



Department  
for Education

# Free school application form 2015

**Alternative Provision (AP)** (updated February  
2015)

**SOLIHULL ALTERNATIVE PROVISION ACADEMY**

## Application checklist

Name of task	Yes	No
1. Have you established a company limited by guarantee?	Yes	
2. Have you provided information on all of the following areas:		
Section A: Applicant details	Yes	
Section B: Outline of the school	Yes	
Section C: Education vision	Yes	
Section D: Education plan	Yes	
Section E: Evidence of need	Yes	
Section F: Capacity and capability	Yes	
Section G: Budget planning and affordability	Yes	
Section H: Premises	Yes	
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?	Yes	
4. Have you fully completed the budget plans?	Yes	
5. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?	NA	
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	NA	
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?	NA	
8. 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:	Yes	

<a href="mailto:alternativeprovision.fsapplications@education.gsi.gov.uk">alternativeprovision.fsapplications@education.gsi.gov.uk</a> ? (See guidance for dates and deadlines).		
9. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).	Yes	

*\*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		
<p>10. Have you sent:</p> <ul style="list-style-type: none"> <li>▪ a copy of Section A (tab 1 of the Excel template); and</li> <li>▪ copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and</li> <li>▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days</li> </ul> <p>by a guaranteed delivery 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?</p> <p>(See guidance for dates and deadlines)</p>		

## Declaration

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

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

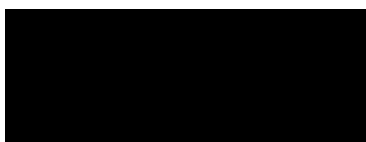
- the requirements outlined in the 'How to Apply' guidance;
- the funding agreement with the Secretary of State; and
- all relevant obligations and requirements that apply to open academies (e.g. safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation)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

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

I 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:**



**Position:**  (please delete as appropriate).

**Print name:**



**Date:**

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

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

## **Section A: Applicant details**

This application is made by a Group of secondary schools and Academies in Solihull. Further details are available in Part A of the completed Excel application form.

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

Please see the Excel application form.

The school will be a 13-19 Alternative Provision Free School aimed at those young people who are unable to achieve in the traditional mainstream sector. Further details are available in Part B of the completed Excel application form.

## Section C: Education vision

### Context

Solihull is separated into two main areas North Solihull and South Solihull. Both areas have significant challenges although very different. Solihull has some areas of very high areas of deprivation and shares a border with some severely deprived East Birmingham Wards. There are 14 secondary schools across the Solihull area that provide for over 17,000 students between the ages 11 to 19. In south Solihull this figure is 11,262 therefore South Solihull delivers to the majority of students within its borders. Across the Borough, in excess of 25% of the children live in other local Authority areas. In one school in south Solihull 55% of the children are resident in Birmingham. The 14 secondary providers, which are a mix of Academies. Voluntary Aided and community schools have a long history of collaboration which includes North and South Behaviour and Attendance referral panels, East Birmingham Network collaborative partnerships across schools, CPD Cluster networks involving Heads of Departments, Deputy Support Meetings, Secondary Heads and Academy Principles (SHAP) group, Senco Group and joint CPD. All schools are currently contributing to a 14 – 19 Borough wide initiative to review and strengthen 14 – 19 provision. This Free School will be a core component of the emerging strategy that puts young peoples' readiness for adulthood and employment at its heart.

Collaboration of providers extends beyond the Borough boundary and an excellent partnership has been developing with Birmingham East Network of Secondary schools over the past 6 years. Many of the children resident in this area attend Solihull Schools and increasingly the schools work together to identify alternative options for children and young people at risk of exclusion. This includes cross border referral panel managed moves and a close relationship with the EBN Free School.

### Vision

#### **The Solihull Alternative Provision Academy will exist in order to:**

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

## **Our Mission Statement**

- The Solihull Alternative Provision Academy will be a safe, well-ordered and caring learning environment, which will deliver high quality education to all its students.
- We will support them to develop their individual potential for growth, self-worth and self-control through experiencing outstanding teaching, clear and consistent guidance and support.
- The academic curriculum will fulfil our principal aim of providing access to a range of accredited qualifications as well as educational and social experiences, which will address the learning and emotional needs of our students. We will support every student to develop their true potential and make a positive contribution to their community as they progress towards adult life.
- We will cater for a range of abilities with a bespoke programme tailored to identify the gaps in learning in order to maximise potential and enable students to return to mainstream education, employment or training at Post 16.

## **Aims**

- To challenge every student to raise their aspirations and excel in academic achievements.
- To instill in students the values and characteristics necessary to become successful, confident and responsible members of society.
- To teach students the value of self-discipline, resilience and respect in order to become life-long learners.
- To prepare students to participate in and contribute to a society with ever changing scientific, technical and global needs.

These aims are underpinned by:

- High quality teaching leading to a stimulating and enjoyable educational experience for all.
- A broad and balanced curriculum, with an emphasis on English and Mathematics, which offers real choice and opportunity in an ever changing technological world.
- A currency of qualifications that are recognized by employers and at Post 16 and in Higher Education establishments.
- A well-ordered and disciplined environment where students feel safe and happy.
- An extensive programme of enrichment where students can develop their talents and interests.
- Strong bonds between home, school and the community that reinforce the school's success.



The Solihull Alternative Provision Academy will establish bespoke provision which will provide specific individual learning programmes for students who are disengaged from mainstream education, permanently excluded and/or non-attenders.

As Solihull Heads and Principals group we have identified that if our referral panel process has not re-engaged the students by Year 9, disaffection becomes entrenched and a different approach is needed beyond the confines of the mainstream school. This is evidenced by the limited number of successful referrals that have taken place between January 2014 and May 2015, where only 13.3% of referrals have been successfully integrated into another placement. As South Solihull has no alternative provision the permanent exclusion rate shows a dramatic rise in 2014/2015 with potentially an additional 64 students becoming permanently excluded. This gives a total of 151 students needing alternative provision.

One of the core aims of the free school is to develop a range of learning opportunities that allow early intervention, prevention and secure engagement in a more innovative way. This provision has the potential to drastically reduce the number of fixed term and permanent exclusions within the area. By including Year 9 this will allow opportunities for early assessment of need and appropriate learning programmes and interventions that will lead to appropriate progression routes on to further education opportunities which may include mainstream education.

The Solihull Alternative Provision Academy will make a positive contribution to the local community by enabling students to become responsible citizens by breaking the cycle of underachievement.

## C1 A credible proposal to deliver a high quality free school and a clear rationale for establishing it in this area.

Solihull Free School will be accessible to children across the whole of Solihull and beyond, but its key focus will be to serve the children attending schools located in the South of the Solihull Borough. Across Solihull schools the NEET figures have been 5.5% in 2013 and 4.9% in 2014 in comparison to the National figures of 5%. This is a positive picture however the introduction of an alternative provision free school will enable the reduction of these figures further. Although much work has been accomplished to reduce exclusion rates and to ensure all pupils within Solihull have access to accredited courses and relevant qualifications, permanent exclusions have risen steeply this year. Leaving 60 pupils needing an alternative provision. The Solihull Alternative Provision Academy will ensure these students are able to access appropriate, local quality education that meets their individual needs.

Solihull's Alternative Provision Academy will be able to ensure the successful integration of hard to place students, ensure intelligent and creative use of the referral processes as a preventative strategy and to ensure improved attendance and increased achievement at Level 1 and 2. It will also play a key role in continuing a trend of below national NEETs and continue to improve data and progression onto Post-16.

**Table:** Exclusion data and students removed from Roll

Solihull	2012	2013	2014
Permanent Exclusions	45	44	44
Fixed Term Exclusions	1800	1627	1563
Number of Students taken off roll	262	226	156

Despite the improvements already made there still remains a cohort of students for whom the current pattern of provision is not able to meet all of their needs and they continue to be disengaged from education. A different type of alternative provision is required.

