



Department  
for Education

# Free school application form

Alternative provision

**Published: December 2015**

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

**THE HEIGHTS BURNLEY**

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# The application form explained

Before completing your application, please ensure that you have read both the relevant [background information and glossary document and the 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?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where appropriate)?		
<b>Section A:</b> Applicant details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section B:</b> Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section C:</b> Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section D:</b> Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section E:</b> Evidence of need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section F:</b> Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section G:</b> Budget planning and affordability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Section H:</b> Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	<input checked="" type="checkbox"/>	<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?	<input checked="" type="checkbox"/>	<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: [insert]</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?	<input checked="" type="checkbox"/>	<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	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

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

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)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Declaration

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

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

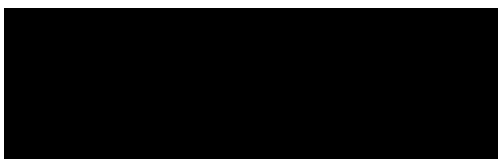
- the requirements outlined in the background information and glossary document;
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (eg. safeguarding, welfare and bullying) – this includes statutory requirements (those that are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

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:** 

**Print name:** 

**Date:** 

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



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



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

The vision of The Heights Burnley will be to deliver outstanding education enabling pupils to develop confidence, resilience and employability; so they can progress into education, employment and training. Raising the aspirations of the pupils will be a key priority to ensure they reach their highest potential. An industry led curriculum will be a key driver to achieving the aims of the school and we will work closely with our local schools and employers to ensure the curriculum and enrichment programme equips our pupils with the skills, knowledge and experience to be able to effectively contribute to society and the economic growth of Burnley. The Public Services course will be compulsory with the range of programmes contributing to the character building of all pupils. The enrichment programme is fundamental to achieving the aims of the school and will underpin all aspects of the curriculum. As a result, all pupils will experience continued personal development to enable them to achieve their aspirations and future success.

The Heights Burnley will drive the key priorities in Burnley which include reducing health inequalities, encouraging healthier lifestyles, and improving education attainment, achievement and economic prosperity.

The ethos of The Heights Burnley is built upon mutual respect and positivity. Every pupil, member of staff and the wider school community is valued and empowered to achieve their full potential within a safe, supportive yet challenging environment.

The overarching vision for the Education Partnership Trust (EPT) is to create outstanding schools which transform learning, lives and communities. The EPT opened The Heights Alternative Provision Free School in September 2013, Eden Special Free School in September 2014, sponsored Coal Clough Academy in September 2015, sponsored Pleckgate High School in February 2016 and has Shuttleworth College in the pre-opening stage with a planned conversion date of 1<sup>st</sup> August 2016. Our planned expansion strategy is to have between fifteen and twenty

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

schools in total by 2020 depending on the Ofsted judgements. These will include Free Schools and academy conversions, secondary, primary, alternative provision and special. Our preferred geographical spread would be local which would include Blackburn with Darwen and Lancashire to enable effective and responsive school improvement support and school to school support.

The Heights Alternative Provision Free School was judged good by Ofsted in September 2014. The table below demonstrates our ‘strong track record’ of providing high quality alternative provision in terms of above average achievement for equivalent schools. Our vision for The Heights ‘to provide alternative provision for young people at risk of not reaching their potential and who would benefit from a more vocational curriculum’ will be used as a basis for the Heights Burnley.

	Percentage of pupils at the end of key stage 4 achieving						Average GCSE and equivalent point score per pupil at the end of key stage 4
	5+ GCSE at A*-C or equivalent	5+ A*-C including English and mathematics GCSEs	5+ GCSE at A*-G or equivalent	Level 2 English and maths skills	Level 1 English and maths skills	A pass in any qualification	
National	63.8	53.4	89.7	55.5	87.1	97.7	354.9
PRU's & AP Providers	1.9	1.2	10.5	2.2	21.3	57.8	51.2
The Heights	26.8	26.8	58.5	56.1	82.9	100	147.1

**Source: GCSE & Equivalent Results - Alternative provision and pupil referral units tables**  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398917/SFR2\\_2015\\_A\\_P\\_PRU\\_Tables.xlsx](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398917/SFR2_2015_A_P_PRU_Tables.xlsx)

The Heights Burnley will build on the success of The Heights Free School, benefiting not only from the excellent practice but also lessons learned. However, the vision for The Heights Burnley does need to take into account the local variances in terms of need. Burnley has high levels of deprivation, low educational attainment and high levels of NEET and permanent exclusions. According to the 2015 index of multiple deprivation, Burnley was ranked as the 17<sup>th</sup> most deprived area out of 326 districts and unitary authorities in England. The results also show that 20 (33.3%) of the lower super output areas in the authority were ranked in the 10% most deprived in the country. The ethnic mix is similar to other authorities in East Lancashire. It is predominantly white British and of the 4271 pupils in secondary education in Burnley, 3167 are white British. The largest minority ethnic group is Pakistani.

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

The development of The Heights Burnley is part of the shared vision for alternative provision across the borough. The new school, will complement existing provision from Coal Clough Academy and form part of a continuum addressing the needs of vulnerable pupils with schools themselves playing an important role in initially addressing the needs of their pupils in a mainstream setting. The Heights Burnley will provide a personalised curriculum with part-time, full time and short term intervention for pupils which will include high quality vocational options with specialist teaching and instruction. It is integral to the vision for the school that we will be working with key partners in local business and industry, uniformed services and existing schools within the EPT, to provide a wide offer and range of opportunities. This builds on the successful 'campus-model' already in place within the trust's existing schools.

The proposed age range of The Heights Burnley is Key Stage 1 to Key Stage 4 (age 5 – 16). It will offer important short term early intervention for younger pupils in Key Stages 1 and 2 within a specialist and separate nurture setting, which is currently not available in Burnley. This reflects the need to engage with vulnerable children at an earlier stage with the intention of reducing permanent exclusions from our schools.

The opening of The Heights Burnley will address the issue of a shortage of places for alternative provision in the borough providing 150 FTE new primary and secondary places in addition to the places at Coal Clough Academy. This will accommodate commissioned places from the local authority as well as schools.

Working in close partnership with our commissioners including schools, local authorities, employers and also external agencies, we will deliver highly personalised learning programmes on a full time, part time or bespoke basis for pupils. Our aim is to engage young people with exciting and enjoyable ways to learn; providing personalised programmes and support to achieve their highest potential in education and future success in training and work. The school will ensure outstanding levels of engagement and achievement through a relevant thematic curriculum, driven by pupil need post 16.

## 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.

	<b>Current number of pupils (if applicable)</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
<b>Key Stage 1</b>		4	6	6	6	6		
<b>Key Stage 2</b>		4	6	8	8	8		
<b>Key Stage 3</b>		12	18	22	24	24		
<b>Key Stage 4</b>		80	88	100	112	112		
<b>16-19: commissioner referred</b>								
<b>16-19: pupil applications</b>								
<b>Totals</b>		<b>100</b>	<b>118</b>	<b>136</b>	<b>150</b>	<b>150</b>		

## 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 below.

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Maths	4	M	GCSE and Functional Skills
English Language and Literature	5	M	GCSE and Functional Skills
Science/ STEM	4	M	GCSE
Public Services	4	M	Includes employability, citizenship, outdoor education, PE, Duke of Edinburgh and PSHCE  BTEC
Mandatory Option 1			
Motor Vehicle	4	M	IMI
Construction (The Heights)	4	M	BTEC
Hair and Beauty	4	M	VTCT
DEC- Design, Engineering and Construct	4	M	TLM
Childcare	4	M	CACHE
Catering	4	M	BTEC
Mandatory Option 2			
Creative Media	4	M	BTEC
Performing Arts	4	M	BTEC

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Art	4	M	GCSE
Business Studies	4	M	GCSE
IT/ Computing	4	M	GCSE
Music Production	4	M	BTEC

[Add more lines as appropriate]

All applicants will need to complete this section, but you will give us different information depending on which of the assessment criteria you meet. Please:

- use the table below; 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.

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

The Heights Burnley is committed to delivering a curriculum that will be broad and balanced and will engage, inspire and challenge those pupils who have previously found it difficult to achieve in their mainstream setting. It has been developed to meet the needs of those pupils who have those complex needs that are difficult to meet within conventional school settings. It will provide the opportunity for every pupil to reach their potential and in so doing, raise standards and promote their spiritual, moral and social development.

The curriculum is based on the following assumptions:

- Adopting the good structures, policies and practices at the Education Partnership Trust's existing Alternative Provision School, The Heights.
- Reviewing Statutory guidance and reports that highlight good practice and make recommendations on how alternative provision can be improved.
- Discussions and consultation with potential commissioners and responding to their needs and requirements.

The curriculum will be underpinned by the following principles:

#### **1. Personalised Learning**

Our curriculum will involve identifying learners' needs and then tailoring learning and teaching to meet the specific needs of each pupil. This will be achieved by ensuring that staff know their pupils well, build on their strengths and by creating a Personalised



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

Learning Plan for every pupil. These pathways will help raise aspirations for the most able and will support those with less ability and more vulnerable pupils.

### **2. Core Subjects**

Our curriculum will prioritise improving outcomes in English, maths, science and public services. It will provide every pupil with the opportunity to develop their literacy and numeracy skills to at the very least a functional level and supporting them in education, employment and training. Pupils will study for GCSE and appropriate qualifications to achieve good academic attainment on par with mainstream schools.

### **3. Relevance**

Our curriculum will ensure that our pupils see the value of what they are learning through real life experiences, which make it relevant to their lives. By emphasising skills for learning, life and work in both academic and vocational subject areas, our pupils will see make connections with the use of those, in their homes, their communities, the world of work or personal interests.

### **4. Challenge & Enjoyment**

Our curriculum will provide the platform to challenge, engage and motivate our pupils in their learning. It will encourage pupils to have high aspirations and ambitions by nurturing their talents and by creating enriching learning experiences. Pupils of all abilities will enjoy their learning experiences, at appropriate level of challenge. They will be active in their learning and have opportunities to develop their skills and talents and demonstrate their creativity.

### **5. Inclusion**

Our personalised curriculum will respond to the full range of talent and ability. It will promote achievement for everyone and have good arrangements for working with other relevant services to help pupils overcome barriers to learning and boost their self-esteem. The curriculum will encourage positive values, respect and fairness. It will build upon earlier knowledge and achievements and promote resilience through developing caring relationships, high expectations and opportunities for participation and contribution.

### **6. Progression**

Our curriculum will enable staff to quickly identify the needs of their pupils and build on their prior learning skills. It will move pupils through appropriate challenging activities in order that they consolidate their skills by practice or progress to new learning experiences. Pupils will be encouraged to reflect on their own learning, strengths and areas to develop and identify the next steps on their learning journey.

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

**EXPECTED PUPIL INTAKE & THEIR NEEDS**

The vast majority of pupils that will be referred to The Heights Burnley will come from Burnley and the surrounding areas. Burnley is one of the country's most deprived areas, based on a range of factors including include crime, education, skills and training, barriers to housing and services, disability, health, living environment and income (**Source: The English Indices of Deprivation 2015 study**). Therefore, the vast majority of our intake will come from the most deprived backgrounds. These will include chaotic homes in which problems such as drinking, drug-taking, domestic violence and family breakdown are common. These children are often stuck in complex patterns of negative, self-destructive behaviour and helping them is not easy or formulaic. To break down these patterns they need the time, effort, commitment and expertise of dedicated professionals working in well-organised, well-resourced and responsive systems (**Source: Improving Alternative Provision C Taylor 2011**).

It is reasonable to suggest that the expected intake of pupils will be similar in nature to the cohorts of pupils at the trust's existing Alternative Provision of The Heights in the neighbouring borough of Blackburn with Darwen. Many of those pupils referred are either at risk of exclusion, have been excluded from mainstream secondary schools or have poor attendance of 80% and below (See table below).

	<b>Year 10</b>	<b>Year 11</b>	<b>Total</b>
Male	79%	53%	59%
Female	21%	47%	41%
FSM	71%	64%	66%
Non-FSM	29%	36%	34%
CIOC	7%	0%	2%
Low	58%	62%	61%
Middle	21%	32%	30%
Upper	21%	6%	9%
SEND	64%	70%	69%
EAL	0%	2%	2%
BME	29%	26%	23%
White British	71%	74%	77%

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

Pupils arrive with low and very low starting points. Based on Key Stage 2 data, 6 out of 10 Pupils arriving in Key Stage 4 are very low attainers with only a very small percentage of pupils considered higher attainers (Key Stage 2 above level 4). When pupils are assessed on admittance over 80% of pupils referred are functioning at a level below their expected target and have reading and spelling ages significantly below their chronological age and below a functional literacy level. Seven out of ten pupils have been designated as having Special Educational Needs and or Disabilities (SEND). A small number have a Statement/Education and Health Care Plan (EHCP) with 66% of pupils eligible for Free School Meals. Many of the pupils referred also have developed mental health and other emotional issues requiring a holistic approach. This suggests a significant upward trend in referrals for pupils presenting with certain issues. 92% of pupils referred for 2015 presented with anger issues, an increase of 69% since 2013. Data suggests a 22% increase in pupils presenting with anxiety since 2013 and a 33% increase in young people presenting with depression.

### **CORE CURRICULUM**

All pupils will study a Core curriculum of:

#### **Core Subjects**

##### **English, maths, science & public services**

On entry, all pupils will be baseline assessed and the outcomes, along with Key Stage 2 data, will determine which pathway will suit their particular needs. This will inform a pupil's PLP in which clear targets will be set and monitored weekly. Pupils will study on either a traditional GCSE route or Functional Skills pathway. Whatever learning pathway pupils take, the literacy and numeracy skills taught will help pupils develop and secure the broader range of aptitudes, attitudes and behaviours that will enable them to make a positive contribution to the communities in which they live and work **(Source: The Education and Training Foundation Review of what employers and learners need from the maths and English qualifications 2015)**.

Public services will be a mandatory part of the schools curriculum. Through public services pupils will engage with British values, active citizenship and volunteering. Public services promotes healthy lifestyles including mental wellbeing, employability skills and resilience.

All pupils will study science/STEM, which will provide them with the skills, knowledge and understanding to participate in a modern democratic society, where science and technology play key roles in shaping our lives. STEM significantly increases the relevance and contextualisation for pupils learning, as well as linking in to businesses.

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

**Main Vocational Choice**

**Childcare, Construction, Hair & Beauty, Motor Vehicle, Design, Engineering and Construction (DEC) and Catering**

Pupils will have the option to choose and specialise in one main vocational area. These programmes offer accredited qualifications that are rigorous and of high quality (**Source Dfe Eligible Qualifications for Key Stage 4 2016**). They will provide opportunities to teach valuable and important skills to a very high standard and offer a direct route into college, training, apprenticeships and employment. Conventional academic programmes offered by mainstream schools form only part of what the labour market needs. However, high quality vocational programmes offered by The Heights Burnley will be respected, valuable and an important part of our educational provision. (**Source: Wolf Report Review of Vocational Education 2011**)

The school will work closely with our DEC partner to co-construct the curriculum delivery and further develop employability. DEC is enhanced by our partnership with the Burnley Bondholders (see annexe). The option to study DEC reflects the needs of the local labour market where manufacturing, in particular engineering, is a strength of the local economy. There is a recognised skill shortage in the labour market which our commitment to DEC and STEM will help to address. Our engagement with local employers will also assist in talent spotting and talent nurture of the young people which will be is of mutual benefit.

**ADDITIONAL OPTIONS**

**Art, Business Studies, IT, Performing Arts, Media, Music Production, Health & Social Care, Beauty Therapy, P.E**

Exploiting the freedoms available to us as a free school, we will ensure that pupils are fully prepared for the skills and knowledge they will need in order to succeed in the next stage of their education. We recognise the importance of choice and the need to promote pupils' interests and abilities rather than over-prescribe a standard course for all. Pupils will be encouraged to choose other programmes of study from an extensive list in which they may have a keen interest or have experienced a measure of success previously. This will provide all pupils with the