



Department  
for Education

# Free school application form

Special free schools

**Published: December 2015**

Insert the name of your free school(s) below using BLOCK CAPITALS

**HIGH POINT ACADEMY**

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## The application form explained

Before completing your application, please ensure that you have read both the [background information and glossary document and the relevant assessment criteria booklet](#) carefully. Please also ensure that you can provide all the information and documentation required.

### Sections

#### Declaration

The declaration must be made by a company member on behalf of the company/trust. The declaration section is found in the Word application form. All applicants are required to complete this section in full.

**All applicants will need to complete sections A, B, C, E, H and I in full.**

For sections D, F and G, the information you need to provide will depend on the type of group you are. Please refer to the relevant section of the *background information and glossary document*; and the *assessment criteria booklet*, for the information your group should include in these sections.

**Section A** asks you for applicant details in the Excel form.

**Section B** asks you to outline your proposed free school(s) in the Excel form.

**Section C** asks you for detailed information on the vision for your school(s) and is to be completed using the Word form.

**Section D** asks you for detailed information on your proposed education plan(s) and is to be completed using the Word form.

**Section E** asks you to evidence that there is a need for the school(s) you are proposing in the Word form.

**Section F** asks you to demonstrate that you have the capacity and capability to open the school(s) you are proposing and is to be completed using the Word form.

**Section G** specifically asks about costs. This requires the completion of the relevant sections of the Excel budget template.

**Section H** asks for information about premises, and 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 Word form for this.

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

#### Submitting Sections A to H

The completed Word and Excel templates and the budget plans need to be submitted by email to the department by the application deadline to:

[FS.applications@education.gsi.gov.uk](mailto:FS.applications@education.gsi.gov.uk). Your email must be no larger than 9MB in size.

The Word template should be between 50 and 100 pages long (depending on which type of group you are); 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, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT. You may also hand deliver if you prefer.

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

### **Submitting Section I**

Section I, ie the Personal Information form, is required for each member, director, and principal designate who 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 by email alongside a copy of Section A (from the Excel template) to [due.diligence@education.gsi.gov.uk](mailto:due.diligence@education.gsi.gov.uk) stating the name of the school in the subject title.

### **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

Task to complete	Yes	No
1. Have you established a company by limited guarantee?	Yes	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where appropriate)?		
<b>Section A:</b> Applicant details	Yes	<input type="checkbox"/>
<b>Section B:</b> Outline of the school	Yes	<input type="checkbox"/>
<b>Section C:</b> Education vision	Yes	<input type="checkbox"/>
<b>Section D:</b> Education plan	Yes	<input type="checkbox"/>
<b>Section E:</b> Evidence of need	Yes	<input type="checkbox"/>
<b>Section F:</b> Capacity and capability	Yes	<input type="checkbox"/>
<b>Section G:</b> Budget planning and affordability	Yes	<input type="checkbox"/>
<b>Section H:</b> Premises	Yes	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	Yes	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	Yes	<input type="checkbox"/>
5. Have you included CVs in the appendices for all relevant individuals in the template provided and in line with the requirements set out in the criteria?	Yes	<input type="checkbox"/>
6. <b>Independent schools only*</b> : Have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>

7. <b>Independent schools only*</b> : Have you provided a link to your school's most recent inspection report and completed an externally validated self-assessment and governance assessment?	<input type="checkbox"/>	<input type="checkbox"/>
8. <b>Independent schools only*</b> : Have you provided the documents set out in the criteria document specifically around your current site?	<input type="checkbox"/>	<input type="checkbox"/>
9. <b>Re-applications only</b> : Have you changed you application in response to the written feedback you received, if you are re-applying after being unsuccessful in a previous wave, as set out in Section 4.4 of this guide?	<input type="checkbox"/>	<input type="checkbox"/>
10. Have you sent an email (of no more than 9 MB in size**), titled: <b>Free School Application - School Name: High Point Academy</b> with all relevant information relating to Sections A to H of your application to: <a href="mailto:FS.applications@education.gsi.gov.uk">FS.applications@education.gsi.gov.uk</a> before the advertised deadline?	Yes	<input type="checkbox"/>
11. Have you sent two hard copies of the application by a guaranteed delivery method such as 'Recorded Signed for' to the address below? Free Schools Applications Team, Department for Education, 3 <sup>rd</sup> Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT	Yes	<input type="checkbox"/>

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

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

Section I of your application	Yes	No
12. 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 who has not submitted one of these forms within the past 365 days; and</li> <li>• a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days</li> </ul> by emailing scanned copies of Section I forms to <a href="mailto:due.diligence@education.gsi.gov.uk">due.diligence@education.gsi.gov.uk</a> stating the name of the school in the subject title, including a full list of members, trustees, and the principal designate (if appointed); and a copy of Section A? (See guidance for dates and deadlines)	Yes	<input type="checkbox"/>

## Declaration

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


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

- the requirements outlined in the background information and glossary document;
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (eg safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and
- the School Admissions Code, the School Admissions Appeal Code and the admissions law as it applies to maintained schools. 16 to 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:** 

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

**Print name:** 

**Date:** 25.02.16

**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:

**Yes**

## Completing the application form

### **Section A – applicant details (use Excel spread sheet)**

This section will need to be completed by **all** applicants. Please:

- complete the Section A tab in the Excel spread sheet; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

### **Section B – outline of the school (use Excel spread sheet)**

This section will need to be completed by **all** applicants. Please:

- complete the Section B tab in the Excel spread sheet; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.



## Section C – vision

This section will need to be completed by **all** applicants. Please:

- use the space provided below; and
- provide one version of this section, referring to individual schools or circumstances if you are applying for more than one school;
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

**Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area**

## **Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area**

### **Rationale**

Academy Transformation Trust plan to establish a special secondary free school for 126 pupils with Complex Learning Difficulties and Disabilities (CLDD), predominantly Autism Spectrum Disorder (ASD), in Sandwell Local Authority (LA). The proposed ATT special secondary free school, High Point Academy, will accommodate pupils aged 11 to 19 years with CCLD.

Leaders in Sandwell LA are extremely supportive of ATT proposals for free schools in their area, and ATT have met regularly with the Directors of Learning and Inclusion, School Organisation, and Inclusion Support Services, in addition to staff in the Pupil Place Planning Department, to develop this proposal. A letter of support from [REDACTED] at Sandwell LA, [REDACTED], is included in Appendix.

[REDACTED] and [REDACTED], are also supportive of ATT's plans for new free schools in Sandwell, and ATT have a letter of support for this application from [REDACTED]. Also included in Appendix.

Pupils with CLDD include but not limited to ASD, Downs Syndrome, Attachment Disorder, Fragile X Disorder and Foetal Alcohol/Drugs Spectrum Disorder (FASD), pupils who have difficulties arising from premature birth and/or have rare chromosomal disorders. Many pupils with CLDD will have co-existing conditions such as Autistic Spectrum Disorder (ASD) and attention deficit/hyperactivity disorder (ADHD). CLDD pupils may also be affected by compounding factors such as multisensory impairment or mental ill health.

Sandwell secondary academies have on average 8.1% of pupils with Statement/ Education Health Care Plan (ECHP) which is considerably higher than the National average of 5.8%. Currently CLDD (ASD) is the largest sub group of SEND pupils in Sandwell and the number, as nationally, is rising year on year.

ATTs existing secondary academy in Sandwell, Bristnall Hall Academy, has 7.5% pupils with Statement/ ECHP – higher than the national average.

In Sandwell there are fifteen mainstream primary schools with a 'Focused Provision Unit' (FPU) for SEND, ten of these are for CLDD (ASD and Nurture). There are three secondary schools with a FPU for SEND, two of these are for ASD pupils with provision for 30 pupil places. Bristnall Hall Academy has one of these FPUs for secondary ASD pupils with provision for 25 pupils. This provision is currently vastly oversubscribed with 74 pupils with Statements/ECHPs.

There are also four Special Schools in Sandwell including the Westminster School (7-19) MLD, the Meadows Sports College (11-19) PMLD and challenging behaviours, the Orchard School (2-11) complex and profound learning difficulties including severe Autism and Shenstone Lodge School (5-16) BESD.

## **Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area**

All schools and academies within the LA are in support of High Point Academy with many Sandwell school and academy leaders have attend consultation High Point Academy and all being briefed at the regular LA Principal Briefings/Meetings.

*“I think your ideas are very exciting and we are very keen to have links with you”.*

Although the SEND provision in Sandwell is generally well regarded, it is evident that both greater mainstream and SEND pupil provision is urgently needed. Provision for SEND pupils is over capacity and the numbers of all secondary aged pupils in Sandwell is rising at an exponential rate. Sandwell LA requires an additional 19 additional forms of entry by 2019 and 30 forms of entry by 2024. As mainstream figures increase in Sandwell so do figures for SEND – with over 10% of the population having ASD.

Parental engagement and demand for places at High Point Academy have been high. ATT have collected 100% of signatures for the first and second years of opening (proposed opening date 2017), from parents and carers choosing this school as their first choice for their child(ren).

To meet the current and on-going demand in the local area ATT are proposing that High Point Academy would open to Years 7, 8, 9 and 10 in September 2017.

High Point Academy will provide the solution to a number of local SEND provision issues. Additional in-borough special school provision would reduce the number of pupils placed in high-cost out of borough provision, provide more suitable education for pupils placed in mainstream provision whose places become less suitable as they get older and those without places altogether.

High Point Academy, will:

- Meet a pressing need for special school places in its locality
- Provide specialist expertise in educating pupils with CLDD
- Expand the range of choices available to Sandwell parents and carers with children with SEND
- Reflect proven local demand for this particular SEND Secondary Free School provision
- Serve a highly disadvantaged community
- Provide value for money in terms of both capital and running costs

Sandwell LA are extremely supportive of the proposed special free school. ATT leadership and Free School Project Team have consulted and regularly reported to Sandwell LA, specifically the LA Inclusion Support Services teams and the School Organisation and Pupil Planning teams to ensure that this proposal meets the needs of Sandwell pupils.

The LA have regularly reported positively to all Sandwell schools about the ATT free school proposals and shared information on these proposals on their intranet.

**Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area**

Sandwell LA wish to commission all 126 places at High Point Academy and have indicated that they would be keen to work with ATT on another CCLD secondary school at an appropriate time should this application be successful.

*“We confirm that we agree there is a need for the type and size of proposed provision in the local area”.*

ATT has a total of twenty academies, ten primaries, one all through and nine secondary academies that are based in the Midlands, the East of England and the South East.

Four of ATTs secondary academies are in the Midlands and two of these academies have successful oversubscribed units for pupils with ASD. These are Bristnall Hall Academy in Sandwell and Pool Hayes Academy in neighbouring LA Walsall.

Bristnall Hall Academy is the most improved secondary school in Sandwell, with results above the national average. They are highly regarded for their inclusive approach to learning and for their FPU for pupils with autism and have had proven success in working with SEND pupils and their families in the local area.

High Point Academy will be under the leadership of Bristnall Hall Academy [REDACTED], as [REDACTED]. Bristnall Hall Academy Governing Body will also be LGB for High Point Academy. Links will be made between the two academies in terms of curriculum, facilities and staffing.

*“High Point Academy will provide a world class education for Sandwell children and will give them access to high quality teaching and resources. Pupils will be able to follow a curriculum that is tailored to meet their individual needs.*

*At Bristnall Hall we are proud of our inclusive culture and the collaborative work between the two schools will enhance this.”*

Elmwood Special School in Walsall (Ofsted Good with Outstanding Leadership), a special school for pupils aged 11-16, with behavioural emotional and social difficulties, has also expressed an interest in joining the academy and is expected to join the Trust shortly.

High Point Academy will be able to draw upon the skills and expertise of staff at Bristnall Hall Academy in addition to the Trust and other neighbouring ATT academies with SEND expertise.

**Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area**

**High Point Academy Vision**

ATT vision for High Point Academy is:

***‘To deliver a rich inclusive curriculum in a caring environment where pupils (and families) feel safe and happy, where life skills are developed and where high achievement and attainment is celebrated’.***

‘High Point Academy’ will deliver high quality education to young people with CLDD (predominantly ASD) to improve their educational outcomes and access to social opportunities. It will be an inclusive school where every pupil is valued and supported to achieve as full and independent a life as possible.

High Point Academy will be a 126 place special school, with 18 pupils in each year group from Year 7 to Year 13, for pupils aged 11-19 with CLDD. High Point Academy will work closely with Bristnall Hall Academy to deliver a rich and personalised curriculum for all CCLD pupils - in both academies.

By linking High Point Academy with Bristnall Hall Academy ATT will be able to provide a cost-effective and integrated educational environment for CLDD pupils in the local area, utilising a common Trust, [REDACTED] and [REDACTED] structure.

*“Disabled students and those who have special educational needs, supported by the academy’s specialist resource provision, do well in developing their academic, personal and social skills”.*

ATT Bristnall Hall Academy, Ofsted November 2014

CLDD pupils are often disengaged from learning and school life, and those in mainstream education can often find it difficult to deliver curriculum entitlement and to develop appropriate educational strategies to meet these pupils needs. High Point Academy will enable pupils, who may have not necessarily had a positive experience of education, to enjoy success and reach their potential in a small specialised nurturing environment.

The intake for High Point Academy will be for CLDD pupils that are not ‘secondary ready’ [Typically P6 to L3/L4C on entry]. Bristnall Hall Academy FPU will be for ‘secondary ready’ pupils with ASD.

ATT intend that High Point Academy be located within [REDACTED] of Bristnall Hall Academy so that collaboration can take place between the two schools. Potential sites have been identified and communicated to the Education Funding Agency (EFA).

High Point Academy has a clear vision for success. The academy will have high expectations of staff, parents/carers and pupils. It will be a place where pupils are happy, confident and successful, secure in the knowledge that each one is a valuable member of society and has the ability to make the world a better place for themselves, their families and others.

## **Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area**

High Point Academy will set clear expectations and boundaries that allow pupils of all abilities equal opportunities to achieve their personal goals. Consistently inspirational teaching and support, set against a background of state-of-the-art facilities and coordinated systems and structures designed to meet the needs of CLDD pupils, will lead to a high level of pupil aspiration and achievement.

Pupils who attend High Point Academy can expect to enjoy an outstanding education focused on producing confident, capable, highly literate, numerate and optimistic pupils with advanced ICT and communications skills.

High Point Academy will adopt the ethos and values of ATT that are:

- All children deserve a first class education
- All schools can be transformed to being judged as outstanding
- All pupils can and should leave education well prepared for their life ahead academically, personally, emotionally and professionally
- All ATT staff feel valued and supported in reaching their full professional potential

High Point Academy will be a place where every pupil is known as an individual and all pupils are encouraged to have a clear sense of value and self-belief and a passion for learning. The academy will be committed to raising pupil aspirations in order that they may achieve the highest levels of academic attainment and personal development, thus improving their life chances and overall welfare.

In addition to providing an inspiring place for learning High Point Academy will be a place where pupils are supported, nurtured, encouraged in their own personal development and given the skills to flourish at the school and beyond. It will provide a long term, sustainable education for pupils and families in order for them to acquire skills and strategies for lifelong learning and independent living within the context of the community in which they live.

High Point Academy will set the highest standards for inclusion, accessibility, education and achievement. Learning will be challenging, exciting and innovative, equipping pupils with levels of knowledge, skills and understanding to live happy, successful and independent lives.

High Point Academy will be a place for:

- Celebrating the diversity of young people
- Encouraging, engaging and motivating pupils
- Developing skills for learning, skills for employment and skills for life
- Ensuring that learning is relevant and transferable
- Promoting active real life learning

High Point Academy policies and practices will have inclusion, learning and respect embedded within them.

**Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area**

In terms of outcomes the High Point Academy will:

1. Achieve high levels of progress and attainment resulting in outstanding achievement for all pupils
2. Achieve high standards of behaviour and attendance
3. Contribute to the social capital of the local community
4. Improve pupil and family well being

Key Performance Indicators for the intended outcomes are shown below:

<b>Achieve high levels of progress, achievement and attainment</b>	<b>Achieve high standards of behaviour and attendance</b>
<ul style="list-style-type: none"> <li>• A high percentage of pupils making more than expected progress each year</li> <li>• All pupils leave with accreditation or qualifications for all subjects taken</li> <li>• All pupils achieve success in their personal development targets</li> </ul>	<ul style="list-style-type: none"> <li>• Community groups report positively on the behaviour of the pupil in and around the school. No cases of poor behaviour, bullying or antisocial behaviour</li> <li>• Attendance over 95% with under 0.5% unauthorised year on year (Sandwell LA 2015 95.9% attendance with 1% unauthorised)</li> <li>• 100% attendance at governor meetings</li> <li>• 100% attendance at parents/carer meetings</li> <li>• Staff attendance above 95%</li> </ul>
<b>Contribute to the social capital of the local community</b>	<b>Pupil and family well being</b>
<ul style="list-style-type: none"> <li>• All pupils leave equipped with 'life skills'</li> <li>• 100% pupils go onto meaningful education, training or employment</li> <li>• The community at large is aware of the contribution the academy makes to community well-being and reports positively about the academy</li> <li>• There are positive examples of the school working with outside businesses as part of the curriculum offering</li> <li>• There are positive examples of the school agencies to support the community</li> <li>• There are positive examples of adult community learning using academy facilities and The Trust FE provision</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil year groups report that their peers feel safe and supported</li> <li>• There are no reports in the record book of bullying or antisocial behaviour</li> <li>• All SEND pupils are supported through their ECHP and targeted support to achieve their full potential</li> <li>• An ethos of caring, sharing and supporting others pervades through the whole school and is supported by all</li> <li>• Parents value the support they are given in assisting in their child's learning</li> <li>• Parents and carers have access to training and qualifications using the academy and The Trust FE provision</li> </ul>

## **Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area**

ATT are a leading multi academy trust committed to transforming the learning opportunities and aspirations for their pupils, and the communities in which they live. The ATT mission is to provide the very best education for all pupils and the highest level of support for staff to ensure every pupil leaves their academy with everything they need to reach their full potential in life.

*“The sponsor has provided a good level of challenge and support to academy leaders. As a result of this intervention the effectiveness of all aspects of the academy’s work improved”.*

ATT Bristnall Hall Academy, Ofsted November 2014

ATT believe that they can help meet the need for SEND places within the LA and deliver an outstanding academy that is well suited to the needs of the pupils, their families and the community which they serve.

ATT are:

- Rooted in the community, representing parents and a range of stakeholders
- Committed to working in partnership with local schools and the LA
- Able to offer cost-effective local solutions to high cost Special Need placement
- Able to draw upon a wide range of proven educational, financial and school building expertise
- Ready and able to deliver, run and sustain a new special free school efficiently and effectively
- Committed to making sure that everyone has access to the same levels of opportunity with access to high quality teaching and facilities

With improvements across all of their secondary academies and a highly successful academy in the LA ATT are confident they can replicate this and deliver a highly successful special secondary free school in Sandwell.

*“We believe every child matters and deserves a first class education. Our team knows firsthand how to make education better for schools, pupils and teachers. For us, the future of UK education relies upon schools working closely together to share best practices, giving every child the best chance in life. We set up ATT to make this vision a reality”.*

Academy Transformation Trust



## Section D – education plan: part 1

This section will need to be completed by **all** applicants.

Please:

- use the table below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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.

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 2017, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2017	2018	2019	2020	2021	2022	2023
Year 7		18	18	18	18	18	18	18
Year 8		18	18	18	18	18	18	18
Year 9		18	18	18	18	18	18	18
Year 10		18	18	18	18	18	18	18
Year 11			18	18	18	18	18	18
Year 12				18	18	18	18	18
Year 13					18	18	18	18
Totals		72	90	108	126	126	126	126

## Section D – education plan: part 2

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

If you are applying for more than one school and they will all be similar, please provide one version of this section, referring to individual schools or circumstances, where relevant. If schools will be different, you may find it simpler to provide more than one version of this section.

**All** applicants will need to complete the table of subjects and hours. Please use the table below.

### Key Stage 3

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
<b>KS3 CORE</b>			
English	4 hrs. 35 mins	<b>Mandatory</b>	Discrete lesson (5 lessons at 55 mins) (Also Literacy across curriculum embedded throughout all subjects).
Mathematics	4 hrs. 35 mins	<b>Mandatory</b>	Discrete lessons (5 lessons at 55 mins)
Communication Skills		<b>As required</b>	Speaking and Listening. AEL.
Physical Education	4 hrs.	<b>Mandatory</b>	Discrete lessons
<b>KS3 STEM – delivered through (Skills Based and) Project Based Learning</b>			
Science	4 hrs.	<b>Mandatory</b>	Delivered through Project Based Learning (PBL) - STEM
Computing			
Design and technology (graphics)			
<b>KS3 CREATIVE – delivered through (Skills Based and) Project Based Learning</b>			
Humanities – Geography and History	4 hrs.	<b>Mandatory</b>	Delivered through PBL - Creative
Art			
Music			
Design and technology (Inc. food technology and horticulture)			
Religious Education			
Languages		<b>Voluntary</b>	Delivered at BHA
<b>KS3 Extension</b>			
Extension Curriculum	3 hrs.	<b>Mandatory</b>	Extension Curriculum – Life Skills, Learning Skills including PCSHE
Start Right	2 hrs. 05 mins	<b>Mandatory</b>	Tutor Group time including PCSHE (5 x 25 mins daily)
<b>KS3 Enrichment</b>			
Enrichment Curriculum		<b>Voluntary</b>	Including breakfast clubs, lunch and after school clubs and residential visits
<b>KS3 Total Hours</b>	<b>26 hrs. 15 mins</b>		

## Key Stage 4

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
<b>KS4 Core</b>			
English	4 hrs. 35 mins	<b>Mandatory</b>	5 lessons at 55 mins (Also Literacy across curriculum embedded throughout all subjects).
Mathematics	4 hrs. 35 mins	<b>Mandatory</b>	5 lessons at 55 mins
Physical Education	4 hrs.	<b>Mandatory</b>	Discrete lessons
Communication Skills		<b>As required</b>	Speaking and Listening. AEL.
<b>KS4 Options</b>			
Computing – Digital Media	1 or 2 options @4 hours each	Option	Suite of Options available for KS4 and KS5. At High Point Academy – Horticulture, Digital Media, Catering, Performing Arts and Sports Leadership.  Other options available at BHA for those pupils that can access the curriculum including Languages <i>*some pupils will remain on KS3 model curriculum rather than pick options at KS4 depending on ability and interests.</i>
Art		Option	
Design and Technology		Option	
Horticulture		Option	
Catering		Option	
Performing Arts (Dance/drama)		Option	
Sports Leadership			
<b>KS4 Extension</b>			
Extension Curriculum	3 hrs.	<b>Mandatory</b>	KS4 Extension Curriculum – Life Skills, Learning Skills – including PHSCE and RE - Workplace Skills and learning
Start Right	2 hrs. 05 mins	<b>Mandatory</b>	Tutor Group time including PCSHE.
<b>KS4 Enrichment</b>			
Enrichment Curriculum		<b>Voluntary</b>	Including breakfast clubs, lunch and after school clubs and residential visits
<b>Total Hours</b>	<b>26 hrs. 15 mins</b>		

## Key Stage 5

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
<b>KS5 Core</b>			
English	4 hrs. 35 mins	<b>Mandatory</b>	5 lessons at 55 mins (Also Literacy across curriculum embedded throughout all subjects).
Mathematics	4 hrs. 35 mins	<b>Mandatory</b>	5 lessons at 55 mins
Communication Skills		<b>As required</b>	Speaking and Listening. AEL.
<b>KS5 Options</b>			
Computing – Digital Media	2 options @6 hours each	Option	Suite of Options available for KS4 and KS5. At High Point Academy – Horticulture, Digital Media, Catering, Performing Arts and Sports Leadership.  Other options available at BHA for those pupils that can access the curriculum including Languages
Art			
Design and Technology			
Horticulture			
Catering			
Performing Arts (Dance/drama)			
Sports Leadership			
<b>KS5 Extension</b>			
Extension Curriculum (including Workplace Learning)	3 hrs.	<b>Mandatory</b>	KS5 Extension Curriculum – Life Skills, Learning Skills – Workplace Skills including PHSCE and RE, College and workplace learning
Start Right	2 hrs. 5 mins	<b>Mandatory</b>	6 <sup>th</sup> Form Group time including PCSHE.
<b>KS5 Enrichment</b>			
Enrichment Curriculum		<b>Voluntary</b>	Including breakfast clubs, lunch and after school clubs and residential visits
<b>KS5 Total Hours</b>	<b>26 hrs. 15 mins</b>		

All applicants will need to complete this section you will give us different information depending on which type of group you are.

### **D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

The vision High Point Academy is *'to deliver a rich inclusive curriculum in a caring environment where pupils (and their families) feel safe and happy, where life skills are developed and where high achievement and attainment is celebrated'*.

High Point Academy, a special academy in Sandwell for pupils aged 11 to 19 years with CCLD (predominantly ASD), will provide a wide range of support to enable these vulnerable pupils and their families to play a full part in academy and community life.

ATT want all pupils to feel safe, secure and valued within High Point Academy and within their community. To feel they have something to offer and the drive to achieve their goals and targets.

The inclusive policies and practices at High Point Academy will meet the needs of all pupils with SEND and disability. All Government guidelines, including in the Code of Practice, the Disability Discrimination Act 2005 and the Disability Equality Duty will be understood and implemented as well as regard to LA guidance.

#### **Meeting the Needs of CLDD Pupils in Sandwell**

Pupils with CLDD include ASD, Downs Syndrome, Attachment Disorder, Fragile X Disorder and Foetal Alcohol/Drugs Spectrum Disorder (FASD) and pupils who have difficulties arising from premature birth and/or have rare chromosomal disorders.

Many pupils with CLDD will have co-existing conditions such as ASD and Attention Deficit/Hyperactivity Disorder (ADHD). CLDD pupils may also be affected by compounding factors such as multisensory impairment or mental ill health. An overview of CLDD types and learning characteristics of pupils with these special needs is outlined below and in attached Appendix.

As part of the consultation process for High Point Academy, ATT has collected 100% of signatures for first and second year of opening from local parents and carers of pupils with a Statement/ECHP plan for CCLD (for first and second year of opening date September 2017).

From these collected signatures the pupil cohort for High Point Academy would be approximately 65% ASD with 8% Attachment Disorder, 7% Global Delay, 3% Downs Syndrome, 17% other.

Knowledge of the different types of CLDD, the behaviours they present and strategies that have been successful (according to the latest research and best practice from ATT special academy units) have been used to design a curriculum that will meet the needs of all CLDD pupils.

**D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

**CLDD Type and Learning Implications**

**Autistic Spectrum Disorder (ASD)** - Covers a range of conditions on Autistic spectrum including Asperger's syndrome. More than 10% of the population [figures from National Autistic Society].

**Foetal Alcohol Spectrum Disorder (FASD)**- Currently the leading known cause of learning disability (British Medical Association, 2007). The characteristics of FASD pupils depend on timing and dosage of maternal alcohol consumption during pregnancy. Damage to the central nervous system results in changes to the structure of the brain and permanent damage to organs and bones can occur.

**Attention Deficit Hyperactivity Disorder (ADHD)** - Characterised mainly by extreme inattention, hyperactivity and impulsiveness. Pupils with ADHD often have some co-existing conditions, such as autism, dyslexia, speech and language difficulties and anxiety disorder.

**Fragile X** – Can cause learning difficulties from mild to severe including, social communication difficulties, speech and language difficulties, attention and emotional difficulties, behaviour problems, developmental delays and sensory integration difficulties. It is estimated that 25–35% of pupils with Fragile X have an additional diagnosis of ASD and 70–90% boys/30–50% girls with Fragile X will have ADHD.

**Attachment Disorder** - Disorders of relationships which may present in both child and/or parent or caregiver. There are a number of attachment patterns, and insecure patterns that may also be symptomatic of other disorders.

**Mental Health Problems** - Studies suggest that 20% of pupils have mental health problems at some point and one in ten have a clinically recognisable mental health disorder (CAMHS, 2004; BMA, 2006). Amongst pupils with learning disabilities, the prevalence of mental health problems has been found to be significantly higher. *'For every five children with special needs we know that three will have a mental health problem.'* [REDACTED]

Pupils at High Point Academy will not only have different special needs but they will also be of varying abilities. Although attainment for the majority of pupils attending High Point Academy is likely to be low (non 'secondary ready' pupils) it is expected that there will high achievers – particularly Aspergers pupils. Provision will be made with Bristnall Hall Academy for curriculum support for these pupils.

Through this close working relationship High Point Academy will be able to offer personalised curriculum pathways for all pupils in all subjects, regardless of ability. It is planned High Point Academy will be close in location to Bristnall Hall Academy, [REDACTED] and that 2 minibuses would transport pupils to and from academies.

## **D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

### **High Point Academy Day, Term and Year**

High Point Academy will be open 39 weeks, 190 compulsory days and will synchronise holiday dates with Bristnall Hall Academy and other schools and academies in Sandwell.

High Point Academy will operate an extended day, open from 08:30 for breakfast club, with registration for all pupils beginning at 09:00 and timetabled lessons taking place to 15:45.

After academy clubs and activities will be available for all pupils until 16:45. This extended day will allow the academy to have a rich curriculum, life skills lessons and enrichment activities. ATT believe an extended academy day is particularly important for CLDD pupils to provide a curriculum that will equip pupils for living successful independent adult lives.

Breakfast will be available in academy from 08:30 to 9:00 for those pupils who were unable to eat before leaving home or for those who prefer eating at academy. Staff will join pupils during breakfast to support the development of life skills.

At 9:00 all pupils will begin the day in their Nurture Groups (Year 7) and Tutor Groups (Year 8 onwards) for registration and 'Start Right'.

Start Right allows pupils to prepare for the day, with structured discussions and activities designed to reduce any anxieties and concerns pupils may have – these may be home related or have arisen from the journey into academy for example.

Year 7 pupils will remain in their Nurture Groups throughout the day. From Year 8 onwards pupils will be in Class Groups for curriculum lessons.

Generally English and mathematics will be taught in the morning with STEM and Creative subjects taught through a skills' and project based learning approach in the afternoon.

Assemblies will take place in Nurture Groups and Tutor Groups, Key Stages and for the whole academy. These assemblies will be timetabled and regular to provide routine but will range from Tutor Group size to whole academy - this allows pupils to experience situations with different pupils, many of which will be outside of their normal academy day experiences.

Lunch in the academy dining room between 12:30 and 13:15 and again will offer valuable curriculum learning and life skills experiences.

There will be break times in the morning and afternoon. Supported activities such as gardening club and ball skills will be available activities for pupils.

Staff will plan and involve themselves these break and lunch time activities in order to engage pupils and develop their social skills.

Enrichment Activities will take place at the end of each day, from 15:45 to 16:45 and pupils will be allowed to self select activities or they may be encouraged to attend by a member of staff.

**D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

**Nurture, Encourage, Support and Flourish**

In addition to providing an inspiring place for learning High Point Academy will be a place where pupils are supported, nurtured, encouraged in their own personal development and given the skills to flourish at the academy and beyond.

High Point Academy will ensure that every pupil is known as an individual and encouraging all pupils to have a clear sense of value and self-belief and a passion for learning.

<p><b>NURTURE</b></p> <ul style="list-style-type: none"> <li>• Provide a safe and supportive learning environment, enabling pupils to reach their full academic and personal potential</li> <li>• Helping pupils to develop respect, tolerance and a sense of responsibility towards each other, the academy and the community</li> </ul>	<p><b>ENCOURAGE</b></p> <ul style="list-style-type: none"> <li>• Encourage pupils to work alongside others in preparation for adult life</li> <li>• Provide choices and challenges in order to maximise potential and build upon individual strengths and interests of pupils</li> </ul>
<p><b>SUPPORT</b></p> <ul style="list-style-type: none"> <li>• Support pupils in developing and maintaining positive relationships, promoting an understanding of their own and others' well being</li> <li>• Provide parents and carers with the necessary skills to extend and enhance their child's learning</li> </ul>	<p><b>FLOURISH</b></p> <ul style="list-style-type: none"> <li>• Guide pupils towards independence and a deeper understanding of the world in which they live</li> <li>• Promote and celebrate individual success and help pupils integrate into the wider community</li> </ul>

**Personalising Learning - Individual Learning Profiles (ILPs)**

CLDD are a distinctive group of pupils requiring teachers and staff to make 'personalised' professional responses to the individual learning needs and develop teaching strategies which embrace them as learners.

Pupils with CLDD present teachers and staff with a range of issues and combination of layered needs. For example, mental health, relationships, behavioural, physical, medical, sensory, communication and cognitive.

CLDD pupils need informed specific support and strategies, which may include multi disciplinary input, to help them engage effectively in the learning process and to participate actively in classroom activities and the wider community.



## **D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

Recognising pupils with CLDD unique and changing learning patterns High Point Academy will offer a curriculum and teaching and learning strategies that:

- Enable achievement and attainment to be maximised
- Is personalised to an individual level and needs
- Challenges and supports at the right level
- Creates a positive learning environment in which pupils are nurtured and supported
- Develops pupils' confidence and self-esteem
- Allows targets to be set, understood and reinforced
- Ensures resources are allocated to need

Each pupil at High Point Academy will have an Individual Learning Profile (ILP) and this will be informed by continual assessment of pupil's attainment, skills and behaviours. ILPs will be reviewed daily led by named teacher (Tutor Group) and involving other staff, agencies and parents/carers and the pupils as appropriate.

ILP management and ongoing assessment for learning will enable both staff and pupils to play a full part in gathering and evaluating evidence and planning next steps in learning.

There will be an aspiration for all pupils to achieve appropriate targets within the curriculum. These will include not only academic success but also in the development of the key traits of independent living, development in their confidence and their ability to communicate.

Assessment for learning will be an integral part of day-to-day learning and teaching at High Point Academy. It will be carefully planned at the same time as programmes and experiences, so that it reflects the learning, provides an emerging picture of progress and achievement in skills for all pupils.

Well-designed assessment for learning will help pupils understand why their skills are important, how they are developing and how they can be used across the curriculum and in their lives in and outside the classroom. Assessment of skills will need to be sufficiently flexible to meet the needs of all pupils.

For all skills, including skills in health and wellbeing, pupils own evaluations of their learning through self- assessment will make an important contribution to recognising and reporting their achievements.

ILPs will be accessed online through High Point Academy learning platform. This will allow for multi layers of information to be stored. All staff will be able to access appropriate layers of information as needed and their role dictates.

In addition to providing appropriate information for staff the learning platform will also allow pupil and parents/carers to access to information.

## **D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

### **Inquiry Framework for Learning**

High Point Academy will adopt the SSAT Inquiry Framework for Learning as a tool for educators in exploring and developing personalised learning pathways for pupils with CLDD.

The Inquiry Framework for Learning supports an approach which focuses on increasing pupil's engagement in learning in different areas of need, through a process of discussion and reflection. It is a tool to stimulate reflection, discussion and proactive intervention, in a way which is personalised to each pupil with CLDD.

The learning needs of pupils with CLDD are so complex that no 'off the peg' approach will meet their educational needs. Taking an engagement approach allows teachers and staff to personalise learning to a deeper level by matching the pupil's educational experience to their learning strengths and interests supporting them to learn effectively and make good progress. The Inquiry Framework for Learning is organised in two sections:

- Individual Learning Profile
- Inquiry Areas

Pupil ILPs will provide information on individuals needs, their strengths and barriers to learning, their relationships with other pupils and staff and other information that is key to ensuring they are ready to learn.

ILPs will help in the planning of Inquiry Areas for the pupils learning. Inquiry Areas will note a pupil's particular passions, interests and strengths so this can be build on in the planning of lessons – including English and mathematics in addition to the project based and extended learning opportunities. High Point Academy will at all times try to build on the strengths and interests of pupils to get maximise engagement in the learning.

'Inquiry Areas' also provide a starting point from which teachers can begin to build a personalised learning pathway for pupils in a systematic way. Under a series of twelve headings, questions are posed. The questions as a stimulation to further inquiry and support the engagement of the pupil. Inquiry Areas include:

- Engagement for learning
- Behaviour for learning
- Teaching and learning
- Improving life chances
- Communication and Interaction
- Sensory perception and processing
- Emotional well-being and mental health
- Social
- Identity, self advocacy and independence
- Health and physical wellbeing
- Motor skills
- Environment

## **D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

For each area teachers and staff can use the Inquiry Framework for Learning questions to support their planning and teaching:

- How can I put this in a context that will engage the pupil?
- How will others input into this (e.g. education colleagues, colleagues from other disciplines, the pupil's family, the pupil themselves)?
- In what ways will I find out more about difficulties and solutions for the pupil?
- In what ways will I adapt the pupil's environment, experience or activity, etc.?
- How will I monitor this to see if it makes a difference for the pupil?
- If it is successful, how will I share this with others who work with the pupil?

High Point Academy will use the Inquiry Framework for Learning progress and audit tools to capture progress towards successful strategies.

### **Family and Interdisciplinary Profiles**

To get the widest perspective, alongside the Individual Pupil Profile there will also be a family profile and an interdisciplinary profile.

- Family profile - for use with families to gain an insight into the pupil at home
- Interdisciplinary profile - for use with other professionals involved with the pupil to ascertain a thorough overlook of them in different situations and environments

### **Engagement Profile and Scale**

High Point Academy will also use the Engagement Profile and Scale model also developed by SSAT. This allows teachers and other staff to focus on the pupil's engagement as a learner and create personalised learning pathways. It prompts pupil-centred reflection on how to increase the pupil's engagement leading to deep learning.

*Engagement is the single best predictor of successful learning for children with learning disabilities. Without engagement, there is no deep learning, effective teaching, meaningful outcome, real attainment or quality progress.*

Engagement is multi-dimensional encompassing:

- Awareness
- Curiosity
- Investigation
- Discovery
- Anticipation
- Persistence
- Initiation

By using these seven indicators of engagement, teachers will be supported in asking questions such as: 'How can I change the learning activity to stimulate curiosity?' 'What can I change about this experience to encourage to persist?'

## **D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

The adaptations made and the effect on the pupil's level of engagement will be recorded, together with a score on the engagement scale. From this it will be possible over time to chart the success of interventions and adjustments for individual pupils, noting the effect it has on their level of engagement. This information will be added to the pupils Individual Learning Profile (ILP) which holds key information to inform all staff of the individual needs of individual pupils.

The Inquiry Framework for Learning and Engagement Profile and Scale is currently being piloted by staff and pupils in the Focused Provision Unit at Bristnall Hall Academy. Feedback to date is positive and the benefits include quality of planning and pupils' engagement in learning activities.

### **Team Around the Child**

High Point Academy will use a Team Around the Child model – with each pupils having the support of a core team, including a senior leader, a Tutor Group/class teacher, Learning Support Assistants (LSAs) and the academy Speech and Language Therapist (SLT), Occupational Therapist (OT and Social Worker as required.

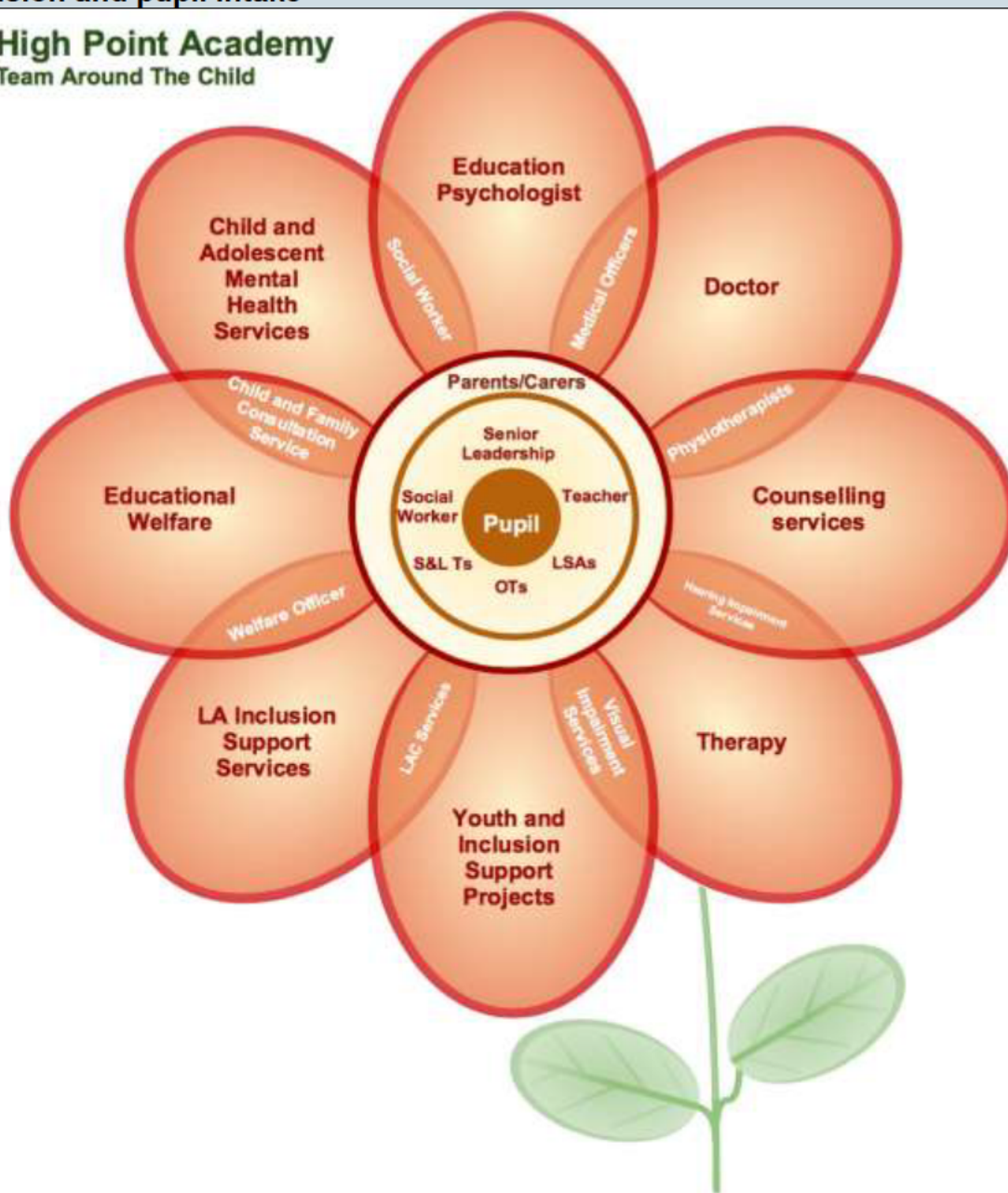
This core team will be active part of a wider team of multi-disciplinary professionals including educational psychologist, doctor, social services, educational welfare, youth and inclusion support projects, therapy and counselling services – a Team Around the Child.

The most vulnerable pupils at High Point Academy will benefit greatly from the support of external agencies. When necessary, colleagues from the following support services will be involved. These will include:

- Educational Psychologists
- Medical Officers
- Speech and Language Therapists
- Physiotherapists
- Hearing and Visual Impairment Services
- Child and Adolescent Mental Health Services
- Child and Family Consultation Service
- Social Worker/Welfare Officer

**D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

**High Point Academy**  
Team Around The Child



(Full size copy of image in Appendix)

Excellent working relationships and communication with each of these external agencies will ensure that the highest quality provision is implemented across High Point Academy and that all pupils and their families are supported.

Senior leaders at High Point Academy will be responsible for regularly communicating with external agencies and arranging meetings and reviews as required.

In order to fully meet the needs of all pupils, additional external services, will be purchased from, or provided by, the LA or other providers as needed.

## **D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

### **Organisation of Learning**

The atmosphere at High Point Academy will be one of supportive collaboration where pupils feel that their needs are being effectively met and all are making progress together.

Pupils in Year 7 will be in a Nurture Year Group, where pupils in one group for all of their lessons, a primary model for teaching and learning. This is to support the transition between primary and secondary and help pupils in adjusting, adapting and feeling safe, happy and secure whilst learning in their new environment.

From Year 8 onwards pupils will be taught in Tutor Groups and Curriculum Class groups.

All groups will be of no more than 9 pupils with a minimum of three members of staff, one qualified teacher and two LSAs. Classes will be supported by the academy Speech and Language Therapist (SALT), Occupational Therapist (OT), Social Worker and senior leadership where appropriate.

Care will be taken to ensure that all groups are balanced in terms of academic ability, gender, the specific needs of individual pupils and friendship groups.

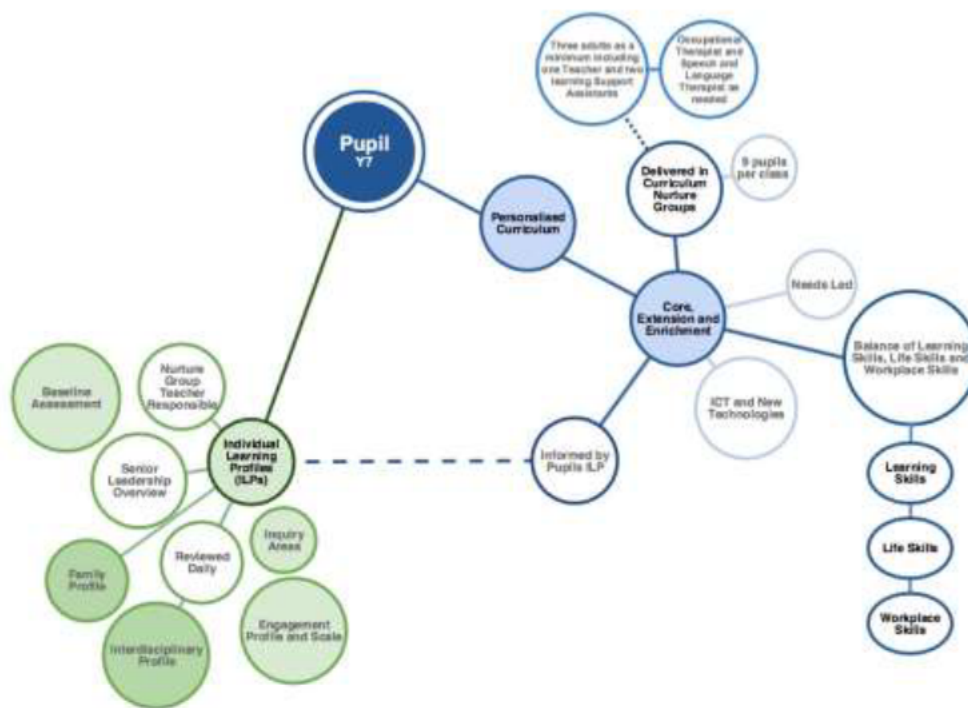


### **Year 7 - Nurture Year Group**

A senior leader will work with colleagues from feeder primary schools to create the Nurture Groups prior to pupils coming to High Point Academy.

Specific issues relating to the placing of individual pupils with particular needs will be given due consideration and may include issues such as friendship groups, parental and primary school requests as well as academic ability.

## D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake



(Full size copy of image in Appendix)

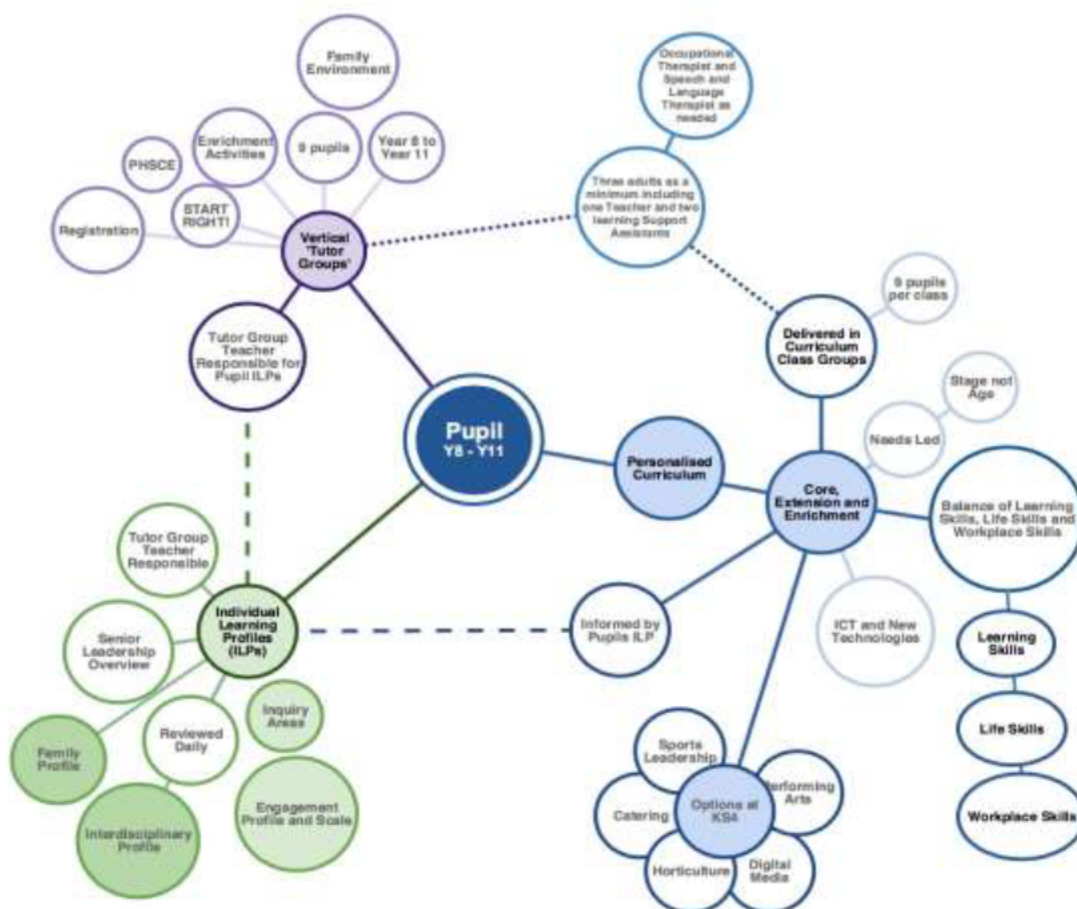
### Yea 8 – Year 11 Tutor Groups

High Point Academy will have vertical Tutor Groups with pupils from Year 8 to Year 11 in them. These Tutor Groups will meet in the morning, just before lunchtime and for some PHSCE and Enrichment activities. They will provide a family style learning environment where pupils of all ages learn together, take different roles and develop as individuals.

Tutor Groups start the day together for Registration and Start Right activity. Pupils will also rejoin their Tutor Group just before lunch, giving staff time for working with group on skills, Start Right again if required and group celebrations of pupils individual or group successes. Use of open learning spaces/zones outside classrooms will be fully utilised in an organised and routine manner within Tutor Group periods.

Pupils will take on increasing roles and responsibilities within these Tutor Groups as they progress throughout the academy and become more independent in their learning. Roles and responsibilities given will be matched to needs and abilities of individual pupils.

**D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**



(Full size copy of image in Appendix)

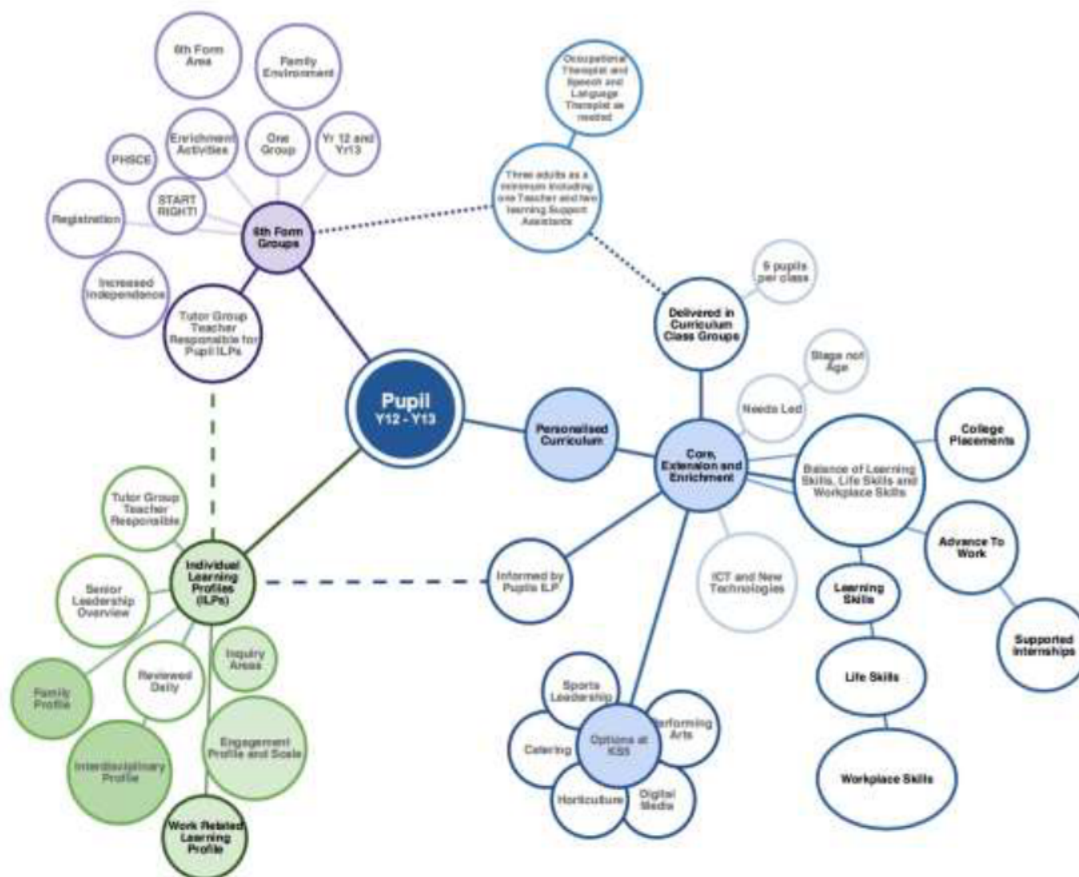
**6<sup>th</sup> Form Groups**

When entering Year 12 pupils will join a 6<sup>th</sup> Form Group. This larger group of 18 pupils will have access to the 6<sup>th</sup> Form room and open learning spaces where will be supervised by a senior leader, a teacher and four LSAs. In the second year there will be two 6<sup>th</sup> Form Groups.

Although supported by senior leaders, staff and teachers the 6<sup>th</sup> Form Group will be given the opportunity to become more independent- for example free time in the 6<sup>th</sup> form room or taking on responsibilities around the academy.



## D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake



(Full size copy of image in Appendix)

### Curriculum Class Groups

As pupils progress into Year 8 pupils will be grouped for English and mathematics in the morning and project based learning (STEM and Creative) in the afternoon.

High Point Academy will adopt a 'stage not age' approach to planning Curriculum Class Groups. Pupils will be grouped according to ability and needs. This differentiation will also take place at class level also ensuring a truly personalised curriculum delivered at the appropriate level is achievable for all pupils.

### High Point Academy Curriculum

High Point Academy will deliver a personalised curriculum that promotes academic success and supports the personal, social moral & spiritual well being for all CLDD pupils.

High Point Academy will aim to develop each individual pupil so they are supported and challenged with a personalised curriculum tailored to their needs in accordance with their needs and abilities. The curriculum will be broad and balanced with the expectation that the quality of teaching will be good or outstanding and that learning progress all pupils will exceed expectations relative to the National Data sets.

## **D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

High Point Academy curriculum will:

- Promote and secure good levels of attainment and progress of all pupils regardless of their disability or SEND
- Be broad in terms of developing learning skills, life skills and workplace skills
- Develop pupils' skills that will enable them to be as independent as possible and live in their local community
- Be coherent and relevant to pupils
- Enable pupils to develop personal resilience and self-awareness
- Improve pupils' social and cultural skills and awareness
- Ensure that identified additional needs of pupils are met
- Use a full range of learning approaches available from both inside and outside the academy
- Exploit ICT and new technologies
- Be assessed in a variety of ways and for a variety of purposes

The curriculum at High Point Academy will be a totality of experiences - it will include the ethos and life of the academy as a community, curriculum areas and subjects, and opportunities for personal achievement. It will allow pupils to develop physically and mentally in a happy, calm, structured and supportive environment.

To ensure that CLDD pupils can access this curriculum, teachers and staff will use a variety of strategies, approaches and resources for teaching and learning. For example a project based learning will approach enables teachers to take pupils interests into account when planning and include real-life and work base skills to be developed as part of the projects.

High Point Academy will draw on best practice from a range of understood and well-researched strategies including the National Autistic Society **Structure, Positive, Empathy, Low arousal, Links (SPELL)** methodology in delivering their personalised curriculum for pupils. Other teaching and learning strategies, that have had proven success with CLDD pupils at Bristnall Hall Academy, will be used at High Point Academy include:

- **TEACCH** (Treatment and Education of Autistic and related Communication handicapped Children)
- **PECS** (Picture Exchange Communication System)
- Initial teaching of new skills in a one to one setting with subsequent generalisation to independent and group work settings
- Use of visual, experiential and concrete learning approaches
- Use of concrete examples and hands-on activities when teaching abstract ideas and conceptual thinking
- Introduction of unfamiliar tasks in a familiar environment when possible
- Use of organisational aids and visual supports to assist the pupil to attend to pertinent information
- Encouraging all pupils to have high expectations and positive attitudes to learning

## D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

### Curriculum Model - Core, Extension and Enrichment

Within the curriculum model there will be Core, Extension and Enrichment subjects and activities:

- **Core** – English, Mathematics, PE, PHSCE taught as ‘discrete’ lessons. Science, Design Technology, Art and Design, Humanities, Drama, Music and RE taught in STEM and Creative ‘project based lessons’. Languages (available at BHA)
- **Extension** – Life Skills, Learning Skills and Workplace Skills
- **Enrichment** – Clubs and designed activities



The Core and Extension Curriculum allows pupils to develop their academic skills alongside their social and personal skills. The enrichment curriculum supports both core and extension curriculum by providing depth, enjoyment and a variety of learning experiences.

#### Curriculum Core

The Core – English (Lang), Maths, PE, PHSCE as individual lessons and Science, Design Technology, Art and Design, Humanities, English Literature, Drama, Music and RE in project based lessons and Languages (available at BHA).

English (Language and Communication - Speaking and Listening) and Maths will be taught in discrete lessons throughout all Key Stages and pupils will be set according to ability and need.

A Project Based Learning (PBL) model will be used by High Point Academy for delivery of STEM and Creative subjects. Direct skills will be taught and developed and applied through PBL –as an approach to teaching and learning.

## **D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

### **Curriculum Extension**

The Extended Curriculum at High Point Academy allows time for continual development of skills for life, skills for learning and skills for employment for CLDD pupils.

Curriculum enrichment contributes a huge amount to pupils' enjoyment of school, builds a foundation for lifelong learning, and helps them acquire skills that will serve them well in adulthood.

High Point Academy will be committed to offering pupils as wide a range of experiences and activities as possible, to stimulate and extend their current thinking, reflect their interests and maximise their talents.

The inclusion of social skills, life skills and work skills in the curriculum will be timetabled and structured. Activities in these lessons will be appropriate to the needs and abilities of individual pupils.

Pupils will be helped to understand how their skills are developing, why they are important, and how they can be used across the curriculum and in their lives in and outside the classroom or academy.

Life Skills – Learning Skills –Workplace Skills include programmes such as:

- Titan - a scheme which has been designed to encourage young people to become safe independent travelers. This includes movement around the academy, walking on the pavement, crossing the road, use of zebra and pelican crossings, use of public transport including buses and trains
- Forest Academies – a specialised learning approach that sits within and compliments the wider context of outdoor and woodland education
- Supported Internships – a programme for special pupils to support entry into the workplace
- Advance2Work, Specialist Employability Support and Workchoice Programmes offered by Queen Alexandra College (QAC)

### **Curriculum Enrichment**

The Enrichment Curriculum at High Point Academy will be planned to add richness to the Core and Extended Curriculum and will be added to according to pupil needs, interests and take up.

Although pupils will be allowed to self-select activities and clubs, tutors will also suggest activities and clubs for individual pupils to take part in and encourage them to do so.

There will be several 'clubs' at High Point Academy. These will include:

- Clubs that run at lunch times and break times
  - Breakfast Club
  - Gardening Club
  - Buddy Club

## **D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

The language of club is used to reinforce that pupils are part of a group, part of a family that supports them and they are there to support others.

A full range of after-academy and homework clubs will be available and include study skills, social skills, music, arts, crafts, food technology and sports activities will be offered to enrich pupils' learning opportunities.

Holiday clubs and residential trips will also add to the curriculum at High Point Academy and will provide breadth, challenge and enrichment for pupils. These opportunities will also provide an element of respite for families.

High Point Academy want all pupils to experience a wide range of exciting and engaging activities that stimulate and extend their current thinking and interests. A rich experience beyond the compulsory curriculum will help pupils develop into mature, well-rounded adults with strong moral beliefs and a sense of purpose.

Enrichment activities not only extend educational opportunity, but they also engage pupils in the values of High Point Academy they also nurture different relationships to between staff and pupils.

### **Key Stage 4 and 5 Options**

At High Point Academy the options available to Key Stage 4 and 5 pupils will include both academic and vocational courses and will focus on the following areas:

- Computer Science/Digital media
- Horticulture
- Catering
- Performing Arts
- Sports Leadership

These options not only have benefits to pupils learning and health and well being but they also lead to viable routes of employment. Bristnall Hall options will be available to High Point Academy pupils who are able to access the level of learning.

An outline of approaches to teaching and learning for the four options named above, and their benefits to pupils, is given below.

### **Horticulture**

Horticulture improves the well being of the pupils in many ways. Benefits include:

- Physical health
  - Increase muscular strength, stretch muscles, tone underused muscles and improve co-ordination and balance
- Mental health
  - Increase autonomy and independence, outlet for stress, anger and emotional expression. Helps increase self-esteem, observation and attention span
- Social skills
  - Opportunity to interact with others, develop co-operation and team working skills, dealing with success and failure and be inspired by other

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people

- Curriculum
  - A tool to deliver and develop a range of curriculum areas including literacy and numeracy skills, science, art, technology, geography, PSHE and citizenship as well as work related learning, work experience and the ASDAN Award Scheme

The Royal Horticultural Society claims that teaching gardening to pupils with SEND has a positive impact on their development and that pupils have *'an improved level of participation in activities and a new level of responsibility for their own learning and progress'*. High Point Academy will run a range of Gardening Clubs including Fabulous Flowers and a Growing to Eat Club that links horticulture to catering and health. The academy will utilise resources from RHS School Gardening as resources to support pupils and teachers in these clubs.

High Point Academy will also work with Salop Road Allotments. Activities will include visits, to work experience, to experts from the Allotment Group coming into the academy to work with pupils on specific projects.

Typical activities in horticulture may include:

- Designing and implementing horticultural programmes with pupils
- Teaching individuals' horticultural tasks such as sowing seeds, setting out plants, moving compost bags, planting out, lawn mowing, soil preparation and pruning
- Helping individuals to record their tasks by writing simple summaries or drawing pictures
- Maintaining individual portfolios of evidence of work
- Helping individuals to develop confidence and self-esteem through their work and to enjoy working in the garden

### **Digital Media**

ASD pupils are more likely to be high users of technology (41% compared to 18% general population) and therefore it is important to ensure that these pupils experience being 'creators not consumers' of technology. For example, Claymation, 2-D animation, podcasting and digital story telling will give pupils an opportunity to express themselves in a creative way.

Being involved in the creation of something that can be shared, appreciated and interacted with by others gives immense achievement for pupils. A range of creative projects will require research, analysis, planning, logistics, team working, creativity, presentation, leadership, technical ability and film and editing skills.

Pupils at High Point Academy will have the opportunity to create their own digital magazines using professional grade publishing software, create their own visual productions using animation software as well as experience of video recording and editing.

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High Point Academy will work with local and national digital media companies, such as Discovery Education, to provide a stimulating and purposeful curriculum. Discovery Education has an unrivalled heritage in media and digital content creation for education purposes and are passionate about the power of technology to affect learning outcomes, engage pupils and ignite curiosity.

*"We are thrilled to be working with ATT in some of their academies and look forward to maximise learning opportunities for pupils in the proposed High Point Academy and help them on their journey from consumers to creative producers of focused digital content".*

### **Sports Leadership**

As part of health and wellbeing pupils in the Sports Leadership option will have opportunities to participate in physical activity and sport. By doing so, they will be able to build on the skills of co-ordination and movement they learnt in Physical Education, including balance, rhythm and sequencing, spatial orientation and reaction to visual and auditory stimulus.

The Sports Leadership option aims to provide an enjoyable, satisfying, broad and balanced programme, with opportunities for all pupils to develop physically, socially, emotionally and intellectually through well-structured activities.

Benefits include:

- Improving academic performance
- Enhancing physical and emotional health and wellbeing
- Improving attendance
- Improving behaviour and social relationships
- Developing character and employability skills
- Promoting healthy eating and living

### **West Bromwich Albion Foundation**

*"Bristnall Hall Academy has had a strong and long partnership with West Bromwich Albion Foundation on two fronts, Disability Sport and Triple A attendance scheme.*

*Working with West Bromwich Albion Foundation, Bristnall Hall has become a Pan Disability Centre of Excellence for football led by WBA coaches. We are very proud and privileged to be working with West Bromwich Albion Foundation on the Pan Disability programme".*

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All pupils at High Point Academy will have the opportunity to participate in the SMILE games, the National Academy Sports Week (Youth Sport Trust) and West Bromwich Albion Sports sessions and Pan Disability teams.

### **Catering**

In catering and food technology, the emphasis is very much on the practical elements, enabling pupils to gain experience and confidence in their culinary skills.

The teaching of Food Technology involves the development of important life skills taught through a practical context where pupils learn to apply knowledge, skills and understanding to prepare and cook good quality food products.

This option aims to stimulate creativity and innovation and to make the subject interesting and enjoyable to all pupils.

Benefits include:

- Enthuse pupils to understand the need for a healthy balanced diet and apply this knowledge to themselves and their lifestyle
- Encourage pupils to understand the need to adopt different approaches to food according to circumstance, time and place
- Enable pupils to have an understanding of the science of food
- Produce inspirational, confident and skillful cooks

### **Performing Arts**

Research demonstrates that involvement in the arts increases student achievement across all subject areas, as well as social and adaptive skills. Part of this is due to the multi-sensory nature of the arts: memory and cognition improve when academic content is combined with color-coding, movement, rhythm, sound phrases, textures and other sensory input.

Performing Arts at High Point Academy will enable pupils with particular difficulties to communicate and express themselves, and will provide an ideal environment to encourage pupils to work together and to develop trust and friendships.

Benefits include:

- Developing self-expression
- Practicing life and workplace skills
- Improving speaking and listening
- Helping coordination
- Exploring racial and cultural identity
- Improving socialization skills
- Improving behaviour

Links will be made with local universities, theatres and production companies to enhance the richness of this curriculum area.



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### **ICT and New Technologies**

High Point Academy will aim to provide its pupils with a first-class 21st Century education and the real-life skills that will benefit them throughout their lives. ICT at High Point Academy will enable pupils to gain self confidence, social skills, communication skills, gross and fine motor skills, problem solving skills and a wide range of abilities and knowledge needed to enable them to take their place in today's society.

*"Study found that 41% participants who had ASD would qualify as 'high user' compared to 18% of general population".*

ICT can provide access, and the means, for all SEND pupils to engage with learning. It provides non-confrontational feedback during the learning process and gives many SEND pupils, particularly CLDD pupils, a voice and reduces the feelings of isolation.

Many pupils with CLDD have difficulty establishing relationships and so may find it easier to work with a computer than with another person - or at least work with another person through a computer interface or from behind a camera.

For many of the pupils with more complex needs at High Point Academy using technology will be a way for them to develop not only their ability to communicate but also interact with the world around them.

### **Discovering Digital Media**

Pupils in Bristnall Hall Academy special unit are beginning to explore film making with the help of Discovery Education and the results are already award winning! Over the term pupils have created storyboards and scenery and then acted, filmed and edited footage. They have directed shots, worked in small teams where everyone has a role and produced their very own short films. Each pupil creatively responsible for their own project.

The films produced included a variety of genres including comedy, reportage, thriller, experimental, animation and a music video. Working with Discovery Education on this project allowed pupils to explore their passions and interests and to communicate these passions to others through digital media. The project brought out pupil's personalities, strengths, creativity and imagination and gave them a sense of pride and achievement in their work.

*"For some of our pupils communication, emotion and imagination are barriers but using movie making they shone in pushing those barriers to express themselves and create their own stories, visions and themes for their films. It had a remarkable positive affect on those pupils who had previously found it difficult to stay in class for long periods or concentrate".*

Case study - Bristnall Hall Academy

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Technology enables pupils to focus and explore, understand cause and effect, express their voice and vision and increase their confidence and fine/gross motor skills.

Tablets can be used to help pupils to communicate and games help them to increase fine motor skills, eye gaze, choice-making skills and problem-solving skills.

Digital media produces visual and auditory engagement and stimulates neural pathways – for many pupils with ASD, these neural pathways are not always stimulated by face-to-face interaction.

Many CLDD pupils also have a great fear of failure from a personal point of view or more especially in front of others. ICT can provide a non-threatening environment in which the level and pace for learning can be geared to suit individual needs. Pupils with CLDD often have difficulty responding appropriately in social situations.

Exploratory software will be used at High Point Academy to broaden the experiences of pupils with CLDD by putting them in real life settings that are non-threatening. Other types of exploratory software provide pupils with CLDD an opportunity to work with others and practice problem solving skills which can assist in building self-confidence and in social skill development.

It is recognised that ICT is a key and essential element of delivering High Point Academy's vision. The academy aims to exploit the latest and most sustainable ICT solutions to ensure that its vision, curriculum and desired style of teaching and learning can be implemented and sustained.

ICT will enable the High Point Academy to fulfil its place within an integrated and inclusive approach to supporting the whole child. Personalisation of the curriculum and access to learning at High Point Academy will be enhanced and supported by appropriate ICT and new technologies. Staff and pupils will have access to the appropriate resources and tools they require to access the highest quality teaching and learning and personalise the curriculum.

ICT at High Point Academy will:

- Provide the main tools to support independent and personalised learning - for research, creating, undertaking assessments, communicating with near and distant tutors and creating e-portfolios
- Support collaborative learning amongst pupils
- Enable anywhere and anytime learning
- Provide timely data on pupil progress to inform teachers planning
- Support regular communication with parents

At High Point Academy every pupil will have access to appropriate ICT equipment and software. As a result all pupils, regardless of special education need, will be able to access and contribute to their learning through the use of technology.

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It is intended that staff and pupils at High Point Academy will have access to mobile learning devices (tablets or laptops) to support their learning in addition to the fixed workstations in classrooms and learning spaces. Each mobile device will have appropriate software to foster creativity and encourage pupils to work on projects collaboratively and independently in a safe and secure environment.

High Point Academy understand that developing a strategy and approach to embedding ICT that the main focus is not on specific tools or equipment, but on what the technology will do to support the successful delivery of its vision for learning. All schemes of work and Individual Learning profiles for pupils at High Point Academy will identify opportunities for the exploitation of ICT. Each curriculum area will have a range of specific software available to enhance delivery and enrich learning.

Pupils will be supported and encouraged to lead their own learning through effective use of ICT to become independent, competent and confident users of technology. For pupils at the High Point Academy ICT will:

- Offer pupils a neutral environment in which to interact with everyday challenges
- Offer pupils immediate and non confrontational feedback
- Enable greater pupil autonomy
- Unlock hidden potential for those with communication difficulties
- Allow pupils to accomplish tasks working at their own pace
- Reduce isolation for pupils by enabling them to communicate electronically with their peers, staff, experts and other adults
- Provide opportunities to plan and manage their own learning
- Allow pupils to have conversations about their learning to peers, to parents/carers and to family members
- Allow pupils to take greater responsibility for their own learning, planning and organising their ideas and presenting them creatively using a variety of media
- Allow pupils to gain increasing independence in communication, language and literacy
- Increase pupil exploration skills, improve independent decision-making, enhance communication skills and has broaden pupils' range of interactions.

At High Point Academy ICT will be seen as an essential tool for learning and as such 'screen time' will never be used as a behaviour incentive.

Pupils with ASD are typically 'high users' of technology and can have a higher proclivity towards video games and TV than their peers. This is because ICT has a repetitive and predictable interface. It is also highly customisable to interest.

Many pupils at High Point Academy will be both 'high users' of ICT and potentially vulnerable to targeting online and as such the academy's policy and practice in relation to e-safety and safeguarding will be robust, regularly monitored and reviewed. The academy will ensure that pupils not only are confident e-learners but also safe and responsible users of ICT.

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### **e-Safety**

In preparing pupils for life in the 21st Century High Point Academy believes it is vital that they spend time developing skills which equip pupils to be safe, responsible, resilient users of digital technology.

The academy will aim to ensure that all pupils are capable of being able to:

- Communicate and engage respectfully with others
- Detect and report those who may otherwise wish to do them harm
- Critically analyse the quality and reliability of content
- Spot and avoid commercial scams

High Point Academy e-Safety policy and practice will be of a high standard and regularly reviewed. Pupils at High Point Academy will be helped to develop a moral code of behaviour which spans both on and offline environments, a distinction of which many young people are unaware - their lives are closely woven between their online profile and offline activity.

Guidance on the risks associated with Internet use will be delivered to all pupils through discrete ICT/Computing lessons and PHSCE lessons.

*“Last Year ATT ran a project across its academies during Anti-Bullying week called ‘Let’s stop bullying for all’ with a focus on SEND pupils. The Trust, led by improvement director, asked their academies to talk to their SEND pupils about their experiences of bullying and put together a five-point code on how to challenge and stop bullying. After receiving a great response, ATT chose Mildenhall College Academy’s STAND acronym to represent the Trust’s code. Posters with the code were delivered to all ATT academies and all academies were thanked for their entries”.*

Mildenhall College Academy

In order for child protection measures to be effective, all users of the High Point Academy ICT resources are required to abide by the Acceptable Use Policy for the Internet and other ICT resources. This Acceptable Use Policy will be monitored and reviewed at regular periods.

High Point Academy will continue to make best of national guidance and materials available online to support e-safety at the academy including CEOP’s thinkuknow website, 360 degree safe and Kidsmart from Childnet International.

High Point Academy will maintain the highest level of security available against unauthorised access to the academy’s website and Network. Appropriate levels of network security and software filtering will be implemented across the academy’s ICT provision to protect pupils from undesirable material and prohibit casual access to pupils by unknown third parties through such means as Internet chat rooms and gaming forums.

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### Transition

High Point Academy will provide high quality care, information and guidance for all pupils at all times.

High Point Academy will have various transition points (shown in dark blue in diagram below) and programmes that will seek to ease the movement for pupils between:

- Partner primary schools and High Point Academy
- Year groups and key stages within High Point Academy
- High Point Academy and Further Education providers and/or the workplace



High Point Academy will have a good relationship with all LA primary and secondary schools and academies. In Sandwell fifteen primary schools have FPU for SEND pupils, ten of which are for pupils with CLDD (ASD and Nurture).

High Point Academy will have a particularly strong relationship with these primary partner schools as it is expected that the vast majority of pupils will come from these schools with FPUs, although High Point Academy will communicate and work with all primary schools regarding transition as required.

In the spring of Year 6 the LA will notify the academy about which pupils are coming to High Point Academy with an ECHP. Where practicable the SENCo will attend individual pupils Annual Review to ensure a smooth transition is made.

ATT and Bristnall Hall Academy in Sandwell are currently working with Sandwell LA on their Transition Programme. The LA is training all Bristnall Hall Leadership and SEND staff on the model as well as Feeder Primary Academies in the LA.

This LA Transition model makes effective use of data on pupils and ensures that all information on pupils is effectively managed between primary and secondary Academies.

Primary school LSAs, teachers, SENCo's and parents/carers will be given the opportunity to visit High Point Academy when their children are in Year 4 and Year 5.

Pupils in Year 6 that will be attending High Point Academy will be offered a place on High Point Academy 'Getting to know you' programme, where in the summer term pupils attend academy once a week for approximately six weeks.

During this time pupil will be shown around the academy, meet other pupils who will also be attending the academy and pupils who are already attending the academy.

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Pupils will also have the opportunity to take part in planned activities and lessons at the academy designed to support them in transitioning to the new academy.

The Year 7 Nurture Year, with a primary model of curriculum organisation will also support successful transition to High Point Academy.

Given the nature of CLDD some pupils, as they progress through mainstream secondary schools become less able to engage in mainstream school life and/or the curriculum offering and therefore High Point Academy would expect that a minority of pupils may join the academy at any given year group. Transition in these cases will be managed in partnership with the secondary academy where the pupil is coming from.

Transition programmes for pupils at High Point Academy will also include programmes to support transition between year groups and key stages and also transition programmes in addition to programmes to support pupils leaving the academy at Year 11 or Year 13.

Careers guidance and education will be given from Year 9, including work experience in Years 10 and 11. High Point Academy will plan personalised careers guidance for all pupils and will review Statements/ECHPs regularly to ensure that every pupil makes a confident and successful transition when leaving the academy.

High Point Academy will develop strong links with local training providers and Colleges of Further Education, higher education and employers so that their young people will be able to follow routes leading to employment and successful independent living.

Social participation will be essential for enabling pupils to achieve a positive transition into adult life. High Point Academy will seek out work related learning opportunities and work with the LA Inclusion Support Services Team to deliver successful Supported Internships Programmes for pupils.

### **Links with Queen Alexandra College (QAC).**

Queen Alexandra College is an independent specialist college of further education based in Birmingham for SEND pupils aged 16 to 25. Bristnall Hall Academy already has excellent links with QAC and these links would be developed further by High Point Academy.

High Point Academy KS5 pupils will have time to work at QAC as they prepare to transition to further education, training or employment. High Point Academy will work with QAC on:

Advance2work programme aims to help pupils fill any skills gaps, get some work experience and find a job as quickly as possible.

Specialist Employability Support (SES) programme which is funded by the Department for Work and Pensions (DWP) and provided by QAC, Shaw Trust and STEPs to Employment.

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The SES is a programme which supports people with SEND to prepare for, find and stay in work. The programme includes specialised interventions tailored to the individual and provides:

- Dedicated staff for one-to-one support
- Professional advice and guidance
- Health and disability issues specialist
- Support tailored to your needs
- Help with issues that may be holding you back
- Access to employer vacancies
- In work support

**Work Choice Programme** provide intensive work entry support in a friendly and well equipped environment. Work Choice support could include:

- Tailored strategies for job searching including digital job hunting
- A review of current barriers and steps on overcoming them
- Careers guidance
- A review of transferable skills to ensure that goals are realistic and to widen search categories
- Sign posting to other agencies to access specialist medical support
- Mock interviews with detailed feedback
- Support to access local training to improve employability prospects

### **Behaviour and Pastoral Care - Attitudes to Thrive**

The academy will recognise, praise and reward good work and appropriate good behaviour. The academy will operate a behaviour management scheme, Attitudes to Thrive, whereby pupils will be rewarded points for positive behaviour.

The academy will use ICT to support positive behaviour and use ICT Dojos as used in some of ATTs other academies. The system provides instant visualization and can reinforce good behaviour and award feedback points for individuals and groups.

Each week there will be a Praise Assembly in Nurture/Tutor Groups where pupils will be recognised for their achievements. Pupils may also receive additional rewards for exceptional achievements such as qualifying for an extra break with refreshments on Friday mornings or being allowed a period of free choice to work on an activity of their choosing.

Pupils will be supervised in all activities throughout the academy day, including movement between learning spaces and before academy, at lunchtime and at the end of the day.

Passive supervision of all areas, both inside and outside the academy building, will be important and the design of the building and environment should support this. The design of the building will be calming and organised, they will provide spaces for quiet pupils to retreat and 'let off steam' in a safe and managed environment.

High Point Academy will do all it can to focus upon the things that pupils do well, but sometimes, for whatever reason, a pupil will do something that hurts or puts at risk themselves or others – from name calling to physical aggression.

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In such cases each incident will be dealt with at a personal and individual level with full involvement of pupils, parents/carers and staff as appropriate.

There will be a staged response to pupil behaviour and strategies used would include:

- The use of social stories and comic strips
- Strategies discussed in ILP meetings – e.g. use of Circle of Friends to support pupil, a withdrawal strategy for the pupil
- Team Around the Child support
- Pupil and family involvement/meetings
- Internal exclusion

Social stories and comic strip conversations to help pupils develop greater social understanding. They will help staff and pupils explore:

- The things that are actually said in a conversation
- How people might be feeling
- What people's intentions might be

### **Social Stories**

██████████, enjoyed the emotional reaction he observed in others when he pushed them. He laughed when they became angry.

A ██████████ helped ██████ write a 'social story, explaining that the pupils he pushed were angry because they were getting hurt and that pushing was an unfriendly thing to do.

This was linked to a reward system so that ██████ earned a sticker for each break time he achieved without pushing. If he achieved a row of stickers, he was allowed a five-minute session reading his construction magazines, in which he is passionate about.

Case study - Bristnall Hall Academy

Comic strip conversations will allow different elements of a conversation presented visually, some of the more abstract aspects of social communication (such as recognising the feelings of others) are made more 'concrete' and are therefore easier to understand.

Appropriate technology will be used to create Social Stories and comic strip conversations.



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### **Circle of Friends**

High Point Academy will put in place a 'Circle of Friends' programme that encourages the development of a support network for a pupil that may need peer to peer support to settle into life at the academy.

Willing and sensible children from all year groups will be recruited as volunteers to form the Circle of Friends. Meeting regularly, they can help pupils to express their feelings and decrease anxiety levels. This can lead to improved social integration and higher levels of peer contact. The approach is not designed to provide instant friendship, but over a period of time, the pupil may be able to build closer and better relationships with others.

The Circle of Friends group will receive support and training on how to communicate and make the person feel more included. The form of support will depend on the pupil's needs, for example – helping the person join in lunchtime games, reminding the pupil about homework or getting them to the next class on time.

The Circle of Friends group usually meets one lunch-time every few weeks to review the support methods and progress, with close monitoring and support by staff.

### **Positive Learning Ethos**

Ethos is the key to fostering high expectations amongst everyone at High Point Academy, through the creation of an environment where all are successful and nurtured. Some of the academy pupils may not have experienced success.

Staff at High Point Academy will work tirelessly to ensure that it is a place where everyone can achieve success in some form or other and they will recognise and celebrate that success, however it may be revealed.

High Point Academy will try hard for all pupils to 'catch them being good' creating a culture whereby:

- To succeed is the norm
- Pupils accept they come to college to learn and do well, indeed are adamant about this
- Pupils take responsibility for themselves, their behaviour and their learning.
- Tolerance and respect are hallmarks of High Point Academy
- There is a clear understanding of the difference between right and wrong

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### **Safeguarding**

ATT recognise their responsibility to ensure the safety and welfare of pupils at all of their academies. ATT support their academies to fulfil their responsibilities and to demonstrate the best working practices.

They:

- Challenge academies on their current practices and the availability of appropriate training for staff
- Encourage our academies to build relationships with key agencies, particularly in keeping pupils safe from radicalisation and extremism
- Promote the teaching of British values
- Support our academies to deliver key aspects of safeguarding throughout the curriculum, so developing resilient pupils who question, challenge and debate issues

### **Parents, Carers and Families**

High Point Academy will endeavour to support parents, families, carers and external agencies as well as pupils in their care.

Parents and carers of CLDD pupils will have created their own support networks, therapeutic interventions and educational approaches, based on their deep and rich understanding of their child.

ATT and High Point Academy will work closely with these parents and carers to ensure a coordinated approach to supporting pupils. High Point Academy, the family and the pupil in a 'learning triangle'.

*Parents are confident in the support that children receive and are generally extremely positive about the provision. One parent commented, 'my son has made great progress, academically, in attitude and socially'; another parent said, 'I am very confident that we chose the right academy for their son.' Other parents said that their son was, 'enthusiastic about academy'.*

Sandwell Children's Services Annual review of the Complex Communication and Autism Focus Provision at Bristnall Hall

High Point Academy will provide parent and family workshops as well as family events throughout the year. High Point Academy will hold parent and carer 'Get Togethers' termly, where parents meet up to talk about what is happening around their child's schooling and how it affects them, whilst having tea and cakes. These occasions are also used to showcase pupil's achievements and performances. Parents are also invited to all performances, presentations and sports events involving their children.

High Point Academy will make provision through its learning platform to promote a constant dialogue between teaching staff and parents/carers aimed at supporting pupils learning.

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High Point Academy will have an 'open door' policy at the academy where outside agencies and parents are encouraged to visit for a learning walk to witness their approaches to dealing with vulnerable pupils.

If possible within the design of the new school there would be a room for parents, carers and the community to use, independently, with staff and with The Trust FE for adult education.

### **Learning Environment**

High Point Academy will focus on 'inclusive design' principles, which will put the needs of pupils with CLDD at the heart of the process. High Point Academy environment will be inclusive and promote a sense of belonging and self-worth. A place where capital spends can be directly seen in benefits for pupils, staff, parents and carers.

Pupils with CLDD need more space – for moving around for example, for communicating, and for their own 'personal' space. High Point Academy design will take account of the particular requirements of pupils with CLDD including the need for small group working.

Well-designed support spaces including time out rooms and therapy areas will be included in the academy plans. All learning spaces will provide excellent passive supervision, robust finishes and furniture and equipment planned around colours and materials.

The academy environment will also plan for pupil's sensory experience. For example:

- Appropriate levels of glare-free controllable lighting
- A 'light shelf' and specifically angled ceiling to maximise natural daylight
- Good quality acoustics
- Reduced levels of stimuli in classrooms to provide a calming background to learning
- Using colour, light, sound, texture and aroma therapy

Learning spaces at High Point Academy will include features such as:

- Safe clearances around furniture and equipment
- Low level windows to provide pupils with a clear view of outside areas
- High level windows to provide a safe means of ventilation
- Large carpeted areas to reduce noise
- Ample storage space to reduce the need for clutter
- Colour schemes that promote a sense of calm
- External doors where possible leading to outside play spaces and gardens beyond, enabling learning to naturally extend into the outside space
- Glass panels to provide pupils with a view open learning spaces and streets, thereby providing opportunity for pupils to process and assimilate important details of the environment they are about to enter
- Glass panels to provide staff with good lines of sight for passive supervision

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### **Classrooms and Organised Open Learning Spaces**

Classrooms at High Point Academy will be designed around organised open learning areas. This will allow for pupils to break out more independently but still be inclusive in the main teaching areas. The open learning zones will be calm and open learning spaces where pupils can work independently or in small groups.

High Point Academy corridors will be 'learning streets' connecting with clarity different areas of the academy whilst providing quiet places for children to read, relax or work independently whilst in clear view of staff from classrooms and open learning spaces. There will be clear visual signs to enable confident movement from one space to another.

### **6<sup>th</sup> Form Room**

To support pupils become independent and further develop their social skills, pupils at Key Stage 5 will have access to a 6<sup>th</sup> Form Room that will be designed with a family feel to encourage interaction – with a small kitchen area and sofas but also with some quieter spaces for pupils to withdraw or work quietly on their own. The 6<sup>th</sup> Form Room will have glass panels so that pupils feel safe and included in the main academy.

### **Silence and Sound**

The acoustics of High Point Academy will be carefully planned. For pupils with auditory hypersensitivity sounds can be difficult and many pupils express the desire for 'quietness'. Yet this quietness needs to be planned alongside 'the desire for music and sounds' and the deployment of soundproofing systems, such as headphones at simplest level, will be used. Music will be used as a signal for lesson changeover also.

### **Food Technology and Catering**

The food technology and catering room will be designed to replicate a family kitchen, where pupils can learn new skills using work space and appliances similar to those in their own homes, thus facilitating the transference of skills. The food technology and catering room will be located adjacent to the dining hall so that pupils can experience cooking, serving and dining. Parents and carers will be invited in to eat with their children who have cooked as part of High Point Academy family learning ethos.

### **Dining Spaces**

A dining hall and Café Courtyard will create further opportunities for pupils and staff to meet up with friends and colleagues from other classes. Here, as in all other areas of the High Point Academy, visual structures and clear delineation offer predictability and promote independence. The kitchen and dining spaces could also be used by Enterprise Initiative after school hours – a mini restaurant run by older pupils and volunteers from the local community/businesses.

## **D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

### **Sensory Rooms**

Sensory rooms at Bristnall Hall Academy will help pupils inhibit and filter out unwanted stimuli, register and process stimuli correctly and regulate sensations accurately. They will help to reduce distress, challenging or self-injurious behaviour and some of the stereo-typical behaviours often associated with pupils with CLDD. The multi-sensory room at High Point Academy will provide a specialised space which can be easily adapted to control the sensory input and to vary the stimuli received. It will be a space that can be interesting and motivating, calming and stimulating (but not over-stimulating), depending on the pupil's needs. The choice of equipment used will vary according to the needs of the individual or group accessing the room, and also the aims of the session.

Multi-sensory rooms will not be used as 'retreat places' but they will be planned experiences based on the needs of the pupil. Staff at High Point Academy will use the Sensory rooms at the academy to support pupils their alertness levels throughout the day to ensure that they can focus on making use of learning experiences. Pupils will be able to learn to interact with their surroundings in a safe and non-threatening way – exploring, learning, understanding and communicating more using all of their senses.

### **Retreat Spaces**

At High Point Academy there will be planned spaces of refuge for pupils where they can go when their anxieties become so great that they cannot manage in either the classroom activity or break or lunchtimes, especially if their circle of friends are not available for some reason. Having retreat spaces means that pupils can make a choice to be alone or to interact. High Point Academy wants pupils to have the opportunity to withdraw, but still remain within the social fabric of the academy. Pupils need to be able to work undisturbed in a quiet place, but not feel separated or alone.

### **Outdoor Spaces**

Outdoor learning will also be extremely important for pupils at High Point Academy and will allow staff to add a new dimension to their daily routine through sensory stimulation. Taking lessons outside, where pupils can explore and understand the world around them will be a stimulating experience. With the academy focus on horticulture and gardening all pupils will have the opportunity to explore the outdoor environment regularly as part of lessons and enrichment activities.

Outdoor learning and play benefit all pupils but has been shown to have a particularly positive influence on pupils with CLDD. Spending more time outdoors in an environment that caters for all abilities is good for pupil's health and development. It provides sensory stimulation and can help reduce problems with social and behavioural issues.

To promote multi-sensory engagement and encourage positive behaviour and emotions, High Point Academy will develop an outdoor space that combines natural stimulators, such as wind and grass, with play equipment that features heightened sounds, textures and colours. This multi-sensory environment will aim to improve pupil interaction and communication, prevent boredom and reduce stress.

## **D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

### **Learning Outside High Point Academy**

At High Point Academy there will be frequent opportunities for engagement and connecting with the local community, be it on shopping trips, visits to the cinema, going to the pantomime, theatre, the allotment and other places of work.

As well as using public transport such as the local bus and train services, the academy also has a range of cars and minibuses to enable access to activities locally and further afield. Residential activities at High Point Academy will include:

- Duke of Edinburgh's Award Scheme
- Step into Sport Camp to develop leadership skills and qualities (Youth Sports Trust)
- National Young Coaches Academy to develop the coaches of the future (Youth Sports Trust)

All activities and learning, in and out of High Point Academy, will pay attention to the educational, social, emotional, physical, personal and cultural needs and well being of pupils. They will celebrate the diversity of multi-talented young people and they will be designed to encourage, engage and motivate pupils.

### **Community Learning**

High Point Academy will be a fully integrated and active member of the community. The academy will host and support local workshops, fun days, visits and community events, all of which offer precious opportunities for social interaction both in and out of academy.

There will be many opportunities for their children and young people to contribute to local projects and voluntary scheme in the community.

High Point Academy will actively pursue community links within the local area. It will frequently welcome a range of visitors to the academy to enhance the curriculum and education experiences of the pupils. High Point Academy will aim to:

- Maximise community use of academy facilities; ensuring that they benefit the local community, pupils and staff and help improve their quality of life
- Increase and improve the quality of sporting and physical activity opportunities for the local community, pupils and staff
- Provide opportunities for local people and sporting organisations to participate in high quality sport and physical activity and develop their skills and abilities
- Support community groups in helping to raise standards of coaching, training and volunteering
- Work with the right people in order to maximise all potential resources available to ensure the continued development of the academy sporting and community facilities

## **D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

### **Adult Learning**

Sandwell LA has high levels of poverty and deprivation. Pupil Health England records show the health and lifestyles of the people of Sandwell is worse than the UK average.

ATT is a unique Trust in that it also includes the 'Trust FE'. The Academy Transformation Trust Further Education (The Trust FE) is committed to providing high quality, innovative further education and training.

With more than 200 staff and tutors and 5,000 learners and apprentices studying a wide range of accredited, non-accredited vocational skills and qualifications The Trust FE are already a leading FE provider in the Midlands.

The Trust FE strives to raise the aspirations and achievements of local communities by:

- Providing parents and carers with the skills they need to support their child
- Responding to the skills needs of local communities and employers by providing appropriate courses and training

ATT and The Trust FE believe that including Adult Education at High Point Academy will add values to the lives of parents/carers and families of High Point Academy pupils and to improving the health and socio economic status of the local community.

ATT and The Trust FE will explore Enterprise Initiates that could also take place on the High Point Academy site using its facilities, particularly its horticulture and catering facilities.

## **D2 – measuring pupil performance effectively and setting challenging targets**

If you are applying for more than one school, please provide one version of this section, referring to individual schools or circumstances where relevant.

**All** applicants will need to complete the table below but you will give us different information depending on which type of group you are. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

## **D2 – measuring pupil performance effectively and setting challenging targets**

## D2 – measuring pupil performance effectively and setting challenging targets

### Setting and Achieving Targets

In terms of outcomes the High Point Academy will:

- Achieve high levels of progress and attainment resulting in outstanding achievement for all pupils
- Achieve high standards of behaviour and attendance
- Contribute to the social capital of the local community
- Improve pupil and family well being

Key Performance Indicators for these intended outcomes are shown in the table below:

<b>Achieve high levels of progress, achievement and attainment</b>	<b>Achieve high standards of behaviour and attendance</b>
<ul style="list-style-type: none"> <li>• A high percentage of pupils making more than expected progress each year</li> <li>• All pupils leave with accreditation or qualifications for all subjects taken</li> <li>• All pupils achieve success in their personal development targets</li> </ul>	<ul style="list-style-type: none"> <li>• Community groups report positively on the behaviour of the pupil in and around the school. No cases of poor behaviour, bullying or antisocial behaviour</li> <li>• Attendance over 95% with under 0.5% unauthorised year on year (Sandwell LA 2015 95.9% attendance with 1% unauthorised)</li> <li>• 100% attendance at governor meetings</li> <li>• 100% attendance at parents/carer meetings</li> <li>• Staff attendance above 95%</li> </ul>
<b>Contribute to the social capital of the local community</b>	<b>Pupil and family well being</b>
<ul style="list-style-type: none"> <li>• All pupils leave equipped with 'life skills'</li> <li>• 100% pupils go onto meaningful education, training or employment</li> <li>• The community at large is aware of the contribution the academy makes to community well-being and reports positively about the academy</li> <li>• There are positive examples of the school working with outside businesses as part of the curriculum offering</li> <li>• There are positive examples of the school agencies to support the community</li> <li>• There are positive examples of adult community learning using academy</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil year groups report that their peers feel safe and supported</li> <li>• There are no reports in the record book of bullying or antisocial behaviour</li> <li>• All SEND pupils are supported through their ECHP and targeted support to achieve their full potential</li> <li>• An ethos of caring, sharing and supporting others pervades through the whole school and is supported by all</li> <li>• Parents value the support they are given in assisting in their child's learning</li> <li>• Parents and carers have access to training and qualifications using the academy and The Trust FE provision</li> </ul>



## D2 – measuring pupil performance effectively and setting challenging targets

facilities and The Trust FE provision

High Point Academy will achieve these outcomes through excellent leadership, highly qualified and trained SEND teaching and support staff, quality curriculum provision, links with parents, carers and the community and appropriate ICT and learning spaces.

This will be supported by an on-going focus on high quality well planned teaching; pedagogy which addresses individual needs; and the setting of challenging, realistic targets for their pupils in partnership with teachers, other professionals, parents and the pupils themselves.

Staff will set attainment targets based on modified National Curriculum levels, the P-Scales or other appropriate performance criteria using tools such as CASPA and B Squared.

### Setting Targets

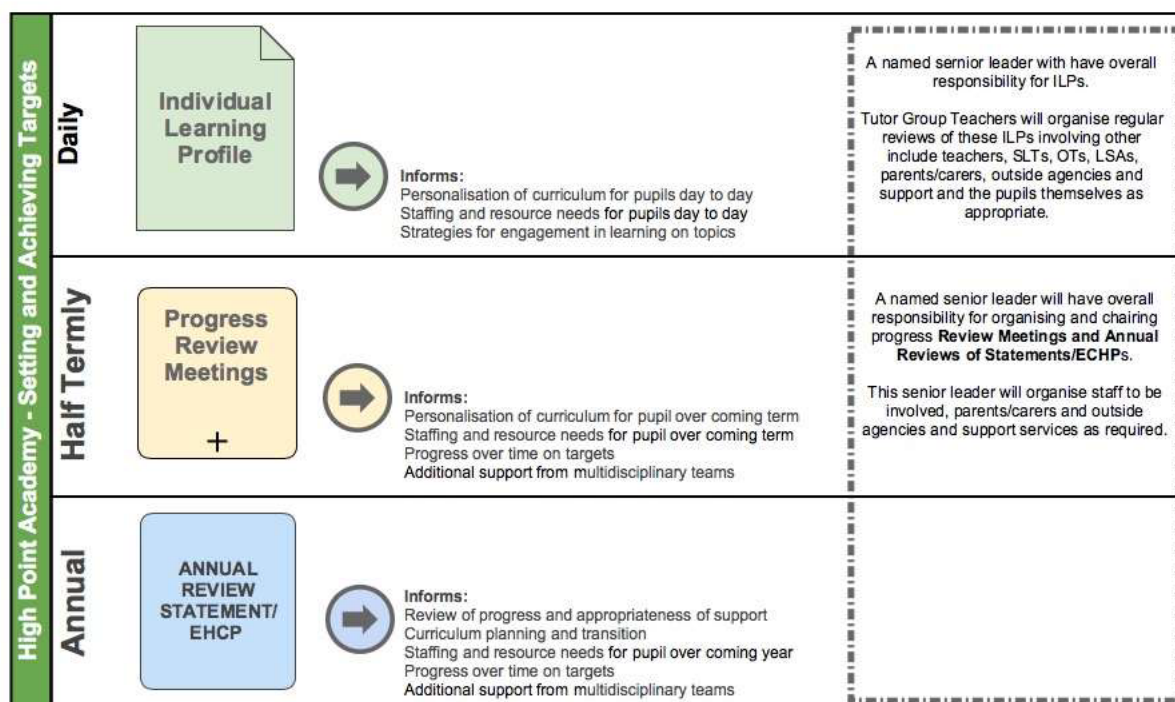
High Point Academy will demonstrate achievements against targets relating to personal and social development as well as in academic subjects. Pupil targets will be achieved through appropriate curriculum structures, high quality teaching and learning, excellent pastoral systems and effective assessment, monitoring and tracking.

On entry to High Point Academy pupils will go through a baseline assessment. High Point Academy will consider the starting point of pupils in a very systematic way to create a solid baseline and plan a personalised curriculum with appropriately high expectations for all pupils. Assessment will be repeated after six months when pupils have settled into the academy and the information gathered considered at Progress Review Meetings.

Pupil progress, needs and targets will be reviewed regularly through:

- Individual Learning Profiles (ILPs) – daily
- Progress Review Meetings – half termly
- Reviews of Pupil Statements/ECHP – annually
- PASS: Pupil Attitudes to Self and Study - biannually

## D2 – measuring pupil performance effectively and setting challenging targets



### Individual Learning Profiles (ILPs)

Each pupil at High Point Academy will have an ILP that will be used on a day to day basis to inform planning of the learning experiences and support for the individual.

Tutor Group Teachers will organise regular reviews of these ILPs involving other include teachers, SLTs, OTs, LSAs, parents/carers, outside agencies and support and the pupils themselves as appropriate.

A named senior leader will have overall responsibility for these ILPs.

Individual Learning Profiles will hold information on a pupil, academic, personal and social development in addition to any medical or other pertinent information such as successful strategies for re-engagement of the pupil for example.

Creating personalised learning objectives and targets at the Individual Learning Profile meetings will support staff to match their teaching to the pupil's needs and measure their impact on the pupil's progress.

### Progress Review Meetings

Progress Review Meetings take place half termly and are organised by the named senior leader and include teachers, SLTs, OTs, LSAs, parents/carers, outside agencies and support and the pupils themselves as appropriate.

The ATT [REDACTED] also attends a selection of these meetings.

## **D2 – measuring pupil performance effectively and setting challenging targets**

### **Reviews of Pupil Statements/ECHP**

All pupils at High Point Academy will have an individual Statement or ECHP Plan will be reviewed annually. Reviews of these Statements/ECHPs will be completed with a number of stakeholders including pupils, parents, other staff such as Speech and Language Therapist and Occupational Therapist in addition to the LA and other agencies as appropriate.

A named senior leader at High Point Academy will organise these annual reviews and invite:

- The teacher responsible for pupil's ILP
- The pupil's parent or carer
- The pupil if appropriate
- A representative of the LA if required
- Medical personnel
- Social worker where involved
- Any other person the senior leader responsible considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to personalised targets (academic, personal and social)
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment
- Review any medical needs
- Consider the appropriateness of the existing Statement/ECHP in relation to the pupil's performance during the year, and whether to amend it
- Share priority targets for the coming year

### **Roles and Responsibilities**

The Head of School at High Point Academy will ensure that:

- Staff develop a clear understanding of what constitutes good progress for the pupils
- Criteria are established for determining whether individual pupils are underachieving (academic and non academic targets) and the data sets needed to monitor pupil progress are identified
- Resources are made available to facilitate target setting and progress meetings
- There is a coherent strategy for the effective management of performance data
- Staff receive training on the interpretation and use of pupil data and whole school data to inform their planning and pupils' personal learning targets
- Pupils' attainment and progress is tracked in line with the assessment, recording and reporting policy
- The information available on pupils is used to set SMART (specific, measurable, achievable, relevant, time-limited) targets

## **D2 – measuring pupil performance effectively and setting challenging targets**

The leadership team at High Point Academy will organise the collection of relevant data so that they can:

- Evidence how individual pupils are progressing
- Analyse performance data and support colleagues to ensure the achievement of realistic and challenging attainment targets across subjects and pupils
- Monitor and evaluate the progress of individual pupils towards identified targets
- Using data to drive the monitoring of underperformance in order to address barriers
- Evaluate outcomes for different individual and groups of pupils
- Support class tutors and subject leaders in the target setting / progress tracking process
- Evaluate the impact of different aspects of provision on the outcomes for pupils
- Establish stretching and challenging targets for the future

All teachers at High Point Academy will:

- Gain the necessary expertise and knowledge through training to enable effective target setting, monitoring and evaluation of pupil progress
- Enable pupils understand what they have to do to improve and to recognise progress towards their targets
- Assess and report the progress of pupils against their targets at progress meetings and annually as part of summative assessment against performance indicators
- Swift close gaps in pupils' learning
- Celebrate success in meeting targets using the school reward system

Pupils at High Point Academy will:

- Be engaged as far as possible in identifying and setting the targets they need to achieve
- Be involved in planning and reflecting on their own learning
- Actively respond to teacher oral and written feedback

At High Point Academy there will be day to day engagement of parents and carers in their child's learning through discussions with their teacher face to face or online.

There will be a Progress Review Day twice a year during which parents/carers and their child has a timed meeting with the Tutor Group Teacher to discuss progress and agree targets for improvement.

Parents and carers of pupils at High Point Academy will:

- Receive regular feedback about their child's progress
- Receive an End of Year reports

### **High Point Academy Reviews**

There will be a rigorous system of reviews focusing on whole school, team and

## **D2 – measuring pupil performance effectively and setting challenging targets**

individual staff performance at High Point Academy. Reviews will include whole school, subject and focused reviews (e.g. use of ICT or Life Skills learning) and individual staff reviews. Reviews will focus on both academic and non-academic targets.

Whole school reviews:

- Autumn Term senior leadership internal review of assessment results against targets, with analysis by subject, by levels of progress by individual and pupil groups (statements/ECHPs, gender, ethnicity, EAL, Pupil Premium)
- Whole school self evaluation feeding into a concise school improvement plan
- Termly meeting between senior leadership and ATT to review of whole-school progress using Ofsted criteria
- Analysis of achievement data by senior leaders
- Termly reports to Governors' Curriculum Committee and to the full Governing Body
- Use of Pupil Voice to inform evaluation through the pupils' perspective
- PASS – Pupil Attitudinal Survey to Self and Study

Subject and focused reviews:

- Structured annual subject evaluation, based on Ofsted criteria and grading, feeding into concise development plans.
- An annual cycle of internal Ofsted-style audits of subject and areas by senior leaders to apply objective judgements to the self-evaluations

Individual staff reviews:

- Annual performance management reviews
- Implementation of a rigorous appraisal and competency policy, with associated individualised professional development programmes
- Robust support and competency procedures to address any under-performing staff in a timely manner

### **ATT Support**

ATT believe that they have a responsibility to support, challenge and guide their academies and their staff to ensure success, both individually and organisationally.

Support for individual academies is differentiated to ensure that those academies with the greatest need will receive the most support.

ATT have a strong SEND team including ATT Improvement Directors with expertise in SEND and Vulnerable pupils and a strong network of experienced successful leaders of SEND provision and special academies.

Bristnall Hall Academy in Sandwell and Poole Hayes Academy in Walsall both have successful units for pupils with ASD and CCLD. The Elmwood School in Walsall for vulnerable pupils with CCLD and behaviour issues has also recently expressed interest to become an ATT Academy which would add to their special school knowledge and expertise in the Midlands. Walsall Council and LA are keen, should

## D2 – measuring pupil performance effectively and setting challenging targets

this application be successful, to work with ATT in proposing a CCLD Secondary school in Walsall also further in the future.

The Bristnall Hall Governing Body also has vast experience of managing provision for SEND, and specifically CLDD pupils, at their Bristnall Hall Academy where there is a Focused Provision unit for autism. Bristnall Hall Academy is so successful with CLDD pupils and their families that they have 74 pupils with Statements or ECHP plans, much over the 25 place provision.

ATT will carry out an annual survey of parental opinion on the quality of education provided by the school, using the standard Ofsted parental survey form. Their target will be to achieve at least 80% Agree or Strongly Agree verdicts for all questions.

ATT believe the quality of teaching is fundamental to the success of their pupils and will set a target of 100% of all formal lesson observations achieving Good or Outstanding grades under Ofsted criteria.

**ATT** [REDACTED]

Each of ATT academies has a [REDACTED]. The [REDACTED] [REDACTED] for High Point Academy will have recent and relevant experience in supporting special school secondary principals.

The [REDACTED] for High Point Academy would be [REDACTED], [REDACTED] [REDACTED] at ATT. [REDACTED] would also join Bristnall Hall Academy and High point Academy Local Governing Body (LGB) as the [REDACTED] (as laid out in ATT Governance model).

[REDACTED] are the single point of contact for an academy and they provide:

- Validation of the academy's judgements on outcomes, teaching, learning and assessment, personal develop, behaviour and well-being, leadership and management through the *Overall Evaluation and Effectiveness (OEE)* document. The OEE document will become an interactive SEF to support the journey to Outstanding.
- Notes of Visit that summaries the work of the Improvement Director after each visit and provide short term priorities and actions to support Outstanding. Notes of Visit are uploaded on to ATT Management Information System (TIM), shared with the Local Governing Body (LGB) and Senior Improvement Directors
- Assistance in the analysis of performance data through *the Trajectory of Improvement document*
- Advice on target setting
- Monitoring of progress to targets and the effectiveness of interventions
- Involvement in the Principal's Performance Review
- Support in the drawing up of the SEF/AIP
- Assistance with Ofsted preparation
- Advice on setting up, implementing and monitoring programmes needed to address improvement issues, including the identification of appropriate external support

## **D2 – measuring pupil performance effectively and setting challenging targets**

- General advice, support and challenge
- Acting as a member of the Local Governing Body

ATT [REDACTED] evaluate each academy's performance against the Ofsted criteria for 'Outstanding', outlining the steps needed to secure rapid improvements. This will act as an interactive working self-evaluation form (SEF).

ATT [REDACTED] will monitor progress to targets ensuring interventions are robustly in place if pupils are not on track to meet these targets.

If the academy undergoes a review or an external inspection, the Improvement Directors will use the findings to update the document and the rapid AIP in order to secure necessary progress.

These working documents will show your academy's improvement journey over time from academy opening and will be made available to the Chair of Governors.

At the end of each academic year, each academy will agree an overall effectiveness judgement using Ofsted criteria with their [REDACTED]. This will feed into the ATT category of the academy.

Academy Principals and ATT Link Improvement Directors then complete an Academy Improvement Plan (AIP) which focuses on the key milestones to becoming rapidly outstanding within three years.

The agreed plan will clearly indicate the priorities for the year, each half term and what needs to be done on a weekly basis in order to become outstanding.

ATT data analyses for each academy take place annually. This gives an overview of how each academy is performing against national performance indicators across year groups and helps determine the trends and patterns of success and underachievement.

In some cases, this may trigger a bespoke review by ATT in order to identify key barriers to outstanding outcomes. Targets for the following year will be considered centrally and used when setting targets.

Progress to predictions will be regularly quality assured through the data drops that take place throughout the year. The Principal's performance management will be used to support this process.

ATT have invested in an automated data management system that securely extracts data academy's management information system (MIS), providing insight into current progress and achievement across ATT. Through the collation of data from across ATT academies, future intervention and CPD requirements are identified then addressed and successes recognised.

High Point Academy Local Governing Body (LGB) will be given access to appropriate performance data so that they can challenge and support the academy in achieving high standards for pupils. This information will be reported to the LGB through the Curriculum Committee.

**D3 – a staffing structure that will deliver the planned curriculum within the expected income levels**

If you are applying for more than one school, please provide one version of this section, referring to individual schools or circumstances where relevant.

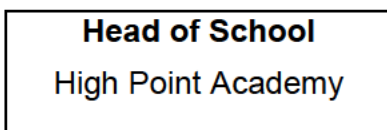
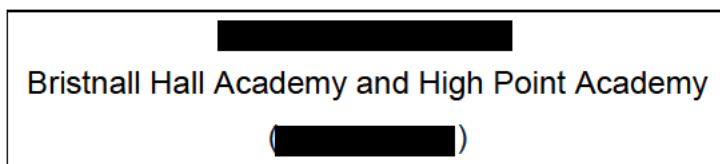
All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

**D3 – a staffing structure that will deliver the planned curriculum within the expected income levels**

**Leadership at High Point Academy**

██████████ (██████████) will have overall responsibility for Bristnall Hall Academy and High Point Academy. There will be a Head of School appointed to be responsible for the day-to-day management of High Point Academy. The staff organogram below shows the teaching and learning staff at High Point Academy when at full capacity.



<b>Deputy Head of School</b> High Point Academy Curriculum/Teaching and Learning.	<b>Deputy Head of School</b> High Point Academy SENCo/ Pupil and Family Well Being.
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<b>KS3 and KS4</b> Leader of Teaching for Learning – ASP specialist (TLR 1a with teaching responsibility) Teachers with Curriculum Responsibility Learning Support Assistants	<b>KS5</b> Leader of Teaching for Learning – ASP specialist (TLR 1a with teaching responsibility) Teachers with Curriculum Responsibility Learning Support Assistants
Speech and Language Therapists Occupational Therapist Social Worker	

In the first year of operation (September 2017) there will be 72 pupils. At this point the leadership team at the school will consist of ██████████, Head of School and one Deputy Head of School.



**D3 – a staffing structure that will deliver the planned curriculum within the expected income levels**

ATT will gradually increase senior leadership capacity as the school grows, to balance the increasing demands on the team with financial efficiency (see Table below) reaching a ‘steady state’ position from 2020.

Senior Leadership team composition during transition to full capacity:

	Sept 2017	Sept 2018	Sept 2019	Sept 2020	Sept 2021	Sept 2022	Sept 2023
<b>PUPIL NUMBERS</b>	<b>72</b>	<b>90</b>	<b>108</b>	<b>126</b>	<b>126</b>	<b>126</b>	<b>126</b>
	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Head of School	1	1	1	1	1	1	1
Deputy Head of School	1	1	2	2	2	2	2

In year 1 (2017) overall pedagogical and pastoral direction and leadership will be provided by the Head of School and Deputy Head. Together they will take responsibility for Organisation and Curriculum in Key Stage 3 and the first year of Key Stage 4. They will be assisted by a single TLR post-holder, paid a TLR 1a for taking a lead role on provision and pedagogy across the phases.

In year 3 (2020) the school will appoint a second TLR post-holder, paid a TLR 1a for taking a lead role on provision and pedagogy also, providing one TLR post-holder for each phase.

During the transition to full capacity ATT and High Point Academy will fill any skill or capacity gaps in the middle leadership by buying in consultancy expertise, either from the LA or from high quality external providers.

In addition to the two TLR post-holders, classroom teachers on the Upper Pay Spine will be expected to take a lead role in allocated curriculum areas, including subject areas, Looked After Children Coordinator, EAL Coordinator, and Gifted and Talented Coordinator.

	Sept 2017	Sept 2018	Sept 2019	Sept 2020	Sept 2021	Sept 2022	Sept 2023
<b>PUPIL NUMBERS</b>	<b>72</b>	<b>90</b>	<b>108</b>	<b>126</b>	<b>126</b>	<b>126</b>	<b>126</b>
Leaders of Teaching for Learning (Provision and pedagogy) TLR 1a (also FT teachers)	1	1	2	2	2	2	2

### D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

ATT plan to recruit qualified, flexible, ambitious teachers who have a good understanding of working with pupils with CLDD and who show the potential for rapidly taking on additional responsibilities.

As High Point Academy moves towards full capacity ATT will gradually increase the number of classroom teachers, ensuring effective curriculum coverage whilst achieving a cost-effective pupil teacher ratio. As with other teachers, there will be a gradual build up of Learning Support Assistants also.

	Sept 2017	Sept 2018	Sept 2019	Sept 2020	Sept 2021	Sept 2022	Sept 2023
<b>PUPIL NUMBERS</b>	<b>72</b>	<b>90</b>	<b>108</b>	<b>126</b>	<b>126</b>	<b>126</b>	<b>126</b>
Class Teachers (Total)	8	10	12	14	14	14	14
Learning Support Assistants	16	20	24	28	28	28	28

High quality curriculum support staff are vital to the success of any school, but they are particularly important to the effective delivery of the curriculum in a special school setting.

ATT apply similar high expectations in the recruitment of leading, managing, motivating, supporting and challenging support staff as with teaching staff.

The Deputy Head of School (CPD, Quality Assurance, Multi-Agency Services) will have overall senior leadership responsibility for all curriculum support staff, with middle leaders taking day to day line management responsibility.

Speech and Language Therapists, an Occupational Therapist will be in place at High Point Academy in year 1. In year 3 a Social Worker will also join the academy.

	Sept 2017	Sept 2018	Sept 2019	Sept 2020	Sept 2021	Sept 2022	Sept 2023
<b>PUPIL NUMBERS</b>	<b>80</b>	<b>100</b>	<b>120</b>	<b>140</b>	<b>140</b>	<b>140</b>	<b>140</b>
Teaching Assistants	16	20	24	28	28	28	28
Speech & Language – Senior + Therapist	1	1	2	2	2	2	2
Occupational Therapist	0.4	0.4	0.4	0.4	0.4	0.4	0.4
Social Worker			0.4	0.4	0.4	0.4	0.4

Bristnall Hall Academy leadership and Facilities Manager will have overall senior leadership responsibility for all non-curriculum support staff, with High Point

**D3 – a staffing structure that will deliver the planned curriculum within the expected income levels**

Academy Senior Admin Officer and Site Manager taking day to day line management responsibility.

<b>██████████ of High Point Academy and Bristnall Hall Academy</b> ██████████	
<b>Business Manager</b> (Bristnall Hall Academy)	<b>Facilities Manager</b> (Bristnall Hall Academy)
<b>Senior Admin Officer</b> High Point Academy	<b>Site Manager</b> High Point Academy
<b>Admin Assistant</b> High Point Academy	<b>Cleaners</b> High Point Academy
<b>Receptionist</b> High Point Academy	<b>ICT Technician</b> High Point Academy

High quality administrative and technical support staff are vital to the success of High Point Academy and high expectations will be set at the recruitment with emphasis upon applicant's leadership, management, motivational, supportive skills. They will be challenged to perform to high standards as with all other staff.

	2017	2018	2019	2020	2021	2022	2023
	Sept	Sept	Sept	Sept	Sept	Sept	Sept
<b>PUPIL NUMBERS</b>	80	100	120	140	140	140	140
Senior Admin Officer	1	1	1	1	1	1	1
Admin Staff	0.5	0.5	0.5	1	1	1	1
Receptionist	1	1	1	1	1	1	1
Technician	0.5	0.5	0.5	1	1	1	1
BHA Facilities Manager	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Site Manager	1	1	1	1	1	1	1
Cleaner	0.5	0.5	0.5	1	1	1	1

### **D3 – a staffing structure that will deliver the planned curriculum within the expected income levels**

#### **Recruitment and Retention**

Members of High Point Academy LGB have significant educational expertise and will play a direct role in recruitment, selection, interviewing and performance management of Senior Leadership in order to ensure that the school secures the highest possible caliber of candidates from the outset.

High Point Academy will aim to attract individuals who are highly ambitious, strategic thinkers, with excellent people management and collaborative working abilities and a demonstrable commitment to the ethos of the school.

All staff will undergo extensive induction and comprehensive professional development to enable them to effectively support the complex needs of the children and young people in their care.

High Point Academy will have a commitment to recruiting and retaining highly qualified staff with experience of working with CLDD and SEND pupils.

Together staff at High Point Academy will provide:

- Access to the academic curriculum in ways that do not depend on social or communicative skills and which take account of the particular difficulties of pupils
- A programme to develop communication, regardless of the language ability of the pupil
- A programme to develop social interaction, play, leisure and life skills
- An approach to managing behaviour

ATT recognise that staff are their most valuable resource and ensure that they recruit and retain the very best people.

ATT recruitment procedures are robust, staff are routinely enhanced DBS checked and stringent child protection training, measures and monitoring takes place.

ATT and leaders at High Point Academy will also place emphasis upon continuous professional development of staff and the stress the importance of learning from research nationally and internationally on the needs of and strategies used to support pupils with CLDD and their families.

#### **Continuous Professional Development (CPD)**

Leadership at High Point Academy will manage a well-trained work force with competencies in key pedagogies and access to appropriate resources. Staff at the academy will establish teaching models of best practice which can be shared with colleagues locally and nationally.

Knowledge about CLDD and the learning styles of these pupils will inform the development of effective strategies for teaching and learning at High Point Academy and this practice can be shared across ATT family of academies as well as local academies and schools.

### **D3 – a staffing structure that will deliver the planned curriculum within the expected income levels**

*“In Academies identified as having pupils with autism spectrum disorders, only 22% of teachers had received some autism-specific training but the majority only for between one and four hours. One in five Academies (21%) with pupils with autism or Asperger syndrome have no teachers with autism-specific training at all”.*

National Autistic Society

ATT will take up a service level agreement with Sandwell LA to buy into its SEND/Inclusion Support Service. This is a highly effective inclusion service currently working successfully in partnership with Bristnall Hall Academy staff and pupils.

Sandwell LA Inclusion Support Services team will bring valuable expertise and local knowledge as well as acting as a coordinating link to the other focused provision units and special academies within the authority.

Consistency for pupils with CLDD is a critical factor in their successful learning, and teamwork adds strength to this. It is really important that teachers have the skills to deploy support staff effectively, and to acknowledge that roles within these contexts may differ from mainstream experience. In some instances, there may be as many adults as pupils in the classroom to plan for.

High Point Academy will create a culture of dialogue and reflection to promote professional development. It will capture and share the expertise and talents that they have– in the academy, from families, the LA, the LA SEND/Inclusion Support Services and universities.

The academy will work on the strengths, interests and talents of their staff groups. People with passion or flair can inspire others when they share their skills and insights to success.

When High Point Academy has identified those individuals and their particular expertise, they will spread this knowledge with best effect, developing their own professional expertise further.

Mentoring and other procedures will be well established for supporting new teachers in academy, but on-going professional development will be available to new and experienced colleagues – to develop best practice and to plan for learners who are completely outside of their experience.

*“By developing a professional climate that is positive, open and supportive in responding to current challenges – one in which we view each other as equals in the professional learning process – we can not only share and build on existing good practice, but also contribute to the new practices we need to develop to meet the needs of their more complex learner populations. It is valuable to introduce or extend a means for a more systematic review and reflection on their practice”.*

### **D3 – a staffing structure that will deliver the planned curriculum within the expected income levels**

Teachers at High Point Academy will need to be able to build on the strengths of their teams and actively involve them in the planning and review process. They will need to have a constant 'overview' of all aspects of the classroom as the 'room manager', to judge the pace of the session, deciding when the activity needs to change, as role models they facilitate and respond to both pupils and the staff team.

Accurate assessment and responsive teaching will be managed well as will involve a number of adults giving feedback.

The use of focused classroom observations or video, particularly of more experienced colleagues, will be an excellent vehicle to establish this model and to stimulate discussion. Reviewing even a very a short piece of videoed teaching can give enormous insight for teachers, staff and leaders and raise awareness further.

As an 'extended professional' teachers at High Point Academy will develop working relationships with other adults and the wider academy community. This collaboration will be supported by senior leaders.

It is ATTs intention that High Point Academy become a centre of excellence for teaching and learning with CLDD pupils. They will support the academy in securing Teaching Academy status as soon as possible.

#### **Working with Other Academies and Schools**

High Point Academy will work proactively with other special, secondary and primary schools and academies within the local area. High Point Academy will communicate regularly and work closely with all Sandwell all primary schools (particularly those primary schools with focused provision), secondary academies and special schools.

High Point Academy will invite both primary, secondary and special schools and academies from around the West Midlands to training sessions and on Learning Walks to see how the academy supports vulnerable and socially lacking pupils.

#### **Working with ATT Family of Academies**

ATT maximise the expertise across their family of academies. This is done by ensuring all of their academies have their own comprehensive and varied programme of CPD activities in place, with the strategic plan for CPD closely aligned to the Academy.

The Trust:

- Provide tailored training programmes within their academies led by their team of experts
- Hold a register of approved consultants specialising in all subjects and specific areas of education, who can be engaged by academies to meet specific training needs
- Publicise best practice to all academies and the creation of helpful case studies

### **D3 – a staffing structure that will deliver the planned curriculum within the expected income levels**

- Arrange a programme of joint meetings and / or workshops for specific staff from all of the academies, where good practice can be discussed and shared, enabling professional relationships and joint activities to develop between staff from the different academies
- Use new technologies to enable their staff to communicate online and through ICT based communications systems and learning platforms
- Provide updates through their termly Educational Update newsletters
- Encourage their academies to become teaching academies

### **D4 – the school will be welcoming to pupils of all faiths/world views and none**

All applicants will need to complete this section in full for each school they wish to open. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

### **D4 – the school will be welcoming to pupils of all faiths/world views and none**

Sandwell LA has 6 towns: Oldbury, Tipton, Rowley Regis, Smethwick, West Bromwich and Wednesbury. Though West Bromwich is the largest town in the borough and its designated Strategic Town Centre, Sandwell Council House (the headquarters of the LA) is situated in Oldbury.

Bordering Sandwell is the City of Birmingham to the east, the Metropolitan Borough of Dudley to the south and west, the Metropolitan Borough of Walsall to the north, and the City of Wolverhampton to the northwest.

At the 2011 census, the borough had population of 309,000 and an area of 86 sq. kilometres/33 sq. miles. The LA is only 12 miles wide in any given direction.

The young population in Sandwell is the most diverse with almost half (40.4%) of its population from the BME groups. Ten years ago (2001 Census) the BME groups represented around 30% of the population.

The religion that the population of Sandwell follow has also changed. Christianity has reduced by 13% and those having no religion has increased by 8%. Sikhs and Muslims have also increased.

For the younger population (0-15yr) the change is larger - In 2001, the Muslim and Sikh population both represented 8% of the 0-15 year olds. In 2011, the representation for Muslims increased to 14.5%.

Sandwell has a growing, young and increasingly diverse population. The numbers of 0-19 year olds have increased from 75,800 in 2005 to 82,734 (an increase of 9.14%). A further 10.8% increase is projected by 2021.

High Point Academy will not have a religious ethos or religious character or a distinctive

#### **D4 – the school will be welcoming to pupils of all faiths/world views and none**

educational philosophy. High Point Academy will be welcoming to pupils of all faiths/world views and none.

ATT have excellent knowledge of the Sandwell area, its population, demographics, need, religion, cultures, business and communities. With one successful academy already in the local community and the ATT Central Offices in the neighbouring LA Birmingham ATT continue to keep abreast of current trends, politics and issues.

ATTs academy in Sandwell, Bristnall Hall Academy attract pupils from different backgrounds and different communities and are successful at making them all feel welcome and play a full and active role in the academy. Pupils from different communities, faiths and backgrounds to work together, learn about each other's customs, beliefs and ideas and respect each other's views.

High Point Academy will provide a vibrant inclusive education community within which all members - staff, pupils and parents - are continuously learning together for the mutual benefit of all.

High Point Academy will represent and reflect the community it serves. The academy will teach pupils to be positive role models and active citizens of the United Kingdom and of the wider world.

Pupils will have respect for themselves, for others and for their environment. Pupils will display leadership and the ability to work in teams. The academy will welcome and value every young person, whatever his or her academic ability, ethnicity, religion, gender, sexuality or background.

High Point Academy curriculum will be broad and balanced and prepare children for life in modern Britain including through the teaching of spiritual, moral, social and cultural (SMSC) education.

High Point Academy will meet the requirements for collective worship, establish a strong school ethos supported by effective relationships throughout the school, and providing relevant activities beyond the classroom are all ways of ensuring pupils' SMSC development.

Pupils at High Point Academy will be encouraged to regard people of all faiths, races and cultures with respect and tolerance.

Pupils at High Point Academy will be supported in understanding that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. High Point Academy ethos and teaching will support the rule of English civil and criminal law.

SMSC at High Point Academy will:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
- Encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and



#### **D4 – the school will be welcoming to pupils of all faiths/world views and none**

working in the locality of the school and to society more widely

- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- Encourage respect for other people
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England

High Point Academy will:

- Ensure that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils
- Use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view
- Use teaching resources from a wide variety of sources to help pupils understand a range of faiths, and
- Include SMSC in suitable parts of the curriculum material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries (as appropriate for pupils)
- Consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values

High Point Academy will adhere to the Prevent Duty and have appropriate policies on safeguarding and welfare. To fulfil the Prevent duty High Point Academy believe that it is essential that all staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. As such all High Point Academy staff will receive training on PREVENT from ATT as will all governors if they have already not done so.

A record of who has attended the Prevent Training will be kept by Head of School of High Point Academy and by ATT. Training will be updated regularly and PREVENT monitored in the Academy by ATT and Senior Leaders.

Protecting children from the risk of radicalisation will be seen as part High Point Academy wider safeguarding duties. Personal, Social, Health and Citizenship Education (PSHE) will be used as an effective way of providing pupils with time to explore sensitive or controversial issues, and equipping them with the knowledge and skills to understand and manage any difficult situations.

High Point Academy will have systems in place should to ensure suitable filtering is in place for all its ICT. Internet safety integral to High Point Academies Computing Curriculum in addition to in PSHCE.

## **D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately**

This section covers how your school will address the particular needs of children at the school.

All applicants will need to complete this section in full for each school they wish to open. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

### **D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately**

#### **Achievement and Progress of Key Groups**

High Point Academy will be committed to ensuring that all pupils, whatever their special needs, background, gender or ethnicity reach their full potential, including Looked After Children.

Pupil Health England records show the health of the people of Sandwell is below that of the UK average. Deprivation is higher than average and 29.9% (19,000) children live in poverty. Life expectancy for both men and women is lower than the UK average.

Given the disadvantaged nature of the community in Sandwell and the particular needs and vulnerabilities of CLDD pupils ATT will take particular care to ensure that pupils eligible for Free School Meals achieve to the highest level and that Pupil Premium money is used to ensure that all key groups perform at least at the overall national average for the main achievement and progress indicators (reflected in National Data and National Data sets for pupils with SEND working at P levels).

The track record of Bristnall Hall Academy demonstrates that high achievement is possible for disabled and SEND pupils from disadvantaged backgrounds.

*“Leaders, including governors, have considered carefully how best to spend the additional funding for the most disadvantaged pupils. Improvements to these pupils’ achievement and rates of attendance show that effective use of this funding is making a good difference”.*

Bristnall Hall Academy, Ofsted Nov 2014.

High Point Academy targets will include a focus on narrowing any identified achievement gaps (e.g. for Looked After Children) as well as on raising overall standards of achievement and social and personal development.

The inclusive policies and practices at High Point Academy will meet the needs of all pupils with SEND and disability. All Government guidelines, including in the Code of Practice, the Disability Discrimination Act 2005 and the Disability Equality Duty will be understood and implemented as well as regard to LA guidance.

High Point Academy aim will be for all pupils with SEND to achieve the highest standards of which they are capable and to reduce the gaps in attainment between different groups of pupils.

The academy will promote access for, and encourage positive attitudes towards people

## **D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately**

with SEND, CLDD and disabilities.

Disabled pupils will be able to participate fully in the life of the school and will have a key role in developing school policies which recognise their particular needs. This will involve utilising additional, temporary and/or extended support which will be kept under constant review.

Where support additional to that of standard class provision is required, it will be provided. If, after further consideration, a more sustained level of support is needed, it will be provided through the Annual or Half Termly review process.

### **Pupils with Disabilities**

If a pupil has a physical disability at High Point Academy the identification of barriers to participation in all areas of academy life will be a priority and where necessary, adjustments will be made to the curriculum and teaching methods.

The overriding principle will be to provide full curricular access to all pupils who have been allocated a place at High Point Academy.

All staff should feel confident in their ability to deal appropriately with every pupil. They should be able to identify when a pupil is not suited to an activity, and have an alternative available. High Point Academy will ensure appropriate training and CPD is provided for staff as appropriate to enable them to successfully support pupils with disabilities.

High Point Academy's website will include details of the arrangements for the admission of disabled pupils; the steps taken to prevent disabled pupils from being treated less favourably than other pupils; and the facilities provided to assist access to High Point Academy by disabled pupils.

### **Most Able Pupils**

High Point Academy are committed to providing a sufficiently challenging curriculum for all of our pupils. We will provide opportunities to identify and nurture those who are more able. This does not necessarily just mean high achievement. It can refer to the investigative people who approaches tasks differently or to the pupil who produces art work that is always original.

With its individualised approach High Point Academy will have a particular focus on more able (MA) and more able pupils in line with our stated principle that all pupils will progress in line with their potential rather than their age.

To ensure that all pupils achieve to their maximum potential High Point Academy will:

- Ensure staff have targeted CPD and are professionally enabled to identify and develop each pupil's full potential
- Provide lessons that stimulate, engage, challenge, inform, excite and encourage in order to develop mastery and fluency across a range of subjects

**D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately**

- Employ skilled, well-prepared and informed teachers who have a perspective and understanding of whole-school needs, problems and policies, especially those concerning issues related to those pupils identified as most able
- Provide an entitlement beyond subject teaching, including preparation for adult life and work. This will include extra- curricular activities including opportunities to learn about and partake in, financial enterprise, entrepreneurship and community service
- Include in the entitlement and enrichment beyond the curriculum school-wide events such as performances, talent shows, debating competitions
- Ensure the effective assessment of pupils' potential and performance
- Recognise, celebrate and reward the achievement of all pupils
- Raise the ambition for our most able pupils to attend the best universities in the country

Specific arrangements for coordinating most able provision will include:

- All schemes of work will be planned to include mastery and fluency
- An awareness among all staff of their role in the identification of more able pupils, based on subject-specific criteria and the need to make the curriculum sufficiently challenging and an awareness of unique ability and talent
- All staff will contribute to the most able register which will be updated termly
- Continuing professional development for staff that addresses the implications of more able pupils for senior management, within individual subject areas and develops teaching and learning styles that take account of differentiation, enrichment and extension
- The regular monitoring and reporting, to the most able Co-ordinator, of individual pupil performance
- An audit of enrichment and extension opportunities that could be provided, led by the most able Co-ordinator. This could include opportunities within the wider Trust.

**English as an Additional Language (EAL)**

Sandwell LA Academies typically have high numbers of EAL pupils (24% compared to National figure of 13.9%). Some of these pupils will be able to communicate orally in English but their written work will exhibit a limited vocabulary range. This is often because their home language is used out of school and they do not read or write it well either.

At High Point Academy particular support will be given to pupils whose first language is not English. Teachers in partnership with the Speech and Language Therapy team will closely monitor their progress across the curriculum to ascertain their cognitive ability and select the appropriate pathway.

High Point Academy will complete an initial assessment of each child's language ability on admission to High Point Academy. Some of this information will be gained from parents and carers during their child's enrolment.

Following the assessment the child will be given if required a EAL TA to support them

## **D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately**

within the classroom and around the academy. Wherever possible the TA will be able to speak or have some knowledge of the new child's language.

The academy will also support families where English is not the first language to ensure that learning entitlement is fully delivered.

### **Mental Health and Well-Being**

Mental health difficulties in pupils with CLDD present a significant barrier to their learning. Recent prevalence studies suggest an alarmingly high rate of mental health difficulties in this population.

Depending on the complexity of their needs, average figures range from between 40% to 60%, with the presence of the intellectual disability, in itself, being a risk factor of immense significance. On-going research points to the need for specific interventions at the earliest possible onset, based on sound objective assessment and diagnostic frameworks.

Mental health difficulties present a significant challenge to all those involved in the education and care of pupils with special educational needs. Critical issues include the identification of a mental health difficulty and its implications in terms of assessment, diagnosis and subsequent treatment.

High Point Academy will develop "early warning systems", and rigorously explore, engage and evaluate the range of possible interventions available to pupils with all stakeholders, experts and support groups as required.

High Point Academy will work closely with the Sandwell LA Child and Adolescent Mental Health Service (CAMHS) which includes the unit Sandwell Deliberate Self-Harm Service. The academy will also work with other voluntary organisations, experts and local General Practitioners as required.

Early intervention strategies, on-going professional development, and appropriate preventative techniques are the key tasks that High Point Academy will concentrate on to support all pupils with mental health difficulties and their families.

High Point Academy will build resilience with its pupils. High Point Academy will be a safe and affirming place for children where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems.

The culture and structures at High Point Academy will help promote pupils' mental health through:

- A committed senior leadership team that sets a culture within the academy that values all pupils; allows them to feel a sense of belonging; and makes it possible to talk about problems in a non-stigmatising way; ensuring all adults working in the academy understand their responsibilities to children with special educational needs and disabilities (SEND), including pupils whose persistent mental health difficulties mean they need special educational provision.

**D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately**

- An ethos of setting high expectations of attainment for all pupils with consistently applied support. This includes clear policies on behaviour and bullying that set out the responsibilities of everyone in the academy and the range of acceptable and unacceptable behaviour for children. These should be available and understood clearly by all, and consistently applied by staff.
- Working with parents and carers as well as with the pupils themselves, ensuring their opinions and wishes are taken into account and that they are kept fully informed so they can participate in decisions taken about them.
- Continuous professional development for staff that makes it clear that promoting good mental health is the responsibility of all members of academy staff and community, informs them about the early signs of mental health problems, what is and isn't a cause for concern, and what to do if they think they have spotted a developing problem.
- Clear systems and processes to help staff who identify children and young people with possible mental health problems; providing routes to escalate issues with clear referral and accountability systems. Academies should work closely with other professionals to have a range of support services that can be put in place depending on the identified needs (both within and beyond the academy). These should be set out clearly in the academy's published SEND policy.
- Working with others to provide interventions for pupils with mental health problems that use a graduated approach to inform a clear cycle of support: an assessment to establish a clear analysis of the pupil's needs; a plan to set out how the pupil will be supported; action to provide that support; and regular reviews to assess the effectiveness of the provision and lead to changes where necessary.
- A healthy academy approach to promoting the health and wellbeing of all pupils in the academy, with priorities identified and a clear process of 'planning, doing and reviewing' to achieve the desired outcomes.

## Section E – evidence of need

This section asks you to evidence that there is a need for the school(s) you are proposing. **All** applicants will need to complete this section in full for each school they wish to open.

### E1 - provide valid evidence that there is a need for this school in the areas

This section will need to be completed by **all** applicants. Please:

- use the space provided below;
- include evidence as annexes; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

#### E1 – provide valid evidence that there is a need for this school in the area

##### Evidence of Need

Sandwell LA has 6 towns: Oldbury, Tipton, Rowley Regis, Smethwick, West Bromwich and Wednesbury. Though West Bromwich is the largest town in the borough and its designated Strategic Town Centre, Sandwell Council House (the headquarters of the LA) is situated in Oldbury. At the 2011 census, the borough had population of 309,000 and an area of 86 square Kilometres/33 square miles. The LA is only 12 miles wide in any given direction.

There is vast evidence of the need for secondary places across the whole of the Sandwell LA, with extra classes 16 predicted by 2019 and 29 extra classes predicted by 2024.

**Sandwell Secondary Schools on average have 8.1% of pupils with Statement/ECHP which is considerably higher than the National average of 5.8%.**

The numbers of secondary aged pupils in Sandwell in general is rising at an exponential rate. With an additional 19 additional forms of entry required by 2019 and 29 forms of entry needed by 2024. With the rising numbers of secondary pupils across Sandwell secondary schools it is evident that both greater mainstream and SEND pupil provision is urgently needed.

There are 15 primary schools with a Focused Provision Unit (FPU) in Sandwell, 10 of which are for ASD and Nurture. There are three secondary academies with a Focused Provision (two for ASD pupils) and three Special Schools.

One of these secondary academies with a FPU has this year reduced its Focused Provision Unit from 20 pupils to 5 pupils. This academy was also judged as 'Inadequate' by Ofsted in 2012.

As the number of CLDD pupils is rising nationally provision for this special school is greatly needed in the Sandwell area.

Sandwell has a growing young population. The numbers of 0-19 year olds have increased from 75,800 in 2005 to 82,734 (an increase of 9.14%). A further 10.8% increase is projected by 2021. Overall, since 2004, Sandwell has had a 25.4% increase in the number live births. In comparison to the West Midlands births in Sandwell have increased at twice the rate.

### **E1 – provide valid evidence that there is a need for this school in the area**

Sandwell LA believes it has met the need for pupil places in its primary schools by expanding existing primary schools in the area. The need for secondary pupil places is however still to be addressed with the LA predicting the need for 29 new forms of entry by 2024.

*“We know that there is an acute shortage of places in many parts of the country, but this survey confirms that there is also a considerable shortage of good school places full stop. With more than 130,000\* families in the West Midlands not able to send their child to their school of first choice”.*

The general demand for school places in the Sandwell area, and the number of schools requiring improvement or rated as inadequate by Ofsted means that few pupils get their first choice of secondary schools.

The Telegraph newspaper reported this in March 2015, stating, *“Only 26.1 per cent got their first choice”*. This demand is only set to increase rapidly as Sandwell need to increase their secondary places by 16 classes by 2019.

Currently CLDD is the largest sub group of SEND pupils in Sandwell and is rising year on year. This need can be seen in the numbers of CLDD pupils currently registered in primary and secondary schools in Sandwell LA.

To meet the LA and parent demand ATT propose that High Point Academy would open to Years 7, 8, 9 and 10 from September 2017.

ATT is already achieving success within the Sandwell area with Bristnall Hall Academy being the most improved secondary in Sandwell, with results above the national average and a highly regarded Focused Provision unit for pupils with autism.

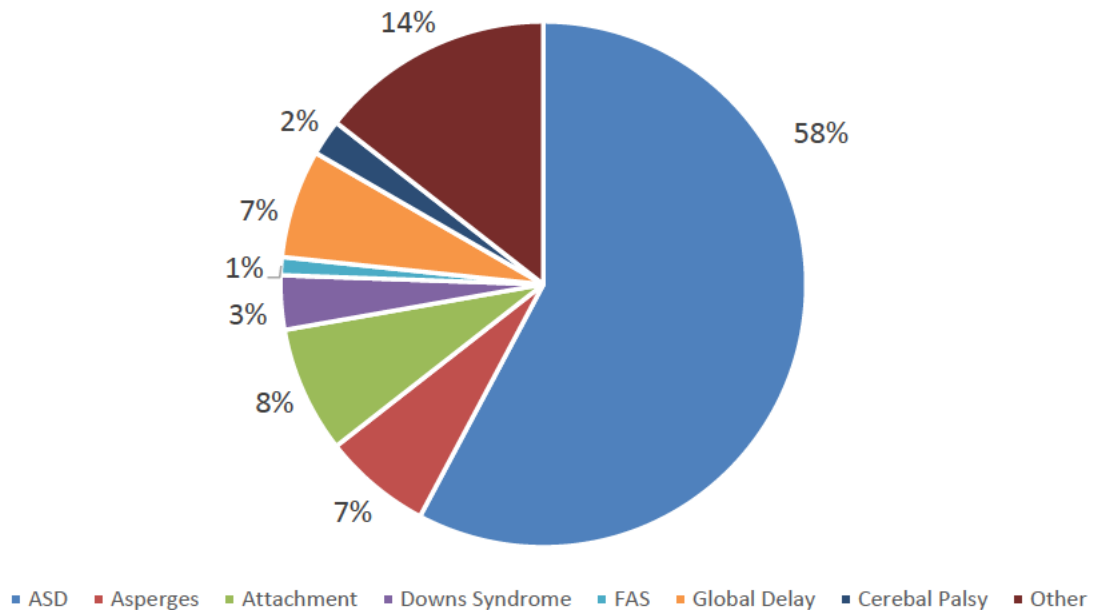
Bristnall Hall Academy Focused Provision unit is for 25 pupils with 5 pupils per year group with Autistic Spectrum Disorder. Bristnall Hall Academy, due to its success in supporting SEND pupils, has a very high number of Statemented pupils, 74, and 7.5% pupils with Statement/ECHP Plan.

This need is evident in the parental demand that has been shown for High Point Academy with 100% of signatures for the first and second years of opening, from parents and carers choosing this school as their first choice for their child(ren). All signatures have a Statement or ECHP or are currently in the process of assessment with an expected Statement. Breakdown of need collected from parents/carers who have signed up as High Point Academy first choice for place for child is given below.



**E1 – provide valid evidence that there is a need for this school in the area**

Parent/Carer Signatures Collected for High Point Academy -  
Breakdown of SEND



**Demand**

ATT have worked extensively with leadership, governors and staff at Bristnall Hall Academy, parents and carers, local schools and other key stakeholder to inform the vision and education plan for High Point Academy.

ATT have also met regularly with Sandwell [redacted] and [redacted] in addition to [redacted]

ATT have designed posters advertising open afternoons/evenings, advertising banners, and a prospectus for High Point Academy outlining the proposed free school. There have been 8 open events for High Point Academy. The minimum attendance at any of these events was 15 and the total number of parents, carers and professionals from local schools totaled 146.

ATT prepared a page on its website for High Point Academy. This page provided information on the school, its vision and curriculum. The page has a link to Frequently Asked Questions that is kept updated regularly and a link to the Parent Support Survey.

ATT have widely communicated and marketed High Point Academy in the local area. They have a dedicated section of their website <http://www.academytransformationtrust.co.uk> that provides details of the proposed schools, a copy of a High Point Academy prospectus and a section of Frequently Asked Questions that has been kept up to date.

ATT have advertised in three main local newspapers to help with the communications and marketing of the new school to the local community and prospective parents/carers.

**E1 – provide valid evidence that there is a need for this school in the area**

These include the:

- Halesowen News (34,951 circulation)
- The Express and Star (112, 803 circulation, 259,049 readership)
- Sandwell Chronicle (44,901 circulation, 68,060 readership)

ATT also utilised social media to communicate with stakeholders about the proposed new school and they developed a Twitter presence and Facebook Page for the proposed High Point Academy. Facebook regularly receives over 2500 views per post and in four days of opening Facebook there were 6000 views, 150 likes and 36 shares for individual posts.

ATT have maintained communication with all that attended the open events and those that completed the Parent Support Survey. High Point Academy has also been marketed on the LA Intranet and on several Sandwell parent forums.

Flyers have been posted by hand to all residents within a [REDACTED] [REDACTED]. They have also been given by hand to all local primary schools, doctors, and dentists within a five-mile radius of the proposed school. Posters have been displayed in shops, cafes and libraries and in 6 Sandwell towns.

Posters and information on High Point Academy has also been available on the Sandwell Local Schools Intranet and in LA email briefings.

ATT and leaders from Bristnall Hall Academy have also attended local SEND conferences and breakfast briefing sessions to help spread the word on the proposed new school.

Please tick to confirm that you have provided evidence as annexes:

Yes

**E2 – valid evidence of need for non-statemented pupils/pupils without an education, health and care (EHC) plan**

This section will need to be completed by **all** applicants. Please:

- use the space provided below;
- include evidence as annexes; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

**E2 – valid evidence of need for non-statemented pupils/pupils without an education, health and care (EHC) plan**

Non applicable

## Section F – capacity and capability

### F1 (a) Skills and experience of your team

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

If you are a sponsor with at least one school, or a MAT with at least two schools, and you have a letter or email from your RSC office saying how many free schools you have capacity to open, you need to:

- Tell us **who (a named individual) is in charge** during pre-opening and provide their CV.

If you do not meet the criteria set out above, please:

- complete the table below; and
- provide a short commentary on your plans to manage the pre-opening project.

You must complete a separate line for each member. Please identify individuals who will be company members, trustees, the chair of trustees, members of the pre-opening team and if applicable, the local governing body, including the chair if they have been identified.

<b>Name</b>	<b>Where they live</b> (town/city)	<b>Role(s)</b> (pre-opening team, member, trustee, principal designate, local governor once school is open)	<b>Summary of relevant expertise</b> Please refer to the relevant section of the assessment criteria booklet to check what detail you need to give	<b>Available Time</b> (hours per week)
<b>ATT Free Schools Core Team – Part of Project Group.</b>				
<p>[Redacted Name]</p> <p><b>Named individual in charge of application and project.</b></p>	<p>[Redacted Address]</p>	<p>[Redacted Role]</p> <p>Pre opening: [Redacted]</p>	<p>[Redacted Expertise]</p>	12
<p>[Redacted Name]</p>	<p>[Redacted Address]</p>	<p>[Redacted Role]</p> <p>Pre Opening: [Redacted]</p>	<p>[Redacted Expertise]</p>	6
<p>[Redacted Name]</p>	<p>[Redacted Address]</p>	<p>[Redacted Role]</p> <p>Pre opening [Redacted]</p>	<p>[Redacted Expertise]</p>	6

			[REDACTED]	
<b>ATT Free Schools Extended Team – Part of Project Group.</b>				
[REDACTED]	[REDACTED]	Pre opening: [REDACTED]	[REDACTED]	8
[REDACTED]	[REDACTED]	Pre-opening: [REDACTED]	[REDACTED]	4
[REDACTED]	[REDACTED]	Pre Opening: [REDACTED]	[REDACTED]	8

			<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	
[REDACTED]	[REDACTED]	<p>[REDACTED]</p> <p>Pre Opening: [REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	2
[REDACTED]	[REDACTED]	<p>[REDACTED]</p> <p>Pre Opening: [REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	6
[REDACTED]	[REDACTED]	<p>[REDACTED]</p> <p>Pre Opening: [REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	4
[REDACTED]	[REDACTED]	<p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p>	6

		Pre Opening: [REDACTED] [REDACTED]		
[REDACTED]	[REDACTED]	[REDACTED] Pre opening: [REDACTED]	[REDACTED] [REDACTED]	12
[REDACTED]	[REDACTED] [REDACTED]	[REDACTED] Pre-opening: [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED]	8
<b>Academy Transformation Trust (ATT) Board - Trustees</b>				
[REDACTED]	[REDACTED] [REDACTED]	[REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	1
[REDACTED]	[REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	3





			[REDACTED]	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	0.5
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	0.5
<b>High Point Academy Local Governing Body</b> [REDACTED]				
[REDACTED]	[REDACTED]	As above	As above	As above
[REDACTED]	[REDACTED]		[REDACTED]	0.5



[REDACTED] [REDACTED]	[REDACTED]		[REDACTED] [REDACTED]	0.5
<b>To join the LGB if High Point Academy free school application is successful.</b>				
[REDACTED]	[REDACTED]	As above.	[REDACTED]	6
[REDACTED]	[REDACTED]	[REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED]	3

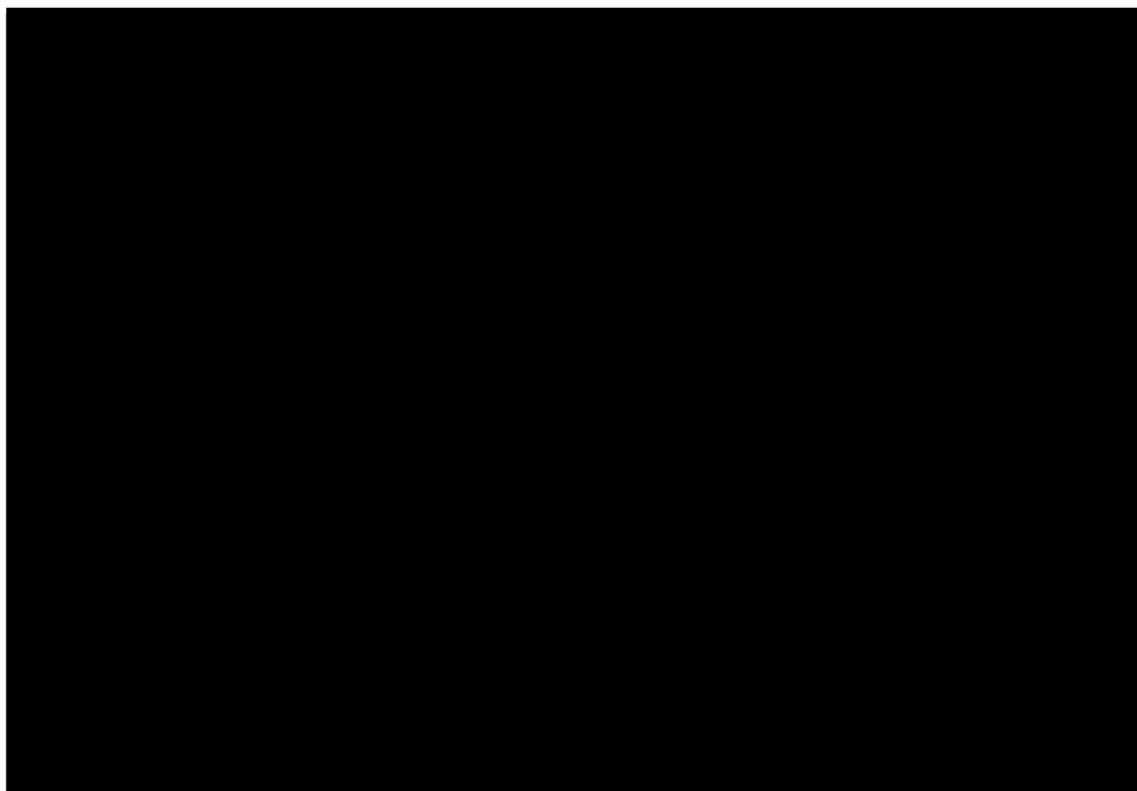
[Add lines as appropriate]

## **F1 (a) Skills and experience of your team**

### **[ATT Capacity to Deliver**

#### **Free Schools Project Team**

The ATT Free School Project Team, named above in the table, has been planned to successfully deliver the two proposed free schools in Sandwell. The structure of this project team can be seen in the diagram below.



(Full size copy of image in Appendix)

The core and extended team of ATT staff will meet regularly to plan, review and deliver the two free school projects.

If successful with these free school applications ATT intend to appoint a project manager with experience of education and design and build, preferably one with free school experience.

ATT have and are continuing through current appointments to increase their capacity in their HR, Estates, marketing and school improvement teams over the past year and have sufficient capacity to successfully deliver these free school projects on time, to budget to deliver high quality provision for pupils in Sandwell.

More detail on the ATT Estates Team and their relationship with EFA is provided in Section G.

Expertise will be brought in as required by ATT.

## **F1 (a) Skills and experience of your team**

### **The Chance Academy – Sandwell**

#### **Recruitment**

ATT also have a strong relationship with Sandwell LA and Sandwell Inclusion Support Services Team and will utilise these links to recruit potential staff.

#### **Recruitment of Head of School for High Point Academy**

ATT have a strong track record of attracting, developing and retaining Principals and senior leaders of a high quality.

ATT will prepare adverts and produce a Head of School Application Pack providing information on the Trust, job description and job specification for the post of Principal at the new Secondary Free School.

The Trust will engage TES Prime in head hunting and advertising. The Trust has had and continues to have great success with TES advertising of posts

<https://www.tes.com/jobs/employer/academy-transformation-trust-1065994/>

The Trust will also advertise on its own website

<http://www.academytransformationtrust.co.uk/working-for-us> and in local press.

#### **Timeline for Recruitment**

- Advertisements: June 2016 (earlier if possible – if hear successful earlier)
- Closing date: July 2016
- Interviews: July/August 2016
- Start Date: January 2017

This timeline is tight but ATT have processes in place for recruitment and selection of Head of School as detailed below.

ATT also have a good reputation in the local area for being attractive for principals to work with, they have strong networks and are having discussions with potential applicants.

#### **Selection and Assessment of Head of School for High Point Academy**

Selection and assessment will commence at shortlisting. Those candidates meeting the criteria for the role will be invited to interview. If the response is large, it may be that a long-listing process will also be used. A shortlisting grid will be used to ensure that fair and objective decisions are made.

References will be requested in advance of interview, in accordance with safer recruitment guidance. Candidates will be required to provide 2 professional references.

Candidates will be invited to one of the Trust's existing academies in order to participate in a number of assessed activities in an operational school setting. This will take into account different key stages. There will be a Group Discussion, Data

### **F1 (a) Skills and experience of your team**

Exercise, In-tray Exercise, Pupil Voice activity and the candidate observing teaching and providing developmental feedback to a teacher.

Following the Academy day, candidates will be invited to participate in small panel interviews with Trustees and relevant professional leads.

The candidates taken through to the final stage of the process will be asked to present to full interview panel with regard to their vision for the growth and success of the school and to attend a full panel interview.

All questions will be prepared in advance and panel members will take interview notes and score their questions. An interview assessment score grid will be used throughout to ensure that there is clarity regarding the strength of the candidates and that the process is handled openly and fairly and in accordance with equality of opportunity.

Feedback will be offered by relevant professionals to unsuccessful candidates.

### **Appointment**

The successful candidate will be offered the post, subject to pre-employment checks. This includes enhanced DBS check, confirmation of right to work in UK, verification of qualifications, medical placement questionnaire. The Letter of appointment and statement of particulars will be prepared by the [REDACTED] team.

Before commencement, the [REDACTED] will keep in close touch with the Head of School with regard to progress with the development of High Point Academy. If feasible the Head of School will be invited to relevant project meetings.

On commencement of employment they will attend comprehensive 2-day induction to the Trust and a 2-day induction with [REDACTED]. There will be opportunities to visit and spend time in other ATT Academies and special schools as part of the planned programme of induction.

## F1 (b) Skills gap analysis

This section will need to be completed by **all** applicants. Please set out any skills gaps that you think exist within your group and how you intend to fill them. Please:

- complete the table below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

<b>Skills/experience missing</b>	<b>Where is the gap?</b> i.e. pre-opening team, trustees, local governing body	<b>How and when do you plan to fill the gap</b>
Project Manager	Pre-opening	Through established networks with contractors and project managers involved in school builds. Advertising in local and national press.
Governors	Governing Body	In discussions with business and local community leaders re being potential governors.  Contact <a href="mailto:academyambassadors@newschoolsnetwork.org">academyambassadors@newschoolsnetwork.org</a> regarding recruit additional governors if required.
ATT will commission and recommend the strategic deployment of external companies and consultants in order to meet academy, and Trust's needs. ATT will ensure consultants provide value for money for the Trust and their academies. The nature and cost of their work will be written into a Schedule of Work to ensure a strategic approach to securing improvements. Consultants appointed by ATT will be expected to champion The Trust and ensure support is commensurate with rapid improvements in outcomes. Reports will be written using The Trust format and their work monitored by ATT Link and Senior Improvement Directors.		

[Add more lines as appropriate]

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

All applicants will need to complete this section in full for each school they wish to open. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

#### **High Point Academy Local Governing Body**

A single [REDACTED], will have overall responsibility for Bristnall Hall Academy and the the proposed High Point Academy.

There will be also be single LGB with over-arching management responsibility for the Bristnall Hall Academy and High Point Academy. There will be a new 'sub group' of this LGB to focus on High Point Academy. Members of this sub group appreciate that this will mean additional meetings particularly in the early stages.

Bristnall Hall Academy has a strong and stable LGB with experienced governors in the fields of SEND, new builds and the local community.

Also joining the Bristnall Hall Academy and High Point Academy LGB will be a successful academy Principal of a local special secondary school (Ofsted Good with Outstanding Leadership) and the [REDACTED] for High Point Academy from ATT.

*“Governors have a good understanding of the academy’s strengths and weaknesses including in the quality of teaching and how pupils in this academy achieve compared to national averages. They hold leaders to account well and meet regularly with them to review the progress being made in various aspects of the academy’s work, including in raising the achievement of the most able and disadvantaged pupils”.*

ATT Bristnall Hall Academy Sandwell, Ofsted November 2014 – RI/Leadership Good

ATT work together with their academies to ensure each LGB understands their role; providing personalised support and guidance to help achieve outstanding governance in all their academies. Due Diligence on all potential Governors is completed prior to joining ATT LGBs.

All ATT Governors undertake training for their continuing professional development and as a LGB review their effectiveness. Specific professional development will be planned to support members of the LGB take on the additional responsibility of the special needs school.

All Governors are required to undertake Child Protection Level 1 training, which has to be renewed every three years and in addition to this, the Chair and at least one other Governor is required to undertake Safer Recruitment Training. All Governors will be required to take PREVENT training.



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

*“Governors undertake regular training to develop their understanding of data on pupils’ performance. This helps them identify strengths and weaknesses which then form the basis of development planning, carefully funded by the academy’s budget”.*

ATT Jubilee Academy - March 2015

*“The governing body has led the academy well since it opened. Training has ensured that governors have a good understanding of its strengths and areas for improvement”.*

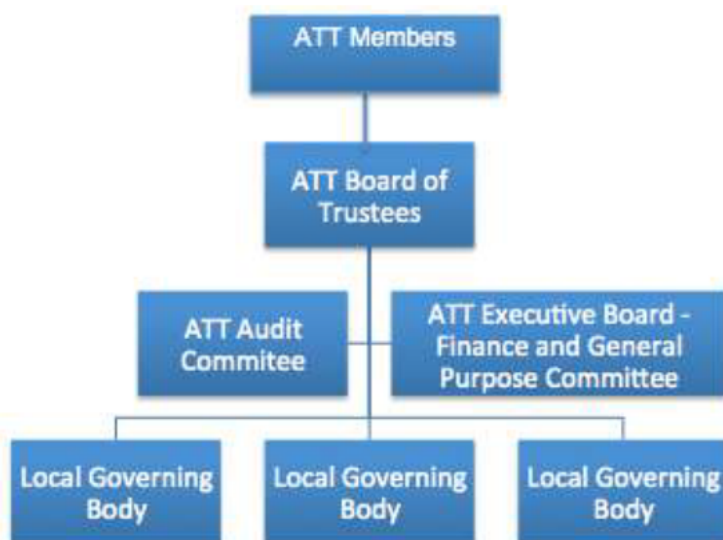
ATT Admiral Academy – May 2014

### **ATT Board and Governance Structure**

ATT recognise that overall good governance leads to good and outstanding outcomes which are recognised by key stakeholders. These include Ofsted and the Department for Education regarding standards and the quality of education provision and the Education Funding Agency in terms of effective financial management and the maintenance of a secure and stimulating learning environment. Importantly this needs to be complemented by the confidence and pride that comes from the belief and support of parents and the wider community who seek educational excellence for their pupils.

The ATT Board is ultimately responsible to the Department for Education (DfE) and ensures at all times that their academies act in accordance with a range of regulations and relevant legislation.

In order to fulfil their responsibility, the ATT Board has established a central Audit Committee and ATT Finance and General Purpose Committee. The ATT Board has also established a Local Governing Body (LGB) in each of their academies who have delegated authority from the ATT Board to support ATT in fulfilling their obligations.



ATT work together with their academies to ensure each Local Governing Body understands their role; providing personalised support and guidance to help achieve outstanding governance in all their academies.

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

*“Governance is outstanding and provides the academy with very effective levels of support and challenge. This has had a positive impact on the recent rapid improvement. The governing body holds the academy leaders to account for achievement and the quality of teaching. They have a clear understanding of the data on pupils’ progress and the quality of teaching at the academy.*

*The Trust provides excellent support and challenge for the academy. Training is provided and opportunities to meet teachers or governors from other academies in the Trust are promoted well so that expertise and good practice can be shared”.*

ATT Ravens Academy Thurrock, Ofsted July 2015 Good with Outstanding Leadership

*“Members of the academy trust have provided the school with effective challenge and support for senior leaders, staff and the governing body. They make regular visits to check on the improvements made and validate the school’s judgements”.*

ATT Star Academy Staffordshire, Ofsted January 2015 Good

### **Progress Board and Academy Improvement Board**

Where there are concerns regarding the standards at an academy a Progress Board will be established. Membership of the Progress Board includes: the [REDACTED] [REDACTED] and [REDACTED].

The Progress Board:

- Determine key priorities
- Outline the actions from the Academy Improvement Plan
- Agree the schedule of work
- Meet every month to monitor progress
- Write reports and share with ATT Board

Where there are concerns regarding the finances at an academy a Financial Stability Board is established. Membership of the Financial Stability Board includes: [REDACTED] [REDACTED] and [REDACTED]. An Academy Improvement Board replaces an Academy LGB, if needed. The Academy Improvement Board would meet monthly to discuss the academy’s progress and will carry out the statutory requirements of the LGB, as well as acting as a Progress Board.

Where there are concerns regarding the standards at an ATT academy a Progress Board is established. Membership of the Progress Board includes the [REDACTED] [REDACTED] and [REDACTED]. Where there are concerns regarding the finances at an academy a Financial Stability Board is established.

ATT are quick to pick up on concerns due to their processes and procedures of monitoring (6 data drops per year) and through the quality of relationships between their [REDACTED] and the Academies.

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

**ATT Academy Local Governing Bodies (LGBs)**

Each ATT Academy LGB has a key role to play in the drive to raise academy standards. LGBs are required to promote and maintain high standards of educational achievement for all pupils and they are accountable to ATT for the effective implementation of delegated responsibilities. This requirement is met through strategic planning, monitoring, managing, challenging and supporting.

Member of ATT LGBs include the following:

<b>Ex-officio positions</b>	<b>Elected positions</b>	<b>Trust Appointed positions</b>
Principal Representative from ATT – ██████████	Parent 1 and Parent 2 Teaching and Support Staff	Representative from the local community

All ATT Governors are appointed for a term of four years. Additional community and Parent Governors may be appointed providing the LGB size does not exceed 15.

Each ATT LGB supports their Principal in developing strategic plans for their academy by ensuring that ATT shared values and ethos are embedded and that there is a focus on:

- Raising standards of achievement and establishing high expectations
- Promoting effective teaching and learning so that every pupil achieves their full potential
- Ensuring the academy maintains financial viability and obtains value for money
- Longer-term key strategies within the academy and the local community have been developed in conjunction with ATT e.g. maintenance of the buildings

LGBs monitor the strategic plans, implementation of policies and procedures and progress of their academy. This is achieved by gathering evidence from a range of sources (e.g. staff reports, Governor’s visits, data, questions, and external reports), reviewing the evidence against the strategic plans and evaluating the impact of actions taken.

Each LGB is responsible for keeping the academy risk register under review and seeing assurance that risk management is effective. To support the risk management process ATT ask that all academies assign a Link Governor for the following areas: Safeguarding (including e-safety), SEND, LAC and Pupil Premium pupils.

ATT Link Improvement Directors, as members of the LGB, are committed to providing the balance of support and challenge needed to ensure all pupils achieve their potential. ATT delegate the running of the academy to the Governors subject to the limitations set out in the LGB Terms of Reference and guidance issued from time-to-time by ATT. Each Governor is provided with the ATT Governor Handbook which clearly sets out roles and responsibilities. Each LGB Chair of Governors is appointed by The Trust and has a key role in delivering the ATT shared mission.

**F3 – independent schools only: a good educational track record and credible plans for meeting the standards of the state sector**

This section is for independent converters to the state sector only. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

**F3 – independent schools only: a good educational track record and credible plans for meeting the standards of the state sector**

NA

**F4 – Independent schools, including special institutions that are privately run only: a good financial track record and credible plans for meeting the standards of the state sector**

This section is for independent converters to the state sector only. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

**F4 – Independent schools, including alternative provision institutions that are privately run only: a good financial track record and credible plans for meeting the standards of the state sector**

NA

**F5 – Independent schools only: an appropriate, well-maintained, and secure site**

This section is for independent converters to the state sector only. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

**F5 – Independent schools only: an appropriate, well-maintained, and secure site**

NA

## **Section G – accurate financial plans that are consistent with the rest of the application, demonstrate financial viability, and are based on realistic assumptions about income and expenditure**

All applicants will need to complete this section but you will give us less different information depending on which type of group you are.

Please

- complete the Excel spreadsheet (where necessary);
- add any commentary you want to include in the space provided below, for example, explaining the costs of centrally provided services (we do **not** want you to provide a commentary on the whole budget, just particular areas you want to highlight); and
- refer to the relevant section of the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

### **Section G – budget planning and affordability**

#### **ATT Finance**

##### **Regional Model for Finance, HR and Estates**

ATT are currently planning to move to a regional model of support for its academies in terms of finance, HR and estates. As this has not been rolled out yet for purposes of this application the current model for academies and finance has been completed.

As the new regional model is introduced High Point Academy will as all other expected ATT academies get better value for money through economies of scale and shared services.

ATT intend for this Regional Model is in place for September 2016.

##### **ATT Estates Team**

ATT [REDACTED] are well regarded within the EFA. ATT conditions allocations have been spent effectively, through a schematic funding approach underpinned by a strategic funding plan which uses condition data to plan and prioritise capital investment to ensure it is allocated to areas of most need and providing equality of estates across the ATT group.

ATT capital funding process has been used as an exemplar by the EFA for other Trusts to follow.

In 2015/16, ATT received over [REDACTED] in SCA, all of which has been utilised to enhance facilities and ensure that ongoing maintenance costs are mitigated. In 2016/17 ATT will receive over [REDACTED] - the highest allocation awarded to any multi academy trust.

ATT have been successful in a number of PSBP2 submissions and are working to deliver one particular project through the One Public Estate programme to realise maximum efficiencies of build through a multi-faceted cross-public sector service hub. EFA are supportive of this initiative and we are meeting them imminently to finalise plans to passport funding for this project.

## **Section G – budget planning and affordability**

ATT are currently working in partnership with various LAs to deliver basic need expansion plans. ATT have demonstrated sufficient capacity and experience within their internal team to deliver projects on their behalf, outside of LEP arrangements, within budget, meeting building regulations and all other associated requirements whilst also in line with EFA expectations.

ATT are currently expanded their [REDACTED] with the idea that they will be in the Regional Offices. The development of free schools has been factored into ATT and the [REDACTED] future plans.

### **High Point Academy Budget Planning and Affordability**

ATT have worked closely with Sandwell LA on the development of this application and are working closely with on budgets and Top Up funds. However Sandwell LA are currently in the process of a spending review with all their schools on SEND Spending Review and so when approached to provide their current range of top up fees that they pay for Element 3 in 2015-16 they were unable to provide this.

To act as a guide concerning what the provision would comprise, research was undertaken by looking at other secondary special school provision and carry out associated benchmarking.

The move from Statements to ECHP Plans and the potential reduction that this may have on funding has also been taken into account as well as the LA SEND Spending Review. The financial templates produced based on the actual cost of provision being proposed.

*“We confirm that we agree there is a need for the type and size of proposed provision in the local area. We will consider naming High Point Academy in line with our statutory duties in appropriate pupils’ statements of SEND. We anticipate naming High Point Academy on the Statement/ECHP Plan of Special Education Needs of Sandwell pupils. Based on previous years’ figures we anticipate that we would be able to make up to 18 referrals of full time equivalent (FTE) places per academic year.*

*SEND funding is currently under LA review at the LA and therefore we cannot current confirm Top Up fees for these places but we can confirm we are and will continue to work closely with ATT on this matter post LA review”.*

Should, however, this charge need to be reviewed, then an "open book" approach will be applied where the detailed costs of the provision can be examined by those commissioning places.

Should the nature of the needs of those pupils being placed alter - staffing and management will be reviewed for those particular students will be reviewed and negotiated.

## **Section G – budget planning and affordability**

### **Top Up Figures**

Top Up figures are between [REDACTED] and [REDACTED] dependent on category of SEND as defined by DfE/EFA funding guidelines.

ASD [REDACTED]

PMLD [REDACTED]

Addition Top Up would be negotiated per pupil if there were associated behaviour problems. This would be agreed on a case by case basis.

### **High Point Academy Budget Planning and Affordability**

High Point Academy will use high calibre staff and expertise to ensure that the planning and management of the financial aspects are of the highest standards. The Trust will seek and provide professional financial advice and support to the LGB. This will ensure that all financial matters of the school are compliant with Company and Charities Law, as well as the any terms of the grants provided and Funding Agreements of the DfE. The framework for this compliance will be based on the Education Funding Agency's (EFA) Academies Financial Handbook.

ATT through its Finance and Audit Committee will ensure that appropriate Schemes of Delegation, Roles and Responsibilities as well as financial ordering (including prescribed tendering processes) and accounting procedures are in place and monitored, including cash flow. The academy will be subject to an annual audit.

The budget for High Point Academy, as set out in the required Financial Plans, has been drawn up with the Education Vision and its application at its core. The process has been an iterative one, whereby those responsible for financial plans and the delivery of the vision have constantly reviewed the budget process to both adjust resources to need and to some extent, desired spend to available resources.

As the exact detail of some aspects of the new school are not required at this stage of the application process, for example premises, then estimates have been used. These have been based on detailed knowledge of Education Finance and the government's Consistent Financial Reporting (CFR) benchmarking data (updated for 2016 prices). This has been supplemented with the experiences of other academies although account has been taken of the fact that the school is located in Sandwell.

It should be noted that the CFR benchmarking detail does include a range of school sizes and does tend to express income and spend as per pupil, and although this is often directly relevant, spend on premises has different variables such as age and condition, energy costs and particularly grounds maintenance which is very site specific. There is sufficient funding allocated to teaching staff and curriculum support staff to ensure that the curriculum model for the school can be delivered. There is flexibility to allow for any change in emphasis.

The staffing has been based on an overall class size of 1 teacher to nine pupils and within that each class being supported by two Learning Support Assistants (LSAs). However, in a number of instances there may be larger class sizes e.g. sport, and smaller 1:1 with a Learning Support Assistant (LSA). The LSAs are employed for 35



## **Section G – budget planning and affordability**

hours per week so are able to cover other duties such as Midday Meal Supervision, PPA, clubs, parental engagement etc. Also PPA is covered by sports coaches, a supply budget (although this may be switched to in-house) and senior management.

High Point Academy will serve an area of relatively high social deprivation. As High Point Academy will meet the specific needs of pupils with SEND its work with parents and carers and families is important to ensure that pupils thrive, hence the academy having its own social worker capacity.

With regard to ICT equipment, this again will need to be re-profiled over time as the needs for each year group are firmed up. Another area is music, where an initial outlay for musical instruments is needed and the academies stocks are built up over time, however it is anticipated that this can be, to some extent, offset by reduced premises repair costs as these should be lower in a newly refurbished/adapted building.

In both the 100% and 70% models The High Point Academy is affordable and financially viable.

Teachers' national grades and pay rates have been used in line with the Teachers Pay and Conditions Document 2015. Teachers are all costed at the top of the Mainscale with the SEND allowance to attract experienced teachers– as the school evolves there will be the ability to attract leading practitioners offset financially with those of lesser experience and so not so high on the Mainscale.

For support staff, the relevant NJC Local Government Salary Scales have been applied, sourcing local school adverts and talking to schools to judge the grade levels that would be relevant. Again, allowance has also been made in the financial plans for spine progression where that is applicable. For all categories of staff a 1% pay rise has been allowed for.

The High Point Academy will be a participating employer in both the Teachers Pensions Scheme for teachers and as an “admitted body” in the Local Government Pension Scheme (LGPS) for support staff. Current LGPS employer's contribution rate, as published for West Midlands has been used.

At this stage, the costs for pupils with needs outside of the core provision for their SEND category have not been included as they will be offset by higher specific expenditure.

The school budget is built around having an in-year contingency at stable state of around 2.0% to deal with “unforeseen” circumstances. This is especially needed at this stage because of the lack of accurate and specific costings for premises costs, especially energy.

Each year has a small surplus to carry forward to the next which assists further with supplementing the contingency, if needed, and also should students leave in year and not replaced creating a shortfall of income – although the contract entered into will reflect that the notice period of a Commissioner wishing to cease the placement.

An allowance has been made for a replacement programme, both for ICT and furniture and equipment, after the early years of “wear and tear”.

## **Section G – budget planning and affordability**

The budget is not dependent on significant third party income so minimising the impact by external factors, other than roll, although this will be sought including involvement with local and national business enterprises and associated charities.

The starting point for determining the top-up rate is the vision and resources to deliver that vision. The resources were then costed and the financial plan compiled. It is based on all students having a Statement of SEND and/or a EHC Plan so will attract agreed funding as a commissioned placement.

The ATT, as a MAT, will be making available a number of services to the school, thus providing the benefit of economies of scale and reducing the overall salary bill. This will be part of the 3.3% of GAG that will be levied. The ATT services, include legal, HR, finance, ICT, school improvement, estates management, governance etc. Note the school will be part of the Value for Money Process and some charges for specific services will be reviewed year on year as the school itself may be providing services to other schools in the ATT Group.

The need for the Post Opening Grant but by full stable state the Post Opening Grant is no longer required.

There are no deficits projected, and at the end of each year, there is a small surplus. No borrowing is required and the budget has been built up with minimal third party income. This is likely over time to actually increase as the school becomes established in the community and indeed beyond.

The accumulative surplus will be assessed each year to bring it in line with any identified requirements.

### **Financial Resilience to Reductions in Income**

A financial template was completed to test out the financial model for a school with a 30% reduced intake and modelling the strategies that could be used to still deliver the education vision. The reduced budget to the school is managed by reducing the number of groups/classes. At the same time, all pupil-related variable costs have been reduced in line with the reduced pupil numbers. Recruitment is also put back in management areas and some technical support is reduced.

Budgets relating to Premises costs prove more difficult to reduce. However, there is some small scope as reduced numbers does reduce wear and tear so that the building maintenance budget is lower. With regard to depreciation costs – the amount held is lower as the volume of equipment is reduced. Contingencies are scaled back as overall spend is reduced. This will need to be managed more tightly and linked to the in-year surplus and non-building depreciation costs

Overall the school is viable at the 70% level as demonstrated by the table on the following page.

**Section G – budget planning and affordability**

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)
Teaching & SLT Staff	This is achieved because the less number of pupils means less number of classes and so less teaching staff. Also the recruitment to the Deputy Head post is pushed back to 2019 and the second deputy's recruitment is also delayed.	2017 to 2024	 (2017) (2018) (2019) (2020) (2021) (2022) (2023) (2024)
Pupil Support Staff	The reduction in pupil support staff follows the same pattern as with teachers, this includes the delay in recruiting therapists and social worker and for less hours. Note on the 100% template there was not sufficient rows to include all the TAs under this category so some had to be put under Other Staff.	2017 to 2024	 (2017) (2018) (2019) (2020) (2021) (2022) (2023) (2024)
Admin & Premises Staff	A small reduction is made to take account of reduced admin and cleaning as less classrooms are used.	2017 to 2024	 (2017) (2018) (2019) (2020) (2021) (2022) (2023) (2024)
Other Staff Costs	This is around less recruitment costs, the 1% pay rise year on year and overall other employment expenses.	2017 to 2024	 (2017) (2018) (2019) (2020) (2021) (2022) (2023) (2024)
Premises	With fewer pupils and fewer rooms used, including specialist rooms then there will be less in terms of volume and wear and tear so reducing both the replacement and repair budgets. Cleaning and energy costs are also reduced to a lesser extent.	2017 to 2024	 (2017) (2018) (2019) (2020) (2021) (2022) (2023) (2024)

<b>Section G – budget planning and affordability</b>				
Educational Resources including set up costs and ICT	Because these are predominantly pupil number driven this allows a reduction including the annual set up costs of new classes. This includes ICT, exam fees, admin supplies etc.	2017 to 2024		(2017) (2018) (2019) (2020) (2021) (2022) (2023) (2024)
Other Including planned outsourcing	This is mainly the reduction of the MAT fee, catering as less students and in-year contingency. The purchase of the second minibus is deferred with perhaps a road-worthy second hand vehicle from another school or donated.	2017 to 2023		(2017) (2018) (2019) (2020) (2021) (2022) (2023) (2024)
All Other Budgets	Minor changes to professional services with an increase in 2019 for marketing.	2017 to 2023		(2017) (2018) (2019) (2020) (2021) (2022) (2023) (2024)
<b>TOTAL of all reductions (allowing for roundings) – No account has been taken of the in year admissions which may well increase the pupil numbers at the next subsequent census date. Also the unspent/unallocated at end of year closure would be reduced, adding to the savings.</b>				(2017) (2018) (2019) (2020) (2021) (2022) (2023) (2024)

The 70% model has implications on staffing at High Point Academy and this can be seen in the table on the following page.

## Section G – budget planning and affordability

			2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
100%	Executive Principal	13.0%	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
	Head of School L23	13.0%	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
	Deputy Head Curric 12	13.0%	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
	Deputy Head Inc 12	13.0%			0.4	1.0	1.0	1.0	1.0	1.0
70%	Executive Principal	13.0%	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
	Head of School L23	13.0%	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
	Deputy Head Curric 12	13.0%				1.0	1.0	1.0	1.0	1.0
	Deputy Head Inc 12	13.0%					0.4	1.0	1.0	1.0
100%	M6 with TLR +SEN	13.0%	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
	M6 with TLR +SEN	13.0%			1.0	1.0	1.0	1.0	1.0	1.0
	M6 SEN allowance	13.0%	7	9	10	12	12	12	12	12
70%	M6 with TLR +SEN	13.0%	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
	M6 with TLR +SEN	13.0%			1.0	1.0	1.0	1.0	1.0	1.0
	M6 SEN allowance	13.0%	5.0	6.0	6.0	7.0	7.0	7.0	7.0	7.0
100%	Teaching Assistant	13.0%	16.0	20.0	20.0	24.0	28.0	28.0	28.0	28.0
70%	Teaching Assistant	13.0%	10.0	14.0	16.0	18.0	18.0	18.0	18.0	18.0
100%	Speech & Lang Therapist	13.0%	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9
	Speech & Lang Therapist	13.0%			0.9	0.9	0.9	0.9	0.9	0.9
	Occupational Therapist	13.0%	0.4	0.4	0.4	0.4	0.4	0.4	0.4	0.4
	Social Worker	13.0%			0.4	0.4	0.4	0.4	0.4	0.4
70%	Speech & Lang Therapist	13.0%	0.2	0.4	0.4	0.4	0.4	0.4	0.4	0.4
	Occupational Therapist	13.0%	0.2	0.3	0.3	0.3	0.3	0.3	0.3	0.3
	Social Worker	13.0%			0.2	0.2	0.2	0.2	0.2	0.2
100%	Senior Admin Officer	13.0%	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
	Admin Asst	13.0%	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
	Admin Asst	13.0%				0.4	0.4	0.4	0.4	0.4
	Receptionist	13.0%	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9
	Technician	13.0%	0.5	0.5	0.5	0.9	0.9	0.9	0.9	0.9
	Business Manager BHA	13.0%	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
70%	Senior Admin Officer	13.0%	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
	Admin Asst	13.0%	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
	Admin Asst	13.0%				0.5	0.5	0.5	0.5	0.5
	Receptionist	13.0%	0.9	0.9	0.9	0.9	0.9	0.9	0.9	0.9
	Technician	13.0%			0.5	0.5	0.5	0.5	0.5	0.5
	Business Manager BHA	13.0%	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
100%	Site Manager	13.0%	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
	Cleaner 12.5 hours	13.0%	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3
	Cleaner 12.5 hours	13.0%			0.3	0.3	0.3	0.3	0.3	0.3
	Facilities Manager BHA	13.0%	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
	Cleaner 12.5 hours	13.0%				0.3	0.3	0.3	0.3	0.3
70%	Site Manager	13.0%	0.5	0.5	0.5	0.9	0.9	0.9	0.9	0.9
	Cleaner 12.5 hours	13.0%	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3
	Cleaner 12.5 hours	13.0%			0.3	0.3	0.3	0.3	0.3	0.3
	Facilities Manager BHA	13.0%	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2

## **Section H – premises (use Excel spread sheet)**

This section will need to be completed by **all** applicants. Please:

- complete the Section H tab in the Excel spread sheet; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

## Annexes

This section will need to be completed by **all** applicants. Please:

- Provide CVs of key individuals, any letters of support and maps.
- The annex is excluded from the page limit but should be submitted as part of your application, i.e. as one Word document.
- refer to the relevant section of the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

## CV template

CV template		
1	Name	
2	Area of expertise (i.e. education or finance)	
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> <li>• name of school/ organisation</li> <li>• position and responsibilities held</li> <li>• length of time in position</li> </ul> <p>This should cover the last four years. If not, please include additional roles</p>	Name: Position: Dates:
		Name: Position: Dates:
		Name: Position: Dates:
4	<p><b>For finance only:</b> details of professional qualifications, including:</p> <ul style="list-style-type: none"> <li>• date of qualification</li> <li>• professional body membership number</li> <li>• how your qualifications are maintained</li> </ul>	
5a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>• the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> <li>• If these results are not available, set out the track record of your school in terms of developing literacy and numeracy skills, qualifications achieved and preparing pupils for</li> </ul>	



CV template		
	<p>later life</p> <ul style="list-style-type: none"> <li>school's best 8 value added scores for the years you were in post, if applicable</li> </ul>	
5b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> <li>If these results are not available, set out the track record of your subject/department/school in terms of developing literacy and numeracy skills (where appropriate to your subject and department), qualifications achieved and preparing pupils for later life</li> </ul>	
6	Brief comments on why your previous experience is relevant to the new school	
7	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8	Reference names(s) and contact details	

## Self-assessment form for independent schools

<b>Name of school</b>						
<b>Girls/Boys/ Co-educational</b>		<b>% Special Educational Needs</b>	<b>% Free School Meals (or pupils on bursaries)</b>	<b>% English as an Additional Language</b>	<b>% Persistent Absence</b>	<b>% Attendance</b>
<b>Name of principal</b>		<b>Additional information about the school</b>				
<b>Chair of governors</b>		[Please provide details about your school's site, physical environment and any finance issues, including any debt you may have.]				
<b>Number of pupils currently on roll</b>						
<b>Capacity</b>						

<b>Your assessment against Ofsted framework (please provide a commentary) Review outcomes - current position</b>		<b>Your self-assessed Ofsted grade (1-4)</b>	<b>Required position - risks, actions plan (including priorities identified) and timescales</b>
<b>Overall Position</b>	[Please provide an overall commentary on your school, with reference to the Ofsted grade descriptors, please delete this guidance before submitting this form]		
<b>Achievement of pupils at your school</b>	[This area is key in terms of present and future projections and actions to be undertaken. It is focused on pupil progress from clear baselines and should be related to national grouped data. The quality of pupils work across subjects, their skills in reading, writing, communications and mathematical skills across the curriculum Closing the gap for all pupil groups and ensuring that SEND pupils achieve Data and data tracking systems including intervention strategies to ensure pupil progress should be reviewed. The use of comparator measures and of validation/moderation will be essential to ensure reliability. please delete this guidance before submitting this form]		
<b>Quality of teaching in your school</b>	[In this area, one might expect to see a clear understanding of teaching quality across the school and accountabilities to ensure the dissemination of outstanding practice and delivery of performance management. Staffing structure and accountabilities in relation to the curriculum and any new curriculum changes that might be developed due to the changing nature		

	<p>of the intake.  Consistency of student presentation of work and scrutiny reference progress and standards  How marking, assessment and students feedback/reflection enhances pupil learning  Teaching strategies including setting of appropriate homework, together with a review of support and intervention strategies to match pupil needs  How teaching promotes pupils learning and progression  The review should be validated externally to ensure moderated outcomes for the school  Reading, writing, communication and mathematics across the curriculum.  Tutor and pastoral time including SMSC and British values  please delete this guidance before submitting this form]</p>		
<p><b>Behaviour and safety of pupils</b></p>	<p>[Please refer to the Ofsted handbook and supplementary handbooks eg Keeping Children Safe in education for further guidance.  Some areas for inclusion might include; SCR, Safeguarding policy, training including Prevent and procedures. This area should be validated through a formal external safeguarding review and case studies.  Health and safety procedures, policy, training and again supported by clear validated evidence.  Data on key areas such as attendance (grouped data), persistence absence, exclusions compared to national data sets  Student questionnaires and reviews as evidence to support outcome</p>		

	<p>conclusions. Parental questionnaires and where appropriate business partners.</p> <p>Pupils attitudes to learning and the creation of a positive ethos</p> <p>Mock Ofsted information on behaviour and behaviour management strategies, policies and procedures</p> <p>please delete this guidance before submitting this form]</p>		
<p><b>Quality of leadership in, and management of, your school</b></p>	<p>[This area focuses on the impact of leaders and governors and should look at how safely, efficiently and effectively the school is run. This area covers leadership and management across the school and how it enables pupils to learn, achieve and overcome specific barriers to learning.</p> <p>The Ofsted framework identifies detailed areas for review as does the National College such as the headteacher Standards however these need to be validated by others such as an NLE, SLE, NLG or an evaluation by a partner outstanding school.</p> <p>Key to this area is how accurately the team evaluate the schools strengths and weaknesses and use their evidence to secure future improvements. It should also include a focus on capacity of leadership and management to manage the change from independent school status to an academy with a larger and more diverse cohort of pupils.</p> <p>please delete this guidance before submitting this form]</p>		
<p><b>The extent to which the</b></p>	<p>[pupil recruitment and how the education will be adapted to meet the</p>		

<p><b>education and systems provided by your school meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils and those who have special educational needs.</b></p>	<p>needs of all  - progress on financial planning and cash management systems, including appointment of finance director  - budget predictions and resource for ongoing budget management  - trust's plans for ensuring funding agreement compliance  - ensuring adequate systems and controls in place, including accounting software package  please delete this guidance before submitting this form]</p>		
<p><b>Any other comments or observations not captured above. Please note, AP schools should state whether they are registered and if their existing provision is interwoven with the LA.</b></p>			

## Governance self-assessment

Your assessment against the Governors and Academies Financial Handbook	Your assessment of current position (How you do it now)	How will you get to required position? (F2) – Please list risks, actions plan (including priorities identified) and timescales
<b>1. The roles and responsibilities of the directors/ trustees</b>	Please detail your duties as: <ul style="list-style-type: none"> <li>• company directors and charity trustees;</li> <li>• accounting officer</li> </ul> Understanding of the strengths and weaknesses of the school.  Understanding performance data (what data do you use), how do you use it to ensure robust oversight of performance (including externally provided data for example data dashboard the school presents)  Holding school leadership to account	
<b>2. Structure of the board</b>	Accountability system  Structure of decision making	
<b>3. Meetings</b>	Please detail your board and committee meetings schedule and outline agenda	

<b>4. Finance</b>	Please give details of: <ul style="list-style-type: none"><li>• your chief financial officer, with appropriate qualifications and/or experience;</li><li>• Schemes of delegation;</li><li>• Approvals process-budget;</li><li>• Investment policy;</li><li>• Procurement including leases;</li><li>• Internal control framework;</li><li>• Contingency and business continuity plan;</li><li>• Insurance cover</li></ul>		
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Department  
for Education

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