The South Solihull Network of secondary schools has identified a significant gap in the available provision for students who have challenging behaviour, attendance issues,

are disengaged from mainstream education and for whom traditional mainstream school has failed to enthuse and engage. This causes student's behaviour in South Solihull to have a disproportionate impact on the learning and achievement of their peers. At the present time there is no alternative provision in South Solihull.

There is currently a range of successful strategies in place within the network of Solihull Schools which include opportunities for students to make a fresh start through the use of referral panels and other collaborative arrangement between schools. At present we have a significant number of referrals coming through the referral panel which in some circumstances are successful many of which are not. Out of the 112 requested referrals 83 (74.1% have been unsuccessful) are in the target cohort – Years 9 - 11. The Solihull Alternative Provision Academy will be able to support these students to reengage them in education.

**Table:** South Solihull Referral Panel Data January 2014 to May 2015

Referral Panel Requests	Referrals requested	Referral Offers	Referrals On going May 2015	Successful Referral	% successful referrals (% On going referrals)
Alderbrook	9	7	4	1	11% (44%)
Arden	0	NA	NA	NA	NA
Education Extra	8	7	3	0	0% (37.5%)
Heart of England	9	3	0	0	0%
Langley School	9	5	0	2	22%
Light Hall School	13	5	0	2	15%
Lode Heath school	15	8	2	0	0% (13.3%)
Lyndon School	14	5	1	1	7% (7%)
St Peters	0	NA	NA	NA	NA
Tudor Grange	4	2	0	1	25%

Referral Panel Requests	Referrals requested	Referral Offers	Referrals On going May 2015	Successful Referral	% successful referrals (% On going referrals)
Summerfield	21	11	2	5	23% (9.5%)
CTC	3	3	0	3	100%
JHNCC	4	3	1	0	0% (25%)
Local Authority	3	3	0	0	0%
Total	112	62 (55%)	13 (11.6%)	15 (13.3%)	

As Solihull Heads and Principals group we have identified that if our referral panel process has not re-engaged the students by Year 9, disaffection becomes entrenched and a different approach is needed beyond the confines of the mainstream school. This is evidenced by the limited number of successful referrals that have taken place between January 2014 and May 2015, where only 13.3% of referrals have been successfully integrated into another placement. As South Solihull has no alternative provision the permanent exclusion rate shows a dramatic rise in 2014/2015 with potentially an additional 64 students becoming permanently excluded. This gives a total of 151 students needing alternative provision.

One of the core aims of the free school is to develop a range of learning opportunities that allow early intervention, prevention and secure engagement in a more innovative way. This provision has the potential to drastically reduce the number of fixed term and permanent exclusions within the area. By including Year 9 this will allow opportunities for early assessment of need and appropriate learning programmes and interventions that will lead to appropriate progression routes on to further education opportunities which may include mainstream education.

All students will have access to progress 8 and study Maths, English, Science appropriate to their learning style plus access to a wide curriculum offer designed to promote individual engagement, attainment and achievement. Opportunities will be provided in physical education for all students.

This will include GCSE and appropriate accredited vocational courses and work based learning opportunities. Vocational training to be accessed using Further Education providers such as Solihull College where there are already established shared provision courses developed.

Students will have access to a range of enrichment opportunities to motivate and inspire them to raise their aspirations and develop a sense of moral purpose contributing effectively to the community.

Students will have access to a personal coach to remove barriers to learning and supporting the acquisition of life skills which include the student in sharing responsibility for their own learning. The assessment of the students' needs will inform a learning passport which will follow the students throughout the remainder of their statutory education. The needs of students will become apparent or change throughout the year so the programmes will be designed specifically for individuals to allow for a 'roll on, roll off' model of delivery. This is particularly important if reintegration back into mainstream is appropriate for students.

This school will work with parents, support services which would include The Health Authority, Youth Offending Team, voluntary groups, Social Services, Police, local businesses, Further Education and Higher Education and other community groups.

The Solihull Network of schools spans the following areas of Solihull: Lyndon, Olton, Shirley East, Shirley West, Shirley South, St Alphege, Silhill, Elmdon, Knowle, Packwood, Meriden, Bickenhill, Chelmsley Wood, Fordbridge, Kingshurst, Smith's Wood, Castle Bromwich. All of which are well served by public transport.

Solihull is bordered by North Warwickshire, Coventry, Warwick, Stratford Upon Avon.

It is well documented that areas of Solihull (Such as Hobs Moat/Lyndon) shows areas of high multiple deprivation factors.

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

School Name	Absence Rate (Nat = 5.2%)	Persistent Abs (Nat = 5.3%)	SEN Statements/Sch Action Plus N = 7.4%	% Point gap between disadvantaged and other pupils Nat=-27.2	Disadvantaged Pupils % of cohort 2014. LA =22.1%	5+ A –C (EM) All Schools = 53.4%	Expected prog. Eng LA = 71.9%	Expected prog. Maths LA = 65.8%	FSM (Nat = 15.7 %)
Alderbrook	4.80%	4.90%	9.60%	-18	12%	76%	76%	85%	5.50 %

Arden	3.50%	2.00%	5.90%	-16	6%	83%	89%	88%	2.50 %
CTC KingsHurst	4.60%	4.20%	5.60%	-9	32%	46%	60%	50%	15.70 %
Heart of England	4.20%	4.00%	7.50%	-43	11%	70%	83%	73%	4.60 %
John Henry Newman	7.00%	10.90%	3.00%	-20	44%	47%	62%	61%	24.50 %
Langley School	5.00%	6.30%	15.70%	-33	18%	65%	74%	79%	11.50 %
Light Hall School	5.30%	5.30%	5.00%	-17	21%	74%	83%	80%	14.00 %
Lode Heath School	5.40%	6.00%	8.80%	-23	17%	66%	78%	75%	10%
Lyndon School	5.60%	6.70%	9.80%	-21	24%	44%	61%	47%	13.20 %
Park Hall Academy	6.10%	7.20%	11.30%	-19	30%	34%	48%	32%	18.90 %
St Peter's Catholic School	4.30%	3.00%	3.40%	-23	7%	77%	80%	78%	3.70 %
Tudor Grange	3.70%	2.30%	2.30%	-22	4%	91%	89%	91%	1.90 %

## Section D Education plan – part 1

### Growth over time

The Local Authority as the commissioner of school places, and Solihull Schools Forum is supporting the need for 90 place and (see letters of support and commitment.) This will enable Solihull Alternative Provision Academy to open with full numbers from September 2017. Within South Solihull there is currently no alternative provision and therefore a desperate need for this free school to be established in order to ensure no child is left behind.

	<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>Key Stage 1</b>			0	0	0	0	0	0
<b>Key Stage 2</b>			0	0	0	0	0	0
<b>Key Stage 3</b>			20	20	20	20	20	20
<b>Key Stage 4</b>			70	70	70	70	70	70
<b>16-19: commissioner referred</b>			0	0	0	0	0	0
<b>16-19: student applications</b>			0	0	0	0	0	0
<b>Totals</b>			90	90	90	90	90	90

This provision is being established to meet the needs of a discreet cohort of young people within the Solihull area and so this will be reflected in tightly defined admissions criteria and referral routes to ensure that they have priority of access in cases of oversubscription. See table below for admission numbers for each age group.

Where there is spare capacity access will be widened to allow other local students to access the provision. The close links we have established with Solihull Schools and the wider East Birmingham Network will enable us to work cross border and develop a village of Alternative Provision that will support and provide quality alternative provision across a significant area of Birmingham, and Solihull.

The Solihull Alternative Provision Academy is not intended to replace current Local Authority provision. It will establish a new type of provision to fill a gap identified by schools working together through collaborative Heads, Principles and Solihull Local Authority. Despite the improvements already made there still remains a cohort of students for whom the current pattern of provision is not able to meet all of their needs and they continue to be disengaged from education. A different type of alternative provision is required.

**Table:** Exclusion data and students removed from Roll

Solihull	2012	2013	2014
Permanent Exclusions	45	44	44
Fixed Term Exclusions	1800	1627	1563
Number of Students taken off roll	262	226	156

The South Solihull Network of secondary schools has identified a significant gap in the available provision for students who have challenging behaviour, attendance issues, are disengaged from mainstream education and for whom traditional mainstream school has failed to enthuse and engage. This causes student's behaviour in South Solihull to have a disproportionate impact on the learning and achievement of their peers. The Solihull Alternative Provision Academy will establish bespoke provision which will provide specific individual learning programmes for these students.

The Solihull Alternative Provision Academy will make a positive contribution to the local community by enabling students to become responsible citizens by breaking the cycle of underachievement.

There is currently a range of strategies in place within the network of Solihull Schools which include opportunities for students to make a fresh start through the use of referral panels and other collaborative arrangement between schools. At present we have a significant number of referrals coming through the referral panel which in some circumstances are successful many of which are not. Out of the 112 requested referrals 83 (74.1% have been unsuccessful) are in the target cohort – Years 9 - 11. The Solihull Alternative Provision Academy will be able to support these students to reengage them in education.

**Table:** Solihull Referral Panel Data January 2014 to May 2015



Referral Panel Requests	Referrals requested	Referral Offers	Referrals On going May 2015	Successful Referral	% successful referrals (% On going referrals)
Alderbrook	9	7	4	1	11% (44%)
Arden	0	NA	NA	NA	NA
Education Extra	8	7	3	0	0% (37.5%)
Heart of England	9	3	0	0	0%
Langley School	9	5	0	2	22%
Light Hall School	13	5	0	2	15%
Lode Heath school	15	8	2	0	0% (13.3%)
Lyndon School	14	5	1	1	7% (7%)
St Peters	0	NA	NA	NA	NA
Tudor Grange	4	2	0	1	25%
Summerfield	21	11	2	5	23% (9.5%)
CTC	3	3	0	3	100%
JHNCC	4	3	1	0	0% (25%)
Local Authority	3	3	0	0	0%
Total	112	62 (55%)	13 (11.6%)	15 (13.3%)	

As Solihull Heads and Principals group we have identified that if our referral panel process has not re-engaged the students by Year 9, disaffection becomes entrenched and a different approach is needed beyond the confines of the mainstream school. This is evidenced by the limited number of successful referrals that have taken place between January 2014 and May 2015, where only 13.3% of referrals have been successfully integrated into another placement. As South Solihull has no alternative provision the permanent exclusion rate shows a dramatic rise in 2014/2015 with potentially an additional 64 students becoming permanently excluded. This gives a total of 151 students needing alternative provision.

One of the core aims of the free school is to develop a range of learning opportunities that allow early intervention, prevention and secure engagement in a more innovative way. This provision has the potential to drastically reduce the number of fixed term and permanent exclusions within the area. By including Year 9 this will allow opportunities for early assessment of need and appropriate learning programmes and interventions that will lead to appropriate progression routes on to further education opportunities which may include mainstream education.

## Section D Part 2

### D1 – An ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

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

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

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
English	5	Mandatory	Priority given to Progress 8 to ensure qualification currency matches mainstream
Mathematics	5	Mandatory	
Science	5	Mandatory	
Humanities - Geography	3	Mandatory	
Humanities - RE	2	Mandatory	
PSHE /Enrichment/ tutor time	4	Mandatory	Form time is split each day to enable form tutors to meet with students at the beginning and end of the day. This is to ensure consistent application of support across the SAP Academy.
Vocational Level 2	3	Mandatory	This will be dependent on the ability of students after rigorous assessment.

Vocational Level 1	3	Mandatory	This will be dependent on the ability of students after rigorous assessment.
Total Hours	30		

### **Curriculum Model**

Students will be arranged into Year groups and group size = maximum 10 students. Table 2 outlines the number of groups this will generate in Year 9, Year 10 and Year 11 and the subsequent number of teachers required to cover these sessions.

**Table 2:** Number of sessions in house/off site and number of teachers.

Year	No of groups (10 students per group)	Total No. of teaching periods (25 teaching sessions and 5 form periods a wk. split at each end of the day.)	No of groups out at college. (6 sessions a day)	No of sessions off site	No. of sessions on site	No of FT teachers needed per year
2017/2018	9	270	2 groups Yr. 10 and Yr. 11	12 sessions off site	258	8+ 1 DH 3 Curriculum leaders teach 20 + form Each teacher 25 lessons

In the development of the Solihull Alternative Provision Academy we would envisage a 3 phased development process over the next six years:

### **Phase 1**

Within the first 3 years the principle focus will be to develop the school to ensure it delivers the stated outcomes. This will involve recruitment of specialist staff that are skilled in creating a culture for learning through skilled teaching and learning, positive behaviour management and building effective relationships with students.

All students will follow a programme of study which will provide access to progress 8 and will include English, Mathematics, Science, PSHE, Geography, Health and Social Care and a vocational subject.

Vocational qualifications will be delivered by accessing the expertise of local colleges or schools. Students will be released one day a week to travel to our partner colleges or schools.

Our main partner college, Solihull College, can deliver a series of options which include Creative and Media, Sport and Leisure, Childcare, Business and Finance, Catering, Public Services and Health and Social Care. Gifted and Talented students will be able to access progress 8 and level 2 vocational qualifications in Health and social care.

A flexible curriculum timetable will accommodate linear courses, short courses, full and/or part-time blocks (block release from mainstream to access shared provision) and work based learning. Providing students access to the above broad curriculum will ensure that the following objectives are achieved:

- All students have achieved at least L1 English, Mathematics and Science by the end of Year 11.
- All students make 3 levels of progress in English and Mathematics from the end of KS2 to the end of KS4.
- All students progress from Year 11 onto further education, employment or training.
- Attendance is at minimum of 95%.
- Permanent exclusions in the local schools are significantly reduced with a challenge to eradicate permanent exclusions within the Solihull Area of Schools involved.
- All students achieve a vocational qualification.
- All students successfully achieve the targets set out in their learning passport.
- All students complete a personal social development programme.
- All students leave Solihull Alternative Provision Academy feeling positive about themselves and are well rounded individuals who will make a positive contribution to society.

## **Phase 2**

Between year 3 and year 5 Solihull Alternative Provision Academy would want to begin to build capacity in delivering vocational qualifications such as Hair and Beauty and Construction. These subjects in phase 1 would have been outsourced. By developing these specific courses this would allow Solihull Alternative Provision Academy to begin a trading arm with the local schools. This would not conflict with the vocational courses being accessed from Solihull College. This would allow the school to generate some income and reduce the costs of outsourcing provision.

## **Phase 3**

By year 5 or earlier we would expect to have become a Centre for Excellence in working with students with challenging behaviour and engaging them positively in

education. We would be looking to extend the alternative provision further in Solihull by incorporating a second free school alternative provision centre that would cater for Year 6 to Year 9 students. This would then extend the level of provision for younger students, and, linked with the planned extension of Additional Resource Centres across Solihull for ASD would offer provision to meet the needs of many more students across our schools.

We would broker our services to other schools and in doing so generate another income stream. This will include consultancy and outreach work on improving behaviour programmes.

Our relationship with the EBN Academies would also be crucial in building a village of alternative provision that would benefit a wide area of students and enable them to re-engage with lifelong learning.

<b>English</b>	Yr11, Yr10 & Yr9	5 hours per week
<b>Maths</b>	Yr11, Yr10 & Yr9	5 hours per week
<b>Science</b>	Yr11, Yr10 & Yr9	5 hours per week
<b>Humanities</b>	3 x hours per week	Geography 2 x hours per week RE
<b>PSHE/SMSC/Tutor time</b>	4 x hours per week	
<b>Level 2 Qualifications</b>	3 x hours per week	
<b>Level 1 Qualifications</b>	3 x hours per week	

**Table 2:** Times of the School Day

	Monday	Tuesday	Wednesday	Thursday	Friday	Notes
8.30 – 9.00	Form	Assembly Yr. 9 Form	Assembly Yr. 10 Form	Assembly Yr. 11 Form	Form	
9.00 – 10.00	1	1	1	1	1	College Courses ½ day
10.00 – 11.00	2	2	2	2	2	College Courses ½ day
11.00 – 12.30	3+ 30 min Lunch	3+ 30 min Lunch	3+ 30 min Lunch	3+ 30 min Lunch	3+ 30 min Lunch	College Courses ½ day
12.30 – 1.20	4	4	4	4	4	
1.20 – 2.10	5	5	5	5	5	
2.10 – 2.30	Form	Form	Form	Form	Form	
2.30 – 3.30	Extra-Curricular Activities					

Each student will be allocated a personal tutor to ensure they are able to access all areas of the curriculum and have full engagement with the learning process. Students will be consulted in all matters related to their learning programme, developing individual responsibility for their learning and a collective responsibility for the school community.

The curriculum will consist 18% English, 18% Maths, 18% Science and 18% Humanities, 11% Level 1 College Courses 17% Enrichment and SMSC, ICT, PSHE and PE and 40% of the timetable will be Vocational and GCSE's options based on group sizes of 10 with two staff, one teacher and one support staff member within each session.

### **Enrichment / Options / Alternative Course Curriculum**

Within this section of the curriculum offer the enrichment activities will include opportunities for PE, PSHE, Humanities, Preparation for Work/Life and Tutor Time.

The Alternative Programmes would include work experience, accredited courses at both Levels 1 and 2 at GCSE and appropriate vocational courses. There will be a degree of flexibility in these areas in order to meet the needs and interests of the students. Such courses will be delivered both on and offsite in accordance with the development plan.

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

In Phase 1 of SAP Academy development there will be opportunities for other students to spend shorter periods of intensive intervention prior to returning to mainstream education:

- Permanent excluded students preparing to return to mainstream.
- Students who have been out of education for more than two terms.

By Phase 3 this will be extended to include students accessing improving behaviour courses. Students who are coming from a Solihull area schools will have had a period of comprehensive assessment which will inform their learning passport on entry including any G+T and/or EAL needs. This assessment will be done in conjunction with the students, parents and any other relevant agencies and inform the support package provided for students. Students new to the area will be assigned a personal tutor who will carry out a similar programme of assessment to establish learning passports for this category of student. This initial assessment will inform an action plan with an identified exit strategy which will set out the curriculum design and support for the short, medium and long term.

The learning passport will identify the programme and record students' progress throughout their learning programme. Regular reviews will take place with the personal tutors. The assessment procedures will ensure any gaps in students' learning are identified and targeted to ensure narrowing the achievement gap for these students is effective.

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

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

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

All students, receive a comprehensive CEIAG plan will inform a personal support plan which prepares these students for further education, employment or training.

For students who are on short term programmes, their mainstream destination will be identified on entry so that a clear exit strategy will be put in place. These students will have their programme mapped to their destination school and support package put in place to ensure successful re-integration. This will allow a seamless transition from the Solihull Alternative Provision Academy to mainstream.

## **D2: Measuring pupil performance effectively and setting challenging targets**

The Leadership Team of the school lead by the Head Teacher will include the Deputy Head and the Curriculum and Progress Leader. In conjunction with Trustees and Governors it would be expected that this team drive standards upwards for all students attending the Solihull Alternative Provision Academy. Targets must be challenging for all and be delivered in an environment of challenge and support celebrating every success but ensuring gaps in learning are effectively tackled to ensure no child is left behind and that the SAP Academy meets its targets effectively. We will support every student to develop their true potential and make a positive contribution to their community as they progress towards adult life.



In order for the Solihull Alternative Provision Academy to reach targets a robust target setting, analysis and monitoring systems must be in place. This will involve stakeholders in all aspects of the monitoring to ensure rigour and accuracy.

Solihull Alternative Provision Academy will achieving targets through regular weekly monitoring of planning, attendance, behaviour, progress checks and ensuring accountability measures are in place.

We will expect:

- All students have achieved L1 English and Mathematics by the end of Year 11.
- All students make 3 levels of progress in English and Mathematics from KS2 to KS4.
- All students progress from Year 11 onto further education, employment or training.
- Attendance is at minimum of 95%.
- There is no permanent exclusion.
- All students achieve a vocational qualification.
- All students successfully achieve the targets set out in their learning passport.
- All students complete a personal development programme.
- All teaching to be graded as 'good with outstanding features' or 'outstanding'.
- Ofsted judgements of at least good and working towards outstanding.

Monitoring and evaluation is crucial to ensure consistent application of standards across the Academy but also to ensure teaching is high quality, robust and active ensuring progress is at the heart of every student's lesson.

The school will also be subject to Ofsted inspections. There will be a 1-year and 3-year school improvement plan. Monitoring will take place to ensure targets are being met. This will include:

- Quality of teaching and learning: this will include robust systems which carry out the following - lesson observation, work scrutiny, data analysis, regular monitoring of students learning passports, regular reports on students. All of these processes will be directly linked to the performance management of every staff member and inform their staff development.
- Pupil attendance and behaviour: MIS system will be used to provide daily behaviour and attendance points. The monitoring of rewards and sanctions across the school will provide data to the Leadership Team which will be used during the performance management of staff. An integral aspect of the progress leader's role and responsibility will be to track individual student progress.
- Pupil enjoyment of school: this will be measured through the pastoral system which will include questionnaires, regular interviews with personal coaches and

regular dialogue and questionnaires with parents/carers. Lesson observation will also provide information about students' enjoyment.

- Finance monitoring: the Business/Finance Manager will provide a financial report half-termly to the Leadership Team and Governors. This includes partnership Trust QA audit carrying out a complete review of the school once a year. Providing challenge and support.
- Commission an Ofsted inspector once a year to complete a full Ofsted inspection ( )
- Self-evaluation will be a rigorous, continual and on-going process which will inform plans for school improvement as well as providing information to all stakeholders.
- Termly reports to Governors on all aspects of the school including financial and students' matters.

Where students are not making the relevant levels of progress they will be provided with 1:1 or smaller group tuition to target their specific needs.

Accountability for Success will be visible throughout the academy with the Head Teacher being regularly held accountable to the School's Governing Body. All staff will have clear job descriptions which will outline their roles and responsibilities and how this will be monitored and evaluated. All staff will be accountable to the Head Teacher / Principal. Members of the Governing Body will have responsibility for overseeing the above areas.

All staff will be performance managed through a clear line management structure and held accountable for the outcome of students in their area of responsibility. Performance management would be performance related.

Every staff member will be expected to promote a safe, well-ordered and caring learning environment, where high quality education is being delivered to all students. All staff will support students to develop their individual potential for growth, self-worth and self-control through experiencing outstanding teaching, clear and consistent guidance and support.

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

A student council will be established to take account of students' voice and include students in all aspects of school life including target setting. Daily briefings will take place with all staff. This communication is paramount to devolve the accountability

across the academy. Every member of staff, every student, every parent/carers and every stakeholder has a responsibility to work together to achieve outstanding results for these young people.

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

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

The Solihull Alternative Provision Academy's Behaviour and Attendance Policies will include the following:

Promoting good behaviour, positive relationships and good attitudes to learning through consistent application of standards. Our aim is to encourage all students within the school to:

- Learn to develop an understanding of the ways their behaviour affects other people.
- Learn to respect the reasonable needs, wishes and feelings of others.
- Learn to control and take responsibility for their behaviour.
- Learn to develop a responsible, supportive and caring attitude towards other people.
- Learn to develop a respect for property and for their environment.
- Consider the impact that their behaviour has upon learning.
- Understand that a partnership between home and school exists in order to promote acceptable behaviour in school.

Within the Behaviour Policy clear guidance will be provided on the following areas:

Appropriate and Inappropriate Behaviour

To help the young people to achieve these aims, guidance will be given about which behaviours are supportive and helpful and make the school a better place to be and to outline which behaviours are not acceptable.

These will be grouped into four target areas:

- Respect for people
- Respect for property
- Engaging in all curriculum tasks
- Remaining in appropriate curriculum areas

To encourage students to develop an awareness of their own behaviour and its effects

on others and to help them develop mature and thoughtful self-control, all staff will use a variety of strategies based on the following beliefs:

- That appropriate and supportive behaviour should always be acknowledged, valued and rewarded.
- That student's self-esteem should be enhanced. This will include developing the social and emotional aspects of every student.
- That inappropriate behaviour will be challenged.

The principle strategy that we will use to value and regard appropriate and supportive behaviour will be a daily points system. Bonus points totalled during each day go towards providing a reward at the end of the day and each term. Rewards will be awarded on a hierarchical basis and each student will be clear on what they have already achieved and what their next targets are. This will be recorded in each students learning passport and be regularly discussed with their personal coaches.

The school will regularly use informal rewards to acknowledge the value of appropriate positive behaviour and these will include:

- Verbal praise from staff
- Certificates
- Praise letters sent home to parents
- Specific individual praise from the staff in assemblies
- Informal rewards – additional bonus points

### Discouraging Unacceptable Behaviour

Inappropriate behaviour will need to be challenged within an understanding, caring and supportive context, but equally recognise that at times the acting-out behaviours of the students can be extreme enough that the challenge will need to be very structured and very direct.

This would involve students being given an initial warning, however, if the student continued to misbehave they would have to be removed from the learning environment so as not to disrupt the learning of the others. Any student who has to be removed from a lesson would be accompanied to a cool down zone with a personal tutor where they will be taught in isolation.

All staff will be thoroughly trained on positive behaviour management. They will be encouraged to use a range of strategies which are supportive and helpful to the student in enabling them to recognise the gravity of the difficulties that their unacceptable behaviours present in order that they should develop an understanding as to why their

behaviour may well be viewed as inappropriate. Strategies in order to achieve this might include:

- Verbal challenge and reprimand from staff.
- Isolation and detention.
- Discussion of incidents with a senior member of staff.
- The recording of the incident on the School Incident Sheets.
- Discussion of the difficulty with individual parents and carers.
- Using behaviour contract.
- Debating bonus points in order to pay for deliberate damage.

### Serious Incidents

Behaviour of a serious or criminal nature, such as physical assault on another person, major damage to property, or other matters that could be construed as criminal acts, may be reported to outside agencies, including the police.

Behaviours such as those highlighted may also result in students requiring physical intervention. All staff will be trained on how to carry this out in an appropriate manner. This will be underpinned by a clear positive physical intervention policy.

### Maintaining High Levels of Attendance

We will endeavour to provide an environment where all students feel valued and welcome.

For a student to reach their full educational achievement a high level of school attendance is essential. We will consistently work towards a goal of 100% attendance for all students. Every opportunity will be used to convey to students and their parents or carers the importance of regular and punctual attendance.

Each year the school will examine its attendance figures and set attendance/absence targets. These will reflect both national and Solihull attendance targets. The school will review its systems for improving attendance at regular intervals to ensure that it is achieving its set goals.

The school will have an attendance policy which will contain within it the procedures that the school will use to meet its attendance targets. This will include strategies such as:

- Morning registration will take place at the start of school at 8.30am. The registers will remain open for 30 minutes.
- Clear guidance on how the school will respond to first day absence and third day absence.
- Continuing absence will result in letters being sent to families and after 10 days this will be reported to the EWO service.

- In cases where a student begins to develop a pattern of absences, the school will try to resolve the problem with the parent/s/ carers.
- It is important that on return from an absence that all students are made to feel welcome. This should include ensuring that the student is helped to catch up on missed work and brought up to date on any information that has been passed to the other students.
- The school will use opportunities as they arise to remind parents/carers that it is their responsibility to ensure that their children receive their education. The Home/School agreement will be used in this way.
- Holidays during term time will not be allowed. Parents will be reminded of the effect that absence can have on a student's potential achievement.
- The school will use the points system to reward students who have good or improving attendance.

Behaviour and Attendance Policies will be reviewed annually by Governors following consultation with staff, students, parents and carers.

Behaviour and attendance are inextricably linked on impact to each other. In order that high attendance and good behaviour are maintained the schools Anti- Bullying, Teaching and Learning Policy and other statutory policies will be linked to the Behaviour and Attendance policies to ensure compatibility.

Staff will be expected to be good positive role models to all students. Promotion of good behaviour and attendance will be the responsibility of all staff. Everyone will be held accountable. This will be monitored through the line management structure and ultimately via the Head Teacher to the Governing Body. This will be reported to parents/carers annually.

All parents/carers will be provided with a handbook on Code of Conduct. There will also be advice and guidance provided to parents on how inappropriate behaviour is managed. Parents/carers will be given the opportunity to access positive behaviour management classes/parenting classes. In addition all parents will be regularly reminded that good attendance and punctuality is vital if their son or daughter is to achieve the targets set within their learning passport.

Personal tutors will carry out home visits where necessary to support parents and carers of students who are refusing to attend.

## Section D3: Staffing Structure

The staff structure at full capacity will be as follows:

- Head / Principal Designate
- Deputy Head / SENDCO (FT)
- 3 Curriculum Leaders ( English, Maths, Science) (FT)
- Finance Manager (PT)
- 8 Teachers (FT) – Vocational
- 7 TA / Mentor / Personal Coaches / Tutors (TTO - these staff will carry out outreach work and support students offsite)
- 2 Administration (TTO) – 1 PA and Finance Clerk
- Facilities Manager (FT)
- ICT technician
- Cleaner/Lunchtime supervisor
- Science Technician (TTO)

**Table 1:** Calculating teaching staff required at 100% intake

Year	No of groups (10 students per group)	Total No. of teaching periods (25 teaching sessions/ 5 FT a)	No of groups out at college. (6 sessions a day)	No of sessions off site	No. of sessions on site	No of FT teachers needed per year
2017/2018	9	270	2 groups Yr. 10 and Yr. 11	12 sessions off site	258	8+ 1 DH 3 Curriculum leaders teach 20 + form Each teacher 25 lessons

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

The Principal has been calculated on the Leadership scale and has been benchmarked against similar Head Teachers pay that would be running a similar school with comparable student numbers. [REDACTED]

[REDACTED]

The Deputy Head Teacher will be appointed [REDACTED]  
This person will be the SENDCO and be the designated Child Protection Officer. They will have half a teaching timetable and will support the Principal Designate. [REDACTED]  
[REDACTED]  
[REDACTED]

The Curriculum Leaders (Mathematics, English and Science) would be appointed on a [REDACTED] Accounting for movement to the [REDACTED]  
They would teach 22 periods on a 30 period week which will allow them time to carry out their Leadership duties [REDACTED]  
[REDACTED]

Teachers will be appointed [REDACTED] We have therefore allocated this figure to cover the costs of teachers. Teachers will teach an average of 25 periods a week on a 30 period week timetable [REDACTED]  
[REDACTED]  
[REDACTED]

Finance Clerk. We contacted 3 local secondary schools and looked at the TES job website to [REDACTED] for employing a full time Bursar to support the development of the school. The Bursar will ensure its financial viability and prepare financial reports for the board of trustees. This person will be responsible for all HR and payroll duties [REDACTED]  
[REDACTED]

[REDACTED] Alternative provision Free schools – EBN Academy

Personal Coaches. We have contacted 3 schools within the network to find out what the pay scale is for Personal Coaches. We have averaged this out and gone for the [REDACTED] so we can get staff of sufficient experience to work in this specialised area.

Administration we would appoint these on a TTO basis. We have contacted 3 schools within the network to find out what the pay scales, Pension contribution and NI contributions are. There will be PA appointed as [REDACTED]  
[REDACTED]

Support Staff have been benchmarked against a similar established Alternative Provision Free School actual costs.

- IT Manager [REDACTED]
- Science Tech [REDACTED]
- Facilities Manager [REDACTED]



- Cleaner/ Lunchtime supervisor [REDACTED]

Although we are very confident that we will fill the available places as outlined below, we have done a sensitivity analysis in the event that we have a 10% drop in expected intake for any one year. As the Local Authority have agreed to support the free school by commissioning places however should we see a drop in numbers we would see this as having a serious effect on income and we would address this as a management issue. This would be addressed by the Principal Designate to improve income and reduce expenditure. A risk register will be maintained and a plan will be in place to mitigate these risks. This plan would include:

- Carrying out a marketing exercise would be done to increase the uptake of student places at Solihull Alternative Provision Academy.
- All variables in the non-pay expenditure would be reduced by 10%.
- If the issue continued into year 2 we would have to reduce staffing.

To avoid any major redundancy costs, we would look to appoint teaching staff as either secondments or temporary full time. We would have terms and conditions within all contracts that gave a 2 month notice period instead of a designated date within each term.

Please see Table 2 for the outline of the required staffing structure if the school was at 90% capacity.

Teaching Assistant / Personal Tutor: Each Teaching Assistant / Personal Tutor will have a case load of 18 students each. If there was a reduction of 10% intake this would mean there would only need to be the following teaching assistants employed.

Year 1 = 81 students = 4 TA's (case load would have to increase to 20 students a week with one teaching assistant having 21 students)

**Table 2:** Staffing requirements at 90% capacity

Yr	No of groups (10 students per group)	Total No. of teaching periods (30 sessions a week)	No of sessions covered by college placements	No of session to be covered in house	DH	CL x 3 (22 sessions a week each)	T (27 sessions a week each)	No of FT teachers needed per year
1	8	240	12	228	13	66	162	

--	--	--	--	--	--	--	--	--

D4 – The particular needs of the children coming to the school have been carefully considered and will be met appropriately

## **Section D4: ensuring the particular needs of the children coming to your school have been carefully considered and needs will be met appropriately.**

A crucial part of the success of students at the Solihull Alternative Provision Academy and ensuring that no child is left behind centres on ensuring that baseline assessments are completed fully and expediently. This will then inform the learning passport and the pathway each individual will follow.

### **Induction process**

New students will undergo initial assessment and will be assigned a mentor and placed on a 4 week induction report. Form tutors will monitor these reports daily and identify any additional needs and support that may be needed and added to learning passport. Form tutors communicate this to parents twice a week.

Form tutors will update CLM – Collaborative Learning Manager System to ensure home schools are kept informed of progress and attendance and induction and on-going progress.

The range of qualifications will include GCSE's in the progress 8 subjects, accredited recognised qualifications such as BTEC's.

The flexibility within the timetable will allow students to access courses which meet their different needs and interests. A wider range of courses will be accessed through the partnership with the network of schools, colleges and other partners.

A broad and balanced curriculum offer will be achieved by working in collaboration with partners such as other schools within the network, FE and HE partners, Solihull College, businesses and Work Based Learning Providers.

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

The initial assessment consists of:

- a) BKSB online baseline assessment in English and Maths
- b) Reading and spelling tests

- c) Attitude to learning goal
- d) Personal learning checklists showing gaps in learning generated for each subject and provided to each teacher.
- e) Generation of a learning passport

Regular reviews will measure success and inform any adjustments that need to be made to the personalised programme for any particular student. This will map out the learning journey for every student to Post-16 and beyond.

The learning passport will identify the programme and record students' progress throughout their learning programme. Regular reviews will take place with the personal tutors. The assessment procedures will ensure any gaps in students' learning are identified and targeted to ensure narrowing the achievement gap for these students is effective.

The Solihull Alternative Provision Academy is committed to inclusion and to the ten principles that underpin the Every Child Matters, the Change for Children Programme and the five Every Child Matters outcomes. No child left behind. We will meet the need of students who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school. Students requiring equipment due to impairment will be assessed in order to gain the support that they require.

We recognise that students learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many students, at some time in their school career, may experience difficulties which affect their learning and we recognise that these may be long or short term.

We aim to identify these needs as they arise and provide teaching and learning contexts that enable every student to achieve to his or her full potential.

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

The Solihull Alternative Provision Academy will:

- Ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively.
- Ensure equality of opportunity for, and to eliminate prejudice and discrimination against students with special educational needs.

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

The pastoral care will be delivered through the tutorial system with every student assigned a personal tutor. There will be a designated Child Protection Officer who will be the Deputy Head Teacher. Students will have one tutor period which is split between am and pm each day where they will be able to meet with their personal tutor. All teaching and support staff will contribute to the tutorial system. Every group will have assemblies once a week.

There will be a SENDCO who will have specific roles and responsibilities outlined in the attached job description. (See appendix)

There will be 9 tutor groups. Teaching groups will be arranged into Year 9, Year 10 and Year 11. Within each year group students will be organised according to their ability and prior experience and teachers will differentiate accordingly. Tutor time will be an addition to the taught curriculum and will take place daily. It will provide opportunities to develop social and emotional aspects of learning, IAG including meetings with personal tutors/coaches, and opportunities to learn in different and less structured environments.

Teaching groups will be structured to reflect the 'working at levels' of students in each subject area and this will be determined through initial assessments and induction programme. There will be a maximum of 10 students per teaching group and in most cases there will be two adults present, a teacher and a support member of staff. Students will be monitored and supervised at all times.

## Section E: Evidence of need – part 1

	Year 1				Year 2			
	A	B	C	D	A	B	C	D
<b>Key Stage 1</b>	0	0		0	0	0		0
<b>Key Stage 2</b>	0	0		0	0	0		0
<b>Key Stage 3</b>	20	20		100%	20	20		100%
<b>Key Stage 4</b>	70	70		100%	70	70		100%
<b>16-19: commissioner referred</b>	0	0		0	0	0		0
<b>16-19: student applications</b>	0	0		0	0	0		0
<b>Totals</b>	90	90		0	90	90		0

### E1: Valid evidence that there is a need for this school in the area (for pre-16)

We have secured support from the Local Authority as commissioners of the places available. See letter of support.

Schools Forum have also pledged their support in the development of the Solihull Alternative Provision. (Email of support).

The top up funding has been agreed with Solihull Local Authority and discussions with Head Teachers have taken place securing their support also.

This Free School will be a core component of the emerging strategy that puts young peoples' readiness for adulthood and employment at its heart.

Collaboration of providers extends beyond the Borough boundary and an excellent partnership which has been developing with Birmingham East Network of Secondary

schools over the past 6 years. Many of the children resident in this area attend Solihull Schools and increasingly the schools work together to identify alternative options for children and young people at risk of exclusion. This includes cross border referral panel moves and a close relationship with the EBN Free School.

As a local authority there is no alternative provision in South Solihull therefore highlighting the desperate need for the Solihull Alternative Provision Academy. This is presented a crisis which is seen in the high volume of permanent exclusions.

As Solihull Heads and Principals group we have identified that if our referral panel process has not re-engaged the students by Year 9, disaffection becomes entrenched and a different approach is needed beyond the confines of the mainstream school. This is evidenced by the limited number of successful referrals that have taken place between January 2014 and May 2015, where only 13.3% of referrals have been successfully integrated into another placement. As South Solihull has no alternative provision the permanent exclusion rate shows a dramatic rise in 2014/2015 with potentially an additional 64 students becoming permanently excluded. This gives a total of 151 students needing alternative provision.

One of the core aims of the free school is to develop a range of learning opportunities that allow early intervention, prevention and secure engagement in a more innovative way. This provision has the potential to drastically reduce the number of fixed term and permanent exclusions within the area. By including Year 9 this will allow opportunities for early assessment of need and appropriate learning programmes and interventions that will lead to appropriate progression routes on to further education opportunities which may include mainstream education.

The needs of students will become apparent or change throughout the year so the programmes will need to be designed specifically for individuals to allow for a 'roll on, roll off' model of delivery. This is particularly important if reintegration back into mainstream is appropriate for students.

This school will work with parents, support services which would include The Health Authority, Youth Offending Team, voluntary groups, Social Services, Police, local businesses, Further Education and Higher Education and other community groups.

## **E2: Valid evidence that there is a need for this school in the area (for post-16) -NA**

### **E3: Clear plans to manage referrals**

The Local Authority will be supporting the need for 90 places. (see letters of support and commitment from Local Authority and Schools Forum).

We are making the following evidence based assumptions.

Admissions will be received through a referral system via the admissions committee from local schools and the Local Authority. There will be a number of Year 7 and Year 8 students who are showing a level of disengagement from mainstream provision which is placing them at risk of permanent exclusion (see tables below). These students could be referred to the SAP Academy for a Sept 2017 start in Year 9 and Year 10. The data referred to also shows the high level of need for Alternative Provision across the targeted cohort. (See highlighted section of table 1.)

There will be a series of in year admissions for those students arriving new to Solihull in Year 10 and Year 11 and who fit the SAP Academy admissions criteria. Local schools will also be able to refer Year 10 and Year 11 students in year due to their behaviour/disengagement placing them at risk of permanent exclusion.

This provision is being established to meet the needs of a discreet cohort of young people within the Solihull area and so this will be reflected in tightly defined admissions criteria and referral routes to ensure that they have priority of access in cases of oversubscription. See table below for admission numbers for each age group.

Year group	2017	2018	2019	2020	2021
Yr 9	20	20	20	20	20
Yr 10	30	30	30	30	30
Yr 11	40	40	40	40	40

Where there is spare capacity access will be widened to allow other local students to access the provision. The close links we have established with Solihull Schools and the wider East Birmingham Network will enable us to work cross border and develop a village of Alternative Provision that will support and provide quality alternative provision across a significant area of Birmingham, and Solihull.

The Solihull Alternative Provision Academy is not intended to replace current Local Authority provision. It will establish a new type of provision to fill a gap identified by schools working together through collaborative Heads, Principals and Solihull Local Authority.

There will be no formal admissions application process for parents instead a system of referrals will be established. Evidence based referrals will be accepted from Schools or Local Authorities in the following circumstances:

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

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

1. Children in the care of the Local Authority on the role of one of the Solihull Area Schools.
2. Other children on roll at one of the Solihull Area Schools
3. Children in the care of the Local Authority resident in the South Solihull catchment area.
4. Children resident in the Solihull catchment area without a school place.
5. Other children resident in the Solihull Authority
6. Any other children

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

The Solihull Alternative Provision Academy will receive referrals from an already established referrals committee that meet every 5 weeks to discuss referrals. The referral committee will consist of:

- The Principal of the Solihull Alternative Provision Academy
- The Chair of the Solihull Heads and Principals group.
- Designated Deputy Head Teachers from each of the secondary schools within the Solihull network.
- Solihull College Principals
- Admissions and Appeals representative from Solihull Local Authority.
- Solihull Inclusion and Support Services. (SISS)



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

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

This referral committee will abide to its statutory obligations to abide to the Admissions Code. No application will be considered without parental consent and appropriate evidence of previous interventions.

## **F1 The necessary experience and credentials to deliver the school to opening**

**See Form F1 a and b**

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

Name	Member core	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time
██████ ██████	Y	Solihull	██████ ██████████ ██████	Head teacher currently. Please see skills matrix	10 hours
██████ ██████	Y	Solihull	██████ ██████████ ██████████ ██████	Head teacher currently. Please see skills matrix	10 hours
████ ██████ ████	Y	Solihull	██████████ ██████████ ██████████	Head teacher currently. Please see skills matrix	10 hours
████ ██████ ██████	Y	Solihull	██████████ ██████████ ██████████	Lead for SEND, Admissions, 14 – 19	10 hours

				Please see skills matrix	
■■■■■ ■■■■■	Y	Solihull	■■■■■ ■■■■■ ■■■■■	Head teacher currently. Please see skills matrix	10 hours

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

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

Skills/experience missing	How you plan to fill the gap
Surveying	We would look to outsource this via the local authority or private company when needed.
Primary and Nursery Sector	We would outsource local support from infant and primary schools
Health Services	The academy would recruit a community Governor linked to Health Services.
Financial Management	The academy would recruit a Governor with financial experience – if this was not possible we would out-source this to the local authority or other provider.

## **F2 A governance structure, roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school.**

All the members, directors/trustees and project manager who are already involved in this proposal have a vast amount of experience in setting up and running schools, academies and alternative provision. Within the directors of the company there is a wealth of experience which covers the following areas:

- Academy Principals
- Mainstream Secondary Head Teachers. – Reference outstanding/good schools who have had good/outstanding Ofsted inspections.
- Retired Head Teachers with mainstream secondary and secondary BESD experience (with prior experience of running alternative provision).
- FE and HE expertise
- Business, Finance and Legal expertise with particular experience in setting up federations, companies and academies.
- School Improvement Partners.
- Head Teachers with experience of BSF planning and implementation.

All members, directors/trustees and executive board members will be expected to follow the Seven Principles of Public Life i.e.

- Selflessness
- Integrity
- Objectivity
- Accountability
- Openness
- Honesty
- Leadership

The following outline provides the detail of the experience within this team and the management's structures that will support Solihull Alternative Provision Academy

Tier 1: [REDACTED]

There are three [REDACTED] who will be accountable for the performance of Solihull Alternative Provision Academy.

They are: [REDACTED] (see details below)

Tier 2: The [REDACTED].

The following are the [REDACTED] of the school.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

In the first stage a [REDACTED] acting in an associate position as it moves towards its first Ofsted.

[REDACTED] -

[REDACTED] employed by the entire [REDACTED] as the [REDACTED]. Previously to this she was the [REDACTED] which worked with schools, colleges and work based learning providers on quality improvement and staff development. [REDACTED] has managed many projects including LSC, ESF, LSN and STEMNET projects. She is a [REDACTED] and has delivered support across the country to schools, colleges and work based learning providers on teaching and learning and positive behaviour management strategies.

When appointed the Principal designate will also be a company director.

### Tier 3: Executive Committee

This will consist of:

- [REDACTED]
- Principal Designate: (To be appointed)
- Business / Finance Manager: To be appointed
- [REDACTED]
- Community Representative: To be appointed

The executive committee would out-source legal representation and any other specialist services when required.

Tier 4: Leadership Team of Solihull Alternative Provision Academy will consist of the:

- Principal Designate
- Deputy Head Teacher / SENDCO (designated Child protection officer)
- Curriculum Leader (English Studies)
- Curriculum Leader (Mathematics)
- Curriculum Leader (Science)

- Business / Finance Manager

The Solihull Head teachers and Principals partnership have already registered as a Company: Registration number: [REDACTED]

Governors will be appointed by the members of the company. A skills analysis will identify any skills shortage amongst these Governors and additional Governors will be co-opted onto the board to address any skills gaps.

### **Meetings**

The Board of Trustees will meet every 6 weeks. We are currently drawing on the network schools' finance and legal expertise at this stage.

No business will be conducted at any meeting unless one-tenth of the total numbers of directors with full voting rights are present. A clerk will be appointed to the Board of Trustees.

Each meeting of the Trustees will consider:

- a report of the financial position of the Free School, including its income and expenditure and financial commitments;
- whether adequate financial monitoring of the Free School's budget and activities is being undertaken;
- progress on any action identified to improve financial arrangements at the academy;
- Pecuniary interests declaration.
- significant contracts proposed to be entered into by the Free School,
- details of any significant matters affecting the Free School's staff;
- details of any significant matters affecting the pupils' welfare or education;
- details of any significant matters affecting the Free School's assets e.g. computers, cars, whiteboards etc;

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

- the Free School's goals and how they are being met;
- review of the management structure to ensure it is operating effectively;
- review of the performance of external providers eg colleges, services provided under Service Level Agreements;
- review and approval of the Free School's annual accounts and report of the trustees;
- review and approval of the financial budget for the following year;
- review and approval of the levels of insurance cover for the Free School's assets;

- findings made by the auditors and the auditor's management letter, and any other financial reviews, and consideration of what actions should be taken arising from their recommendations;
- Review of the risks to which the Free School is exposed and determination of whether systems are in place to mitigate those risks.

There is a commitment from the Solihull schools involved to allow the free school to access their bursars or financial leads in the initial stages but a bursar will be appointed by Sept 2017.

In addition, the schools who have converted to Academies have also committed their support to all legal matters relating to the free school development plan where necessary. When needed qualified legal advice will be sought.

All Head Teachers have extensive human resources experience and training.

When necessary any further expertise will be bought in.

#### Point of Consideration

The following points will be considered when recruiting or accessing any additional services:

- Sponsorship: any sponsorship will not be tied to membership on the board.
- Gifts can be accepted however this will go through a due diligence process.
- Commissioning services: A tendering process will be carried out to obtain competitive quotes from at least 3 providers when contracts exceed [REDACTED]
- As the Solihull Alternative Provision Academy develops it is envisaged that other income streams will evolve as trading arms of the school.
- A pecuniary interest register will be set up and reviewed each year and requests at each board made to ensure there have been no changes.

Recruitment of appropriate directors will be a priority taking into consideration the skills matrix analysis and the skills gap form.

**F3a and F3b see forms.**

### **F3 (a) Proposed trustees**

Name	Member core	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time
██████ ██████	Y	Solihull	██████ ██████ ██████	Head teacher currently. Please see skills matrix	10 hours
██████ ██████	Y	Solihull	██████ ██████ ██████ ██████	Head teacher currently. Please see skills matrix	10 hours
████ ██████ ████	Y	Solihull	██████ ██████ ██████	Head teacher currently. Please see skills matrix	10 hours
████ ██████ ██████	Y	Solihull	██████ ██████ ██████	Lead for SEND, Admissions, 14 – 19 Please see skills matrix	10 hours
██████ ██████	Y	Solihull	██████ ██████ ██████	Head teacher currently. Please see skills matrix	10 hours

### **F3 (b) Skills gap following Opening**

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

Skills/experience missing	How you plan to fill the gap
Surveying	We would look to outsource this via the local authority or private company when needed.
Primary and Nursery Sector	We would outsource local support from infant and primary schools
Health Services	The academy would recruit a community Governor linked to Health Services.
Financial Management	The academy would recruit a Governor with financial experience – if this was not possible we would out-source this to the local authority or other provider.

#### **F4 A credible plan for recruiting a high quality principal during pre-opening**

The Principal has been calculated on the Leadership scale and has been benchmarked against similar Head Teachers pay that would be running a similar school with comparable student numbers. The Principle will be employed between at [REDACTED]

[REDACTED] It is important that the Solihull Alternative Provision Academy Secures a Principle with the necessary skills, determination and drive in order to ensure the SAP Academy moves to outstanding within the first 3 years of opening.

In order to do this a comprehensive recruitment programme would be delivered. We would anticipate that we would share the practice already in place from similar schools and learn from their experiences. The EBN Academy have now appointed 2 exceptional Principles and have much experience.

The timeline for appointment would begin in July 2016 with the development of Job descriptions and person specifications that reflect fully the aims and mission statement of the Solihull Alternative Academy.

Advertisements would begin in September 2016 with an anticipated closing date during the first week of October 2016. This would leave enough time to re advertise if the field does not meet our exacting high standards.



Interviews would take place over 2 days and involve a range of specialist panel interviews, activities such as an in-tray, role play, data analysis and individual leadership analysis.

The appointed Principle would be ready to take up the role in January 2017 during the pre-opening phase of development. This is reflected in the financial planning document and is represented by the leadership grant needed to cover the cost of the Principle's appointment from January 2017.

**F5 Educational track record (existing providers and any new applicants seeking to open more than one free school) NA**

**F6 (existing providers and any new applicants seeking to open more than one free school) NA**

**F6 (a) Shared services - NA**

**F6 (b) Shared services NA**

## Section G1/G2: Budget planning and affordability

To ensure budget planning is realistic and we match the affordability criteria all aspects of the financial plan have been benchmarked against national data and the actual costs of an alternative provision free school. The East Birmingham Network have supported us to develop a plan that matches the need for value for money but also meets the needs of the students within its school.

We are in a fortunate position where the [REDACTED] [REDACTED] This figure was based on benchmarking against actual costs of a similar free school and the funding that would be needed to deliver the curriculum outlined in the bid.

In planning the financial aspects of the proposal including staffing and curriculum the foremost consideration is to ensure we meet our aims and our vision:

The Solihull Alternative Provision Academy will be a safe, well-ordered and caring learning environment, which will deliver high quality education to all its students. We will support them to develop their individual potential for growth, self-worth and self-control through experiencing outstanding teaching, clear and consistent guidance and support.

The academic curriculum will fulfil our principal aim of providing access to a range of accredited qualifications as well as educational and social experiences, which will address the learning and emotional needs of our students. We will support every student to develop their true potential and make a positive contribution to their community as they progress towards adult life. We will cater for a range of abilities with a bespoke programme tailored to identify the gaps in learning in order to maximise potential and enable students to return to mainstream education at Post 16.

Each aspect of the subject planning was benchmarked against existing providers with the overriding need to deliver a common framework of accredited courses that will provide all students with quality first education enabling them to access post 16 education effectively.

Financial accounts will be audited each year and a report provided to the Board of Trustees. An annual budget will be completed which sets out the expected income and expenditure of the academy month by month over the budget period and the board of trustee will have to approve this.

The development planning process will be linked to the financial planning process to ensure that budgets are set to reflect the activity in SAP Academy.

The Board will meet every 6 weeks and consider the following:

- A report of the financial position of SAP Academy, including its income and expenditure and financial commitments;
- Whether adequate financial monitoring of SAP Academy's budget and activities is being undertaken;
- Progress on any action identified to improve financial arrangements at the academy;
- Significant contracts proposed to be entered into by SAP Academy,
- Details of any significant matters affecting the Free School's staff;
- Details of any significant matters affecting the pupils' welfare or education;
- Details of any significant matters affecting Solihull Alternative Provision Academy's assets e.g. computers, cars, whiteboards etc

Once a year are the following will be considered:

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

When mitigating risks and to ensure that following either a drop in student numbers or a lower top up figure than expected the following principals would be applied:

Staffing where possible would be reduced in accordance with the ratio of staff to students in the academy. In the first instance some support staff may be appointed on a temporary basis in order to secure the first successful year. This would avoid having to make redundancies.

Spending on non-staff expenditure would be reduced by 30%.

With capacity within the school we would be looking to broker places to a wider range of schools and maximising the local authorities surrounding the Solihull area. Local authorities such as Birmingham, Coventry and Warwickshire.

Budgeting restrictions on energy and other spending would be brought to a minimum and any out sourced provision would have to be re considered where possible.

## Section H: Premises

### First site

Preferred location would be in South Solihull. Ideally an existing school or premises that is centrally located and within easy travelling distance for students. Ideally it would have close proximity to the 5 subscribing schools to make ease of communication and the possibility of reintegration back into mainstream possible. We are working with Solihull Local Authority to secure premises that could be converted, or a vacant site that could be developed in the area.

We are in discussions with Solihull Local Authority who have identified a potential building which is likely to be vacated following school reorganisations. This is commercially sensitive at this time.

The Local Authority would lease the site to the Free School as it does with other Academies in the Borough.

Contact details:

██████████ Solihull Local Authority.  
The Council House, Manor Square  
Solihull,  
West Midlands,  
B91 3QY  
██████████

This is ██████████ that could easily be refurbished to provide high quality accommodation for the Free School. It has excellent access to public transport which will mean it is easily accessible for students from all parts of Solihull and East Birmingham.

### Second site

This would also be in South Solihull close to ██████████ It is currently not being ██████████ The site belongs to Solihull Local Authority and would lease the site to the academy.

This site would involve a new build for the Solihull Alternative Academy.

Contact details:

██████████, Solihull Local Authority.  
The Council House, Manor Square  
Solihull,  
West Midlands,  
B91 3QY  
██████████

# Annexes