from local Headteacher has been overwhelmingly positive. Below are a sample of positive response that we have received via email:

***“The new Free School sounds like a good idea.”***

[REDACTED]  
[REDACTED]

---

***“My feedback is fantastic and good for you!  
What a great provision it will be for young adults in the area with LDD***

***Wishing you every success with your application”***

[REDACTED]  
[REDACTED]  
[REDACTED]

---

***“Looks like a fab idea”***

[REDACTED]  
[REDACTED]  
[REDACTED]

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***“I think this will be a really exciting project. Good luck!”***

[REDACTED]  
[REDACTED]  
[REDACTED]

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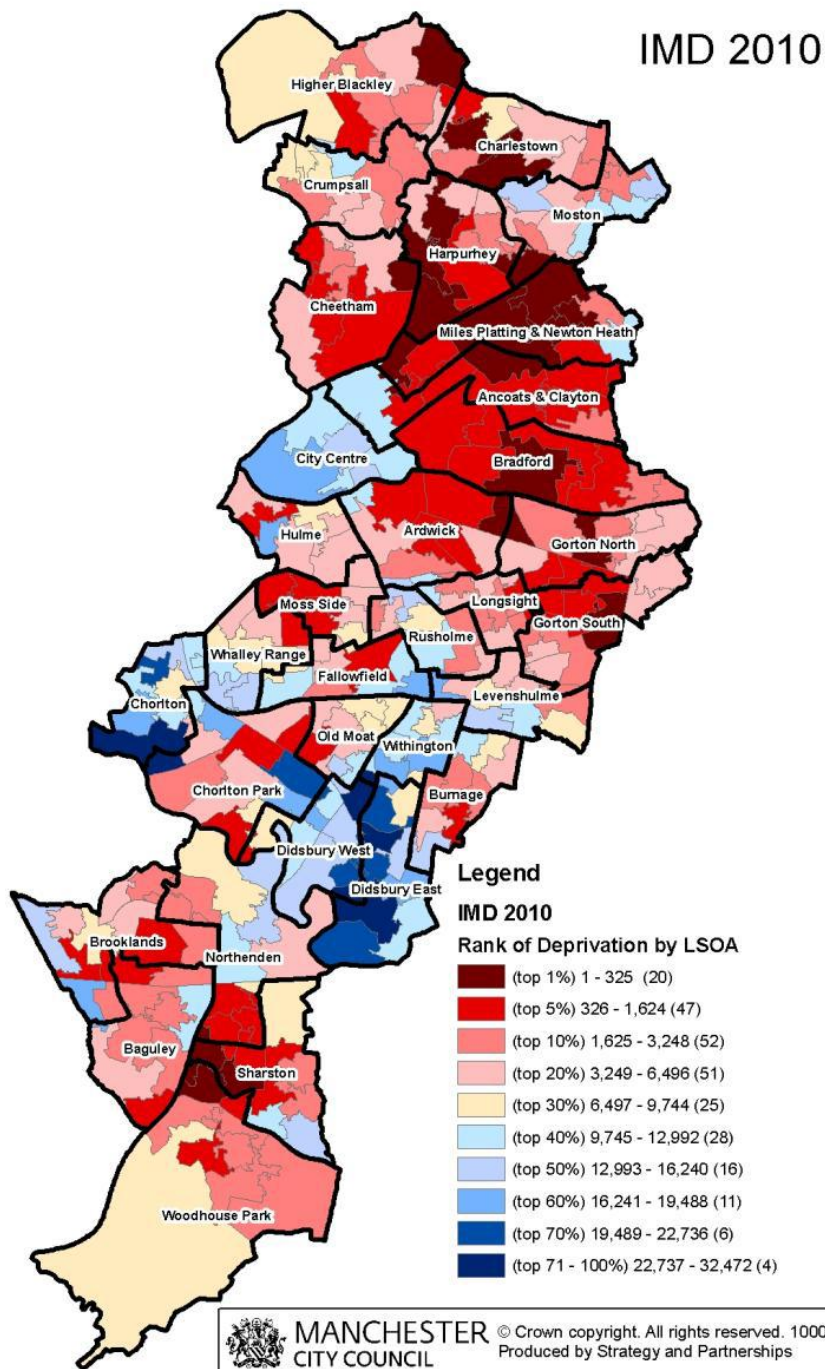
***“I have no problems with this proposal, indeed I hope it is successful. We have a number of children ourselves who may well benefit at transition from such a school and so support your proposal whole-heartedly!”***

[REDACTED]  
[REDACTED]  
[REDACTED] [REDACTED]

---

***“This looks an excellent and really meaningful SEN provision for the future  
Will be interested to hear how things proceed “***

[REDACTED]  
[REDACTED]  
[REDACTED]







PIPER HILL VOCATIONAL  
LEARNING FREE SCHOOL

## WHY A SPECIAL FREE SCHOOL FOR VOCATIONAL LEARNING?

Our 100 place 11 to 19 Vocational School will make a positive difference to the outcomes for our children. After tracking all of our school leavers, we know very few of them achieve life long meaningful employment and our vision is to redress this. The purpose of this new school would be to lead pupils on to college, supported employment/internships or apprenticeships or meaningful work. All pupils at the free school will have an EHC plan. All pupils at the new school will experience a significant learning difficulty and would show the potential to develop work related skills over time.



PIPER HILL VOCATIONAL  
LEARNING FREE SCHOOL

## WHAT MAKES THE PIPER HILL VOCATIONAL LEARNING FREE SCHOOL SPECIAL?

Our unique selling point is that we will offer a strong focus on vocational learning as well as literacy and numeracy and other curriculum areas , with the vocational focus growing as the students move through the Key Stages e.g. catering and hospitality and horticulture through simulated and real life work experience. Effective and strong links will be forged with local businesses.

## Parent Questionnaire

### Questions for Parents:

*We know that entrusting any school with the future of your son / daughter is a daunting prospect. Any expression of support for a possible new Free School that you give is in no way binding at all. We are just looking to survey parent opinions to gauge potential local demand / need*

As a parent / carer of a primary school child with an EHC Plan or statement for SEND, do you already have thoughts about their lifelong learning (after school or college) ?

Yes ☐

No ☐

Not Sure ☐

As a parent / carer do you feel that there is a wide enough choice of the type of secondary special school available in Manchester?

Yes ☐

No ☐

Not Sure ☐

As a parent / carer would you welcome the idea of another secondary special school being opened in Manchester, to give you more choice in where your son / daughter attends?

Yes ☐

No ☐

Not Sure ☐

As a part of our vision for the future of young people with learning difficulties in Manchester, we feel that independence and opportunities for meaningful future employment are high priority. As a parent / carer would you agree?

Yes ☐

No ☐

Not Sure ☐

Would you support the idea of a new secondary special school opening in Manchester that offered something different; that gives students the best possible chance of future supported employment? ( even if this path was not the chosen one for your son / daughter )

Yes ☐

No ☐

Not Sure ☐

If this provision was available would you seriously consider it for your son/daughter's future?

Yes ☐

No ☐

Not Sure ☐

Please put any further comments in the space on the reverse of this page.

PIPER HILL APPLIED LEARNING  
FREE SCHOOL

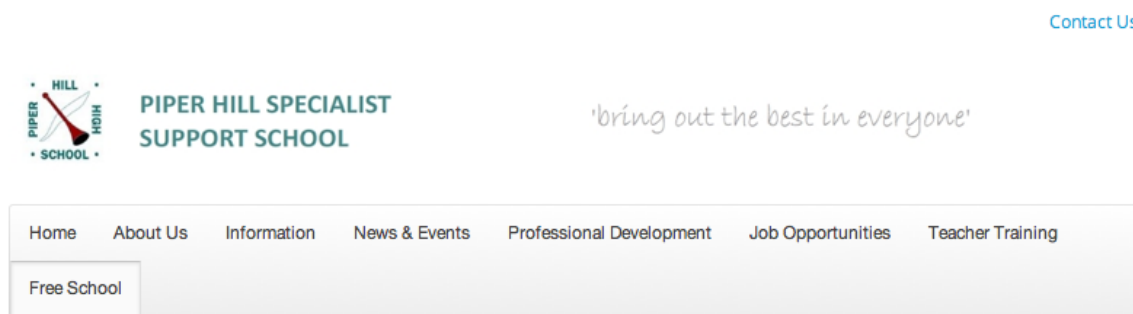
Part of the Piper  
Hill  
Learning Trust

Proposed Piper Hill Applied  
Learning Free School



## **Marketing & Communication of the Free School**

We have a live webpage that includes updated information regarding the free school, see: <http://www.piperhillschool.net/index.php/free-school> and screen shot below



## Free School

### **Free School Parent / Carers Consultation**

On 1<sup>st</sup> March 2015 after a long consultation period with all our partners we opened as an Academy as part of the Piper Hill Learning Trust. As part of this trust we are writing an application to set up a vocational 100 place free school for children and young people with significant additional learning needs aged 11-19; you can view a copy of the Free School Proposal by clicking the image below.



Our vision for our new free school is to work in partnership with yourselves and other agencies to provide the very best education for children and to ensure they have the very best outcomes. We will ensure that through this partnership each pupil will achieve their potential and make outstanding progress. At the proposed Piper Hill Vocational Learning Free School the outcomes after school and college really matter to us and we will develop the skills of our students to enable them to be the most effective citizens they can be, and to have the support to achieve meaningful work or voluntary work post school or college.

The organisation of the curriculum will reflect the needs of all students, and will focus on a similar curriculum as at Piper Hill School, but with a growing focus on the vocational learning areas as pupils move up through the school. These areas are hospitality and catering, horticulture and animal welfare, and would offer real life business experience in chosen areas for individuals.

We would have a catering business and production kitchen, a garden centre and gardening business and animal welfare including a dog walking business. We feel that this would enhance the choices on offer that parents and carers and the pupils themselves have for special high schools in Manchester.

We have to have the application in by the end of May and we welcome any feedback you can give us. Please feel free to contact me or any of the staff with your comments. We would appreciate it if you could complete the [questionnaire](#) and send it back.

Kind Regards

Linda Jones  
Headteacher

## Section F: Capacity and capability

\* If you are an approved academy sponsor the department will already hold material that would be relevant to your free school application and will therefore not expect you to provide this information for a second time. (We are an approved category B sponsor)

It is important to make clear that approval as an academy sponsor will not guarantee a free school application is approved. Each free school application is considered against the criteria set out in the assessment criteria booklet. Similarly, approval to deliver a free school project does not mean that you would be automatically chosen to deliver a specific academy project. All projects are carefully considered on a case-by-case basis. It is the role of the department to consider which of our sponsors will provide the best possible solution for a particular school(s), and Ministers will make a final decision as to whether the proposed sponsor should take forward a specific project, based on that advice.

There are some tables below which you must also complete. These relate to F1, F3 and F6. Please feel free to add additional lines to these tables as required.

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

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

The parent school has highly developed capacity that would support the pre - opening and post opening of the proposed free school. The current Headteacher and Chair of the Board have extensive experience of successful project management for SEN purpose built environments. The Headteacher was the Manchester Building Schools for the Future SEN project lead, and led on the build of two special high schools which both have highly successful built environments. The parent schools has a well - developed facilities management group, a finance team that supports other schools as requested by the LA, a human resources team that are used as a model in our school to school support, an highly effective data team, and a system that has national recognition and a curriculum team that is innovative in its approach. All this capacity could be focussed on one project - the free school proposal. Also the multi- academy trust has been passed as a Category B Sponsor- which means Lord Nash would allow the Trust to sponsor two other schools. This level of scrutiny ensures that capacity has been proven. The parent school would have their only focus as the Free School if the application were to be approved.

## Project Group

Name	Member of core applicant group (Y or N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
[REDACTED] [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	10 hours per week









All school governors have confirmed their support as necessary in the pre-opening stages of the Free School. They will be called upon as required using their specific areas of expertise as outlined in their CVs. They have confirmed that they are able to commit the equivalent of 1 hour per week.

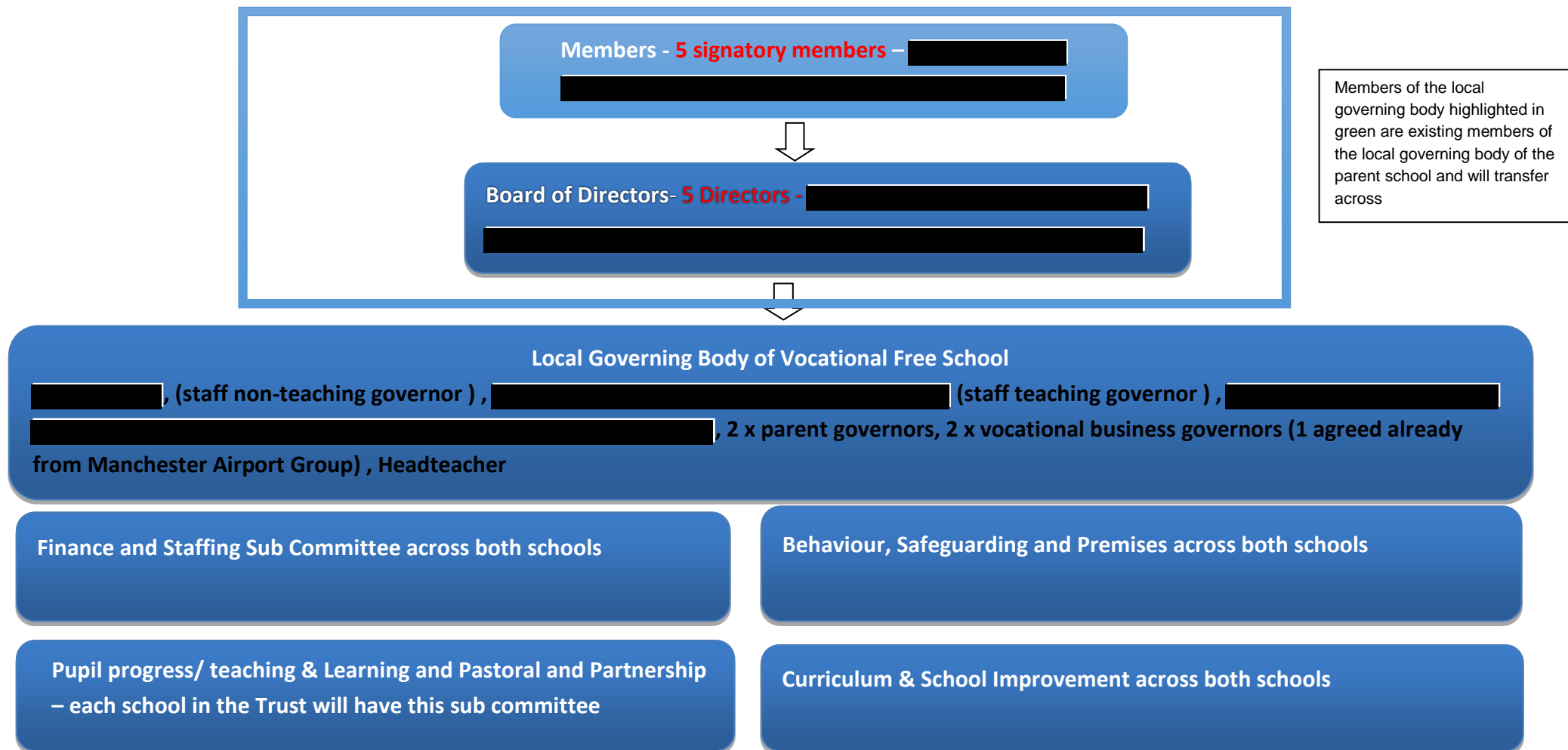
### **F1 (b) Skills gap in pre-opening**

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

<b>Skills/experience missing</b>	<b>How you plan to fill the gap</b>
Project management	Provider to be sourced through and quality assured by DfE project management educational services framework and will be funded through pre-opening grant .

## Section F2

### GOVERNANCE MODEL for Vocational Free School and Piper Hill School as part of Piper Hill Learning Trust



### Local Governing Body of Piper Hill School

[REDACTED]

**The Local Governing Body of the proposed vocational free school will act as the project governance group from successful approval of application.**

## F2 Continued

The sum of the Multi Academy Trust will be greater than all its parts and it will ensure joint working between the schools at all levels including governance. This will enable economies of scale and efficiencies in all areas of school life e.g. staff training, induction, policy development, recruitment, training for governors, staff expertise and the development of teaching and learning.

The governing body at all levels will have a strong focus on three core strategic functions (there are different levels of accountability at each Board level and these are available in the Articles of Association of Piper Hill Learning Trust). These include

- a. **Ensuring clarity of vision, ethos and strategic direction;**
- b. **Holding the Executive Headteacher to account at the Board of Directors level and holding the school Headteachers' to account at Local Governing Body level for the educational performance of the school and its pupils, and the performance management of staff; and**
- c. **Overseeing the financial performance of the school and making sure its money is well spent.**

Every effort will be made to ensure the Free School's ethos promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs; and will encourage students to respect other people.

**There are 5 signatory members of the Trust.**

The Board of Members will agree the Articles of Association that define how the Academy Trust will run, and have power to amend them. The number of seats on the Board of Members will be 5 and all will be appointed by the Members.

They will appoint Trustees and have the power to remove Trustees. They will sign the Funding Agreement with the Secretary of State and sign off Accounts and Annual Report. They will hold the Board of Directors to account.

The purpose of the Board of members for the Piper Hill Learning Multi Academy Trust is to advance for the public benefit, education in the United Kingdom, in particular but without prejudice to the generality of the foregoing by establishing, maintaining, carrying on, managing, developing and raising standards of all schools within the Trust. They will have overall responsibility for the operation of member Academies and will delegate powers to the Governing bodies of those Academies.

## The Board of Directors/Trustees

The number of seats on the Board of Directors/Trustees will be 4 and the Executive Headteacher will be ex-officio. The Trustees will be appointed by the board of Members. The Board of Trustees is relatively small but the skill set effectively covers the requirements for the Board. Please see section F3.

**Directors/Trustees**– Company Directors are responsible for operation of the Academy Trust (Inc. 3 core functions of ***Setting strategic direction, Creating Robust accountability & Ensuring best use of financial resources***). They will ensure compliance with charity & company law and the Funding Agreement. They are accountable for the performance of all schools within the MAT and will delegate aspects of their governance to each LGB. They will hold LGBs accountable for their functions. (Chair of Trustees is also a Member to ensure link between the Members Board of Directors and the Trust Board)

Piper Hill Learning Trust of which the Free School will be the second school within the Trust, is governed by the Directors constituted under a Memorandum of Association and Articles of Association. This Board of Directors (Board) is responsible for ensuring that high standards of corporate governance are maintained. It will exercise its powers and functions with a view to fulfilling a largely strategic leadership role in the running of the Academy's. This will allow greater opportunities for collaboration not only with regards to teaching but also in terms of the management of each Academy, including the procurement of goods and services. The Executive Headteacher will be responsible for providing information regarding all areas of performance of all schools in the Trust and will hold to account the two Headteachers. The Executive Headteacher will be responsible for performance management of the two Headteachers. Areas of accountability will be carefully defined between the Executive Headteacher and the two Headteachers, in conjunction with the Trustees. For example the Executive Headteacher would:

- Communicate and develop the vision for the Multi Academy Trust
- Create a system of common documentation which was shared between both schools
- Build team work between staff in both schools. This includes running joint staff meetings and training sessions
- Secure funding streams for both schools.
- Oversee target setting to address gaps
- To develop Trust teams' for economies of scale e.g. finance, HR, Health and Safety, Safeguarding and Premises.
- Create a collaborative curriculum approach between the schools and ensuring shared appointments as appropriate e.g. Art teacher.

The Board is also governed by the terms of any Funding Agreements that are in place, the Academy Financial Handbook and the Treasury publications "Guidance on Codes of Practice for Board Members of Public Bodies" and "The Orange Book: Management of Risk – Principles and Concepts"

### **Responsibilities of the Board of Directors**

Directors are responsible for addressing such matters as:

- policy development and strategic planning, including target-setting to keep up momentum on Academy improvement;
- ensuring sound management and administration of the Academy's, and ensuring that managers are equipped with relevant skills and guidance;
- ensuring compliance with all legal requirements;
- establishing and maintaining a transparent system of prudent and effective internal controls;
- managing the Academy financial, human and other resources (in particular control over the spending identified in the Academy improvement plans);
- monitoring performance and the achievement of objectives, and ensuring that plans for improvement are acted upon;
- helping the Academy to be responsive to the needs of parents and the community and making it more accountable through consultation and reporting;
- setting the Academy standards of conduct and values;
- assessing and managing risk (including preparation of a statement on the Academy's' risk management for the annual report and accounts). The risk management process should include preparation of a risk register and a contingency and business continuity plan to deal with crises that could face the Academy's;
- ensuring that procedures are in place to ensure that employees of the Academy are paid for work done in accordance with their contracts of employment with the Academy's;
- ensuring that the Academy have adequate insurance cover to support its activities as an employer e.g. employers' liability insurance, fidelity insurance, Director indemnity, public liability insurance

### **Conduct of Directors/Governors**

Directors, Governors and staff are public servants and as such must not use public monies or official business for personal benefit. The Directors/Governors should avoid obtaining goods and services that include elements of private use or accepting excessive hospitality from prospective suppliers. The Treasury rules about the receiving of hospitality and gifts should be followed, as these rules are there to protect staff and Directors/Governors. A register will be maintained to record hospitality and gifts received. This should record, as a minimum, the name of the organisation that gave the hospitality/gift, the date it was received, its nature and approximate value.

### **The Board of Directors will establish the following sub committees:**

- Finance, Staffing and Audit Committee
- Curriculum and School Improvement
- Safeguarding, Behaviour, Premises
- Pupil Progress, Teaching and Learning, Pastoral & Partnership
- Sub committees for Pupil Discipline / Exclusions, Staff Discipline/Appeals. Headteacher s' Performance management will be delegated to the Governing bodies and constituted as necessary.

### **The Local Governing Body – Main accountability:**

**There will be up to 13 local governing body members and the Executive Head and Principal. 2 of these members will be staff members (teaching and non-teaching) and 2 of these members will be parents and a further 2 will have a vocational education focus.**

The LGB will support the work of the Board of Directors through taking decisions/making recommendations. The LGB is comprised of governors and other representatives that will support the development and challenge of the Free School and hold the principal and senior leadership team to account. The LGB will have a carefully defined membership that covers the skills requirement of the Free School.

There are at least 2 elected parents in this structure either at board level or local GB level. In the first instance the free School will have parents on the LGB. Similarly teaching or staff representatives can be either at board level or local GB level, but we will not have more than 1/3 of the Board who are employees, including the Principal.



The size and structure of the governing body should be designed so that every member actively contributes relevant skills and experience.

The Free School would follow the Governors Handbook for Maintained, Academies and Free Schools January 2015 for all matters of protocol and good practice.

The membership of the governing body will focus on skills, with stakeholder engagement as an important but distinct activity for which our governing body will need to assure themselves that appropriate structures and arrangements in place. Our governors will seek to assist the school to build relationships with business and other employers in order to enhance the education and raise the aspirations of pupils.

Governors will commit to continuing professional development to develop their skills as governors. Filling a vacancy on the governing body provide will provide a specific opportunity to fill any skills gaps. Training will be available to support skills gaps. The first priority for our governing body in filling a vacancy on the governing body should therefore be to do what is in their power to secure a new governor with the ability and experience they require – or, if this is not possible, at least the capacity and willingness to develop them. This process has been adopted for the Free School Governing Body. Regular review of the governing body will take place to ensure high effectiveness. This process will be commissioned by the Members and follow the guidance from the National Governors Association.

Our governing body will think carefully about how they are organised. This includes them thinking about whether and how to use their powers to delegate functions and decisions to committees or individual governors. Our governing body will task individual governors to take an interest in a specific area, such as SEN, safeguarding or health and safety. The governing body will focus strongly on its core functions and will retain oversight of them.

Holding the school to account and asking the right questions

Our governing body will hold the Headteacher and other senior school leaders to account for improving school performance by asking the right questions. This might include asking:

- Which groups of pupils are the highest and lowest performing, and why? Do you have credible plans for addressing underperformance or less than expected progress? How will we know that things are improving?

- Which year groups or subjects get the best and worst results and why? How does this relate to the quality of teaching across the school? What is your strategy for improving the areas of weakest performance?
- How are you going to raise standards for all children, including the most and least able, those receiving free school meals.

### **Constitution and Terms of Office**

Parent governors are elected by other parents at the school. Any parent, or carer, of a registered pupil at the school at the time of election is eligible to stand for election as a parent governor. Parent governors may continue to hold office until the end of their term of office even if their child leaves the school.

Teaching and support staff who, at the time of election, are employed by either the governing body or the local authority to work at the school under a contract of employment, and are eligible to be staff governors.

Staff governors are elected by the school staff. They cease to hold office when they cease to work at the school.

The term of office for all categories of governor is a fixed period of three years. The Chair and Vice Chair of the local governing body will be elected annually.

The Trust has a policy for securing robust independent challenge of the company members, and the trustees through a number of ways:

- Highly regarded external quality assurance of the performance of the Executive Headteacher and Principal.
- External quality assurance by suitably qualified personnel on all aspects of the Ofsted framework including rates of progress of pupils.
- External commissioned quality assurance on the quality of teaching and learning (a triad of challenge partners from outstanding local schools lead on this audit).
- External commissioned quality assurance of safeguarding
- Externally commissioned quality assurance on school self-evaluation and standards
- Externally commissioned quality assurance and audit of the financial systems

The school will request support where appropriate from the EFA for advice and guidance. Intervention when deemed necessary would happen immediately. The Trust would know that the Free School would require intervention through the range of quality assurance activities highlighted above. There is an annual quality assurance calendar that covers all of the above.

There are currently no conflicts of interests and if there were we would follow the guidance in the Academies Financial Handbook and contact the EFA for further advice if required to ensure that conflicts were minimised or eradicated.

The proposed size and structure of the governance structure for Piper Hill Learning Trust and the parent school has been passed as effective for decision making purposes by Lord Nash in February 2015 as part of our sponsor academy process.

### **Strategy for avoiding and minimising conflicts on interests**

The Trust has a clear strategy for avoiding conflicts of interests based on the Academies Financial Handbook. There is a clear and appropriate division of roles and responsibilities from the Trust Board, the Board of Directors, the Local Governing Body and the Senior Leadership Team of the Trust and Free School. These are outlined in our Terms of Reference for each Board of the Trust.

The Trust has a policy for managing conflicts of interest which states 'There will be no payments to any trustee by the trust unless such payments are permitted by the articles, or by express authority from the Charity Commission (which will be given only in exceptional circumstances). The Trust will in particular need to consider these obligations where payments are made to other business entities who employ the trustee, are owned by the trustee, or in which the trustee holds a controlling interest;

- prior approval is obtained where the trust believes a significant advantage exists in paying a trustee for acting as a trustee; and
- any payment provided to the persons referred to in section 3.2.1 (academies financial handbook) satisfies the 'at cost' requirements in the handbook.

The Trust will seek EFA's prior approval for transactions with connected parties that are novel and/or contentious as described in section 3.3.1 of the Academies Financial Handbook – 'Novel payments or other transactions are those of which the academy trust has no experience, or are outside the range of normal business activity for the trust. Contentious transactions are those which might give rise to criticism of the trust by Parliament, and/or the public, and/or the media'.

### **Register of interests**

Trustees will follow a 3 step approach (identify, prevent, record) to ensure that conflict of interests are avoided.

The Trust has a standard agenda item at the beginning of each Member, Trustee and LGB meeting to allow declaration of any actual or potential conflicts of interest.

A written record is kept of all conflict of interests and how they have been dealt with and these are recorded in the meeting minutes. The minutes will include:

- what sort of conflict of interest it was
- which trustee or trustees were affected
- if any conflicts of interest were declared in advance
- an outline of the discussion
- if anyone withdrew from the discussion
- how the other trustees made the decision in the Academy's best interests

The Trust will include the interests of other individuals in the register where applicable, e.g. other employees of the trust and close family members of individuals already on the register. The register of interests will be kept up-to-date through regular review.

The Trust will publish on their websites relevant business and pecuniary interests of trustees and members. Trusts have discretion over the publication of interests of other individuals including parent, spouse, civil partner, cohabitee and children.

**F3 (a) Proposed trustees – Trust Board already in place and commitment guaranteed through the Piper Hill Multi Academy Trust**

You must complete a separate line for each person that will be on the board of trustees, including your proposed chair of the board if you have one. If this application is for a free school that will form part of a multi-academy trust you must provide information for the individuals on the MAT board and the individuals on any local governing body, and ensure that you have shown clearly on which board each individual will sit. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

Name	Where live (town/city)	Role on board of trustees	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
[REDACTED] [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	See above
[REDACTED]	[REDACTED]	[REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED]	[REDACTED] [REDACTED]	1 hour



Board of Directors for the Piper Hill Multi Academy Learning Trust					
Name	Where live (town/city)	Role on board of trustees	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
[REDACTED] [REDACTED]	[REDACTED]	[REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	1 hour
[REDACTED] [REDACTED]	[REDACTED]	[REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED]  [REDACTED] [REDACTED] [REDACTED] [REDACTED]	1 hour
[REDACTED] [REDACTED]	[REDACTED]	[REDACTED] [REDACTED]	[REDACTED]	[REDACTED]	
[REDACTED] [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED] [REDACTED]	[REDACTED]	3 hours

[illegible]







### F3 (b) Skills gap for board of trustees

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

Skills/experience missing	How you plan to fill the gap
2 Parent/carers places to be elected	Upon successfully achieving the Bid, parents and carers of pupils who would wish their child to go to the Free School and be named in the EHC plan would be canvassed.
Vocational and work placement promotion	<p>████████████████████ at Manchester Airport group has committed a governor for the new Free School and is currently sourcing a governor with an interest in SEN with skills in vocational work placements.</p> <p>████████████████████ have committed to be on the local governing body. They place a high number of young people with learning difficulties on work experience placements and if the Bid were successful the manager or assistant manager would become part of the local governing body.</p>

## Section F4

The Trust would wish to recruit via national advert for the highly prestigious post and would be responsible for recruitment and appointment. The following is a draft advert and job description:

Possible wording for TES advert:

Principal of Piper Hill Vocational Free School

Piper Hill Vocational School will be primarily for children and young people aged 11 to 19 with a significant learning difficulty. This post is a unique opportunity to play a leading role in the establishment of the innovative free School that will improve the life chances of their pupils. The Headteacher would be supported by the executive Headteacher and there would be clearly defined roles and responsibility. There will be a focus on:

- Vocational and applied learning that will lead to lifelong meaningful or supported employment
- The highest standards and rates of progress in all areas for all students
- Building up a highly effective team in a bespoke purpose built environment
- Developing opportunities and approaches for learning over a 50 week year

### Job Description

Salary Leadership point 23 – 27 (access to teachers' pension scheme). We have decided on this salary range because after National Benchmarking by year four the schools is a group 6 school and this is the salary range within the group. Group 6 does go higher but this is a strong salary bearing in mind that the Headteacher would also have the support and leadership from the executive Headteacher. We want this post to attract the highest calibre candidate and we need the salary to reflect this.

### Person Specification

Main points – inspirational leader, graduate with QTS, significant leadership experience with proven impact with pupils with SEN at senior school age, excellent communicator with a range of stakeholders, high energy and clarity of vision and the ability to carry plans through to fruition, flexibility and adaptability, high level administration skills, proven ability to plan strategically and to develop and manage budgets and ambitious for all of the young people's future.

### Role of the Principal

The purpose of the role will be to provide outstanding leadership to take forward the vision and values of the Piper Hill Vocational Free School, ensuring that excellence and high standards are attained across all areas of the Academy, and providing a safe, healthy and inclusive learning environment.

The role will work with the Trust Board and Directors of the Piper Hill Vocational Free School, the members of the Local Governing Body, the Staff, the DfE and wider stakeholders to develop and implement the wider direction and strategy for the School. The Principal will be overall accountable the schools ability to achieve its targets,

## **Key Duties and Responsibilities of the Principal**

### **Leadership & Strategic Direction**

- Produce a strategic and operational plan for the academy in conjunction with the Executive head
- Secure outstanding status in its first Ofsted inspection as a Free school
- Provide strategic leadership that ensures teaching, learning and student performance and achievements are outstanding
- Ensuring the Academy is financially secure

### **Standards**

- Develop and implement a broad and relevant curriculum which meets statutory requirements, offers both quality and value for money, maintains the core principles of
- the Free School, embraces innovative approaches to teaching and learning, and is at the forefront of best practice
- Develop the use of data monitoring systems to check student progress, raise standards and ensure a continuous and consistent academy-wide focus on student achievement
- Create and implement a parental and other key stakeholder policy
- Set annual enrolment, attendance, retention and achievement targets to be approved by the Academy Trust
- Ensure pastoral care, student welfare, behaviour and anti-bullying procedures are in place and adhered to

### **Leading people**

- With the Chair of the Trust ensure the academy employs the highest quality staff
- Create, maintain and enhance working relationships with staff, including consultation with professional associations, as appropriate
- Manage the effective deployment and performance and professional development of all staff
- Develop the leadership skills of staff at all levels
- Promote the Free School and the wider Piper Hill Vocational Free School ethos, values and aims'

### **Managing the organisation**

- Be responsible for the internal organisation, management and control of the Free School
- Advise the Trust Board and Board of Directors on the annual priorities and formulation of the budget to ensure that the academy achieves its objectives
- Plan, manage and monitor the curriculum and all policies, procedures and initiatives
- within the agreed budget, setting priorities for expenditure, allocating funds/resources and securing effective administration and control

- Working with the Trust Finance team, ensure the regular monitoring of the budget and the oversight of the use of resources at all levels in the academy
- Manage and organise accommodation efficiently and effectively to ensure it meets the needs of the curriculum, extended use, health and safety requirements and promotes a positive learning environment for all
- Monitor and evaluate the overall provision and use of resources to both secure value for money and secure opportunities to maximise resources for the academy and its community

### **Accountability**

- Report regularly on the performance of the academy directly to the Trust Board
- Develop an organisation in which staff recognise they are responsible for the success of the academy and individual accountabilities are clearly defined, understood, and acted agreed and acted upon
- Work effectively and collaboratively with external partners and stakeholders to achieve mutually agreed objectives, where relevant
- To develop the Free School as an asset for the local SEN community, enabling local residents and stakeholders to benefit from the facilities for education, training, health fitness and recreation purposes
- Work closely with other educational organisations locally, nationally and internationally to ensure the development of a best practise model

### **Timeline**

Executive Headteacher (please see CV for capacity in project management) would be responsible from September 2015 for all preopening activities. From January 2016 the Executive Headteacher would be working 0.6 of the week on this project. Activities include:

Advert for Principal and Assistant Headteacher – January 2016

Visits to prospective school for applicants – Spring Term

Closing date 20th February 2016

Shortlisting 22nd February 2016

Interviews 10th and 12th March 2016.

Start date September 2016.

Interview panels - 1 from Members Board, 1 from Trust Board, 2 from Local Governing Body, Executive Head and a separate pupil panel.

School Opening for 25 pupils autumn term 2016.

We would commission HR expertise as soon as the Bid was successful to support the Recruitment process.

This would include as a minimum:

- Supporting the development of the job description and person specification
- advising on the advert and the application pack so it generates the largest and most appropriate
- application field

- ensuring compliance with recruitment and equalities legislation
- ensuring the process follows best practice in recruitment
- helping us to establish appropriate shortlisting criteria and a sifting process
- agreeing with us the appropriate assessment exercises and interview questions (led by governors'
- knowledge of the school and its challenges)
- producing the relevant paperwork to support the selection process and ensuring this is kept as a safe and secure record
- ensuring sensible timescales for the recruitment process are followed

It will be a positive recruitment campaign with a commitment to candidate care. This would include:

- Job information is tailored to the specific recruitment process, with a fluent explanation of the school's current agenda and the challenges an incoming head will face.
- Job information highlights career benefits to the candidate in return for taking on a challenging role.
- Candidates' first contact with the school is positive and (within reason) visits are accommodated at times convenient for candidates.
- Requests for further information are met promptly and efficiently by a named person.
- Candidates get ready access to a named person who is able to prioritise requests for an informal conversation or to return calls quickly.
- Information and documents are available online. Applications can be submitted electronically.
- All applications are acknowledged and every candidate receives a letter or email about the success or failure of their application.

### **Interview process**

Our selection activities will be undertaken by the candidates in order to make the best, evidence-based judgement on their relative strengths.

As part of our selection process, candidates will meet student panels, and 2 governor panels. The governor panel with the member on will make the final decision.

Activities that will be used to gather evidence about whether a candidate meets the criteria for the post are as follows:

- presentations by candidates
- learning walks
- meeting pupils
- data-interpretation exercises
- joint lesson observation
- in-tray exercises
- Interview by panel including safeguarding governor

**Questions**

Interview questions will gather proven evidence about what candidates have done. There will clearly be a need for questions about how they will apply their proven experience to taking the school forward and their vision for the school itself.

**Section F5** (existing providers and any new applicants seeking to open more than one free school)

The parent school has been approved as a Multi Academy learning Trust in February 2015 and as a category B sponsor.



## F6(a) Shared services

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

Name	Role in central service team by area(s) of expertise (e.g. educational, SEN, financial, etc.)	Other relevant area(s) of expertise	Hours per week	Cost £
[REDACTED]	[REDACTED]		2 days from the team  1 day from the team  2 hours from the team 1 day	[REDACTED]
[REDACTED] [REDACTED]	[REDACTED]		1 day per week	[REDACTED]

## Sections G

We have budgeted for an accumulative surplus at the end of year 4 which would be adequate to take into account pay increments and contingency. The contingency fund will enable us to manage unforeseen circumstances.

### Financial checks

The parent school can demonstrate that there is a high level of robust external moderation and audit of the financial plan and external checks will also be carried out in our new free School. There will also be regular benchmarking activities overseen and challenged by the governing body to ensure the school represents good value for money and is prudent. Financial checks are commissioned through external and internal audit and 2 additional independent budget checks.

### Value for money

We have implemented the staffing structure and staffing build up that will deliver the innovative and effective curriculum plan as illustrated in the DfE financial template (appendix). The staffing plan has been constructed in detail for all of the 4 years. In the longer term achieving employment for adults with SEND is proven to promote improved mental health and well-being, improved physical health, enabled parents and carers to achieve work and improve mental and physical health and well-being, and also will support government targets on increasing the number of SEND adults who work. Cost to services e.g. social care and health will be reduced. It is difficult to actually cost this but e.g. an adult with SEND with supported employment could be cost neutral to the state.

We ensure value for money by:

- Using the Executive Principal to provide overall leadership and challenge. The Executive Principal will provide very good value for money as the other Academy within the Learning Trust is operating very successfully and if necessary additional time will be available at no extra cost.
- A number of back office support services can be provided by the Piper Hill Learning Trust at notional rates in a very cost effective way e.g. financial planning, administrative, ICT managed service and curriculum support.
- We have included no income generation and the Parent school currently raises £60,000 per year for selling on training and inset and this will be possible for the Free School by the third year.
- We will follow financial value standards and ensure that these principles ensure best value for all purchases.
- We would also achieve value for money over time by joint appointments with the Parent School which will ensure outstanding provision for specialisms such as art and design technology.

- The School Business Manager is a member of the School Business Manager cluster in Manchester which currently has approximately 40 schools within the cluster. School Business Managers are able to share expertise and experience through this forum.

**Staff to pupil ratios**

Staff to pupil ratios are higher than in mainstream schools and have been carefully considered in this financial plan. They are commensurate with the Parent School and other similar schools nationally. They take into account need and the running of specialist courses. The latest Ofsted report for the Parent School shows extremely good value for money.

### Key income based assumptions

1. Free schools meal income is based on 50% of total pupil number which is in line with the parent school at a rate of [REDACTED] per pupils per year.
2. Pupil premium income is based on pupils in receipt of free school meals at a rate of [REDACTED] per pupil.
3. School meal income is based on the other [REDACTED] of pupils not in receipt of free school meals taking up a school meal at a cost of [REDACTED] per meal for 190 schools days.
4. Over time revenue will be raised via selling courses to other schools and colleges. Timetable arrangements will ensure this flexibility.

### Key cost assumptions

1. **Recruitment costs** - In the first 3 years there will be an annual allowance for 2 x paper adverts total [REDACTED] , 2 x on line adverts total [REDACTED] and Eteach subscription of [REDACTED]. In the third year there will be 1 paper advert only. These costs are based on current costs for the Parent School.
2. **Rates** – we haven't included a rates costing as it will be cost neutral.
3. **Insurance** – based on current rate in the Parent School of [REDACTED] per pupil.
4. **Staffing overall** – the budget plan assumes that all staff will join the pension scheme. They may not all do this so there might be a slight saving.
5. **Staffing Increments** – the financial plan has been developed using HCSS Financial Software which automatically adds on an increment annually within the staff scales. The total cost of annual increments has been built into the DfE financial template.
6. **Inflation** – our contingency surplus would take account of inflation for services e.g. electricity and gas based on no more than 2%.
7. **Disclosure and Barring** - based on [REDACTED] charge per staff member and renewal in the fourth year of employment
8. **Building maintenance and improvements** - based on Parent School and previous annual running costs of the old site (see section H). Costs include maintenance for fire alarm, boilers, air conditioning, doors, hoists, medical alarm, lighting, cleaning machines, PAT testing.
9. **Grounds** - based on Parent School current costs and previous annual costs of grounds maintenance at old site
10. **Cleaning and caretaking** – based on parent School. Costs include cleaning products, refuse collection and hygiene waste collection
11. **Water and sewerage** - based on Parent School and previous annual costs of water at old school site (see section H) - includes surface water drainage costs of [REDACTED] per annum.

- 12. Energy** - based on Parent School costs and previous annual costs of energy at old site
- 13. Learning resources not ICT** - includes general resources and Music Therapy
- 14. Admin Supplies** – based on Parent School annual spend
- 15. Management information system** – cost savings will be made in the area by extending the current managed service provision at the Parent School.
- 16. Legal** – based on current legal costs of Parent School
- 17. Audit** - based on annual cost of parent school
- 18. Service level agreements** – costs in line with Parent School; payroll based on [REDACTED] per employee HR flat fee of [REDACTED] plus [REDACTED] per employee, legal, finance [REDACTED], Sims [REDACTED], governor meetings [REDACTED] per meeting and SLA support [REDACTED], energy [REDACTED]
- 19. Quality Assurance** - [REDACTED] per day starting off at 4 days in year 1.
- 20. Meal costs** - food preparation costs @ [REDACTED] per meal per pupil for 190 school days
- 21. Minibus** – purchase of 2 minibuses in year 3. Cost of minibus based on Parent School purchase of a school bus.
- 22. Admin costs** – in line with Parent School

## G2

DfE financial template (appendix ) shows that Piper Hill Vocational Free School is projected to make a small surplus in year 1 and the in year surplus continues to increase over years 2, 3, 4 as the school builds up to full capacity. The in year surplus for years 1 – 5 is between 2.0% and 4.2%. In Year 5 the 2.0% surplus takes no account of possible additional income. The cumulative surplus increases to [REDACTED] by year 5 (see DfE financial template) which equates to 10.6% of the total year 5 income.

## G3

Assumptions behind the 30% sensitivity

### Revenue

Student numbers have been reduced by 30% and revenue from free school meals has also been reduced to reflect decreased numbers.

### Expenditure

Overall reductions will made from staffing. Non-teaching staff will be appointed on 1 year fixed term contracts to allow for contingency.

## Financial viability

Piper Hill vocational free school with 100% budget

	Year 1	Year 2	Year 3	Year 4	Year 5
Revenue	████████	████████	████████	████████	████████
Pay costs	████████	████████	████████	████████	████████
Total expenditure	████████	████████	████████	████████	████████
Non pay costs	████████	████████	████████	████████	████████
In year Sur- plus/Deficit	████████	████████	████████	████████	████████
Cumulative Sur- plus/deficit	████████	████████	████████	████████	████████
No of pupils	25	50	75	100	100
Salary costs as a % of total reve- nue	████	████	████	████	████

# **Piper Hill vocational free school with 70% sensitivity budget**

## **Piper Hill vocational free school with 70% sensitivity budget**




	Year 1	Year 2	Year 3	Year 4	Year 5
Revenue	██████	██████	██████	██████	██████
Pay costs	██████	██████	██████	██████	██████
Non pay costs	██████	██████	██████	██████	██████
Total Expenditure	██████	██████	██████	██████	██████
Surplus/Deficit	██████	██████	██████	██████	██████
Cumulative Sur- plus/deficit	██████	██████	██████	██████	██████
No of pupils	18	35	53	70	70
% wage costs	██████	██████	██████	██████	██████

**Staffing structure (FTE) based on 30% sensitivity budget -**

	<b>Year 1 18 pupils</b>		<b>Year 2 35 pupils</b>		<b>Year 3 53 pupils</b>		<b>Year 4 70 pupils</b>		<b>Year 5 70 pupils</b>	
	<b>100% Budget</b>	<b>70% Budget</b>	<b>100% Budget</b>	<b>70% Budget</b>	<b>100% Budget</b>	<b>70% Budget</b>	<b>100% Budget</b>	<b>70% Budget</b>	<b>100% Budget</b>	<b>70% Budget</b>
Senior leadership	1.7	1	3.3	2.1	4.3	3.1	6.3	3.1	6.2	3.0
Teachers	1	1	2.5	2	5.5	4	7.5	6	7.5	6
Higher Level teaching Assistants	0.9	0	1.8	0.9	1.8	0.9	2.7	0.9	2.7	0.9
Work Related Learning Leads	1.8	1.8	3.6	2.7	3.6	2.7	7.2	6.3	7.2	6.3
TA1s and TA2s	1.8	0	8.1	1.8	10.8	2.7	10.8	2.7	10.8	2.7
Other Support Staff	0.6	0.6	1.2	1.2	2.1	1.5	3.0	2.4	3.0	2.4
Finance & Admin	2.7	2.3	2.7	2.3	3.6	3.2	5.4	5.0	5.4	5.0
Premises	1.3	1.3	1.6	1.6	3.2	3.2	3.5	3.5	3.5	3.5
Therapist	0.2	0.2	0.4	0.4	0.6	0.6	1	1	1	1



### G3 Financial resilience to reductions in income

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
Staffing	<p>Year 1 Staffing to be reduced by: non appointment of assistant head, HLTA, 2 x TA1s, admin assistant 0.5 only and Principal 0.8.</p> <p>Year 2 Staffing to be reduced further by: non appointment of part time teacher, Horti assistant, 3 x TA1s and 2 x TA2s</p> <p>Year 3 Staffing to be reduced further by: non appointment of teacher, 2 x TA2, 2 x LOs</p> <p>Year 4 Staffing to be reduced further by: non appointment of assistant head, 1 x HLTA and non appointment of Deputy Head</p>	Year 1 – Year 5	
Utilities Recruitment Training Learning Resources Admin costs Meal preparation	<p>Savings to be made on water, gas. electricity</p> <p>No paper advert</p> <p>Savings due to reduced staffing levels</p> <p>Savings due to reduced pupil numbers</p> <p>Savings due to reduced print costs, stationary etc.</p> <p>Savings due to reduced pupil numbers</p>	Year 1	
Utilities Training Learning Resources Admin costs	<p>Savings to be made on water, gas. electricity</p> <p>Savings due to reduced staffing levels</p> <p>Savings due to reduced pupil numbers</p> <p>Savings due to reduced print costs, stationary etc.</p>	Year 2	

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
Meal costs	Savings due to reduced pupil numbers		
Minibus Utilities Training Learning Resources Admin costs Meal costs	Only 1 bus to be purchased Savings to be made on water, gas. electricity Savings due to reduced staffing levels Savings due to reduced pupil numbers  Savings due to reduced print costs, stationary etc. Savings due to reduced pupil numbers	Year 3	████████
Utilities Training Learning Resources Admin costs Meal costs Depreciation cost	Savings to be made on water, gas. electricity Savings due to reduced staffing levels Savings due to reduced pupil numbers  Savings due to reduced print costs, stationary etc. Savings due to reduced pupil numbers Saving on depreciation as only 1 bus purchased	Year 4	██████████
Utilities Training Learning Resources Admin costs Meal costs	Savings to be made on water, gas. electricity Savings due to reduced staffing levels Savings due to reduced pupil numbers  Savings due to reduced print costs, stationary etc. Savings due to reduced pupil numbers	Year 5	████████
<b>TOTAL</b>			████████████████████ ██████████ ████████████████████ ██████████

## Section H: Premises

We have identified a suitably sized site for the Free School at [REDACTED], Manchester, Lancashire [REDACTED]. The site is owned by Manchester City Council who are fully supportive of the use of the site for the Free School.

There is a school building on the site currently which is unused. It was vacated by the parent school in 2009. Since then it has been used as a temporary site for a range of special needs schools which have been decanted to this site during their own building works. There is considerable land alongside the school buildings and this means that the curriculum model would be able to be delivered on this site. There is already planning permission for a school on the site and local residents are keen for this to be used and have contacted members of the council about a school making use of the site again. The site and the school building will need to be refurbished. We have undertaken initial investigations and are aware of the need for considerable refurbishment and some rebuild. Highways are appropriate for the use of special school transport if applicable and there is considerable parking on site for staff and visitors. The green space will allow for animal welfare and horticulture provision to be developed. The site is currently available for use. The school buildings would be able to accommodate 100 students. It is 2 miles and 5 minutes travel away by car from the parent school. There is a strong community around the school that could support the school's businesses and a range of accessible community facilities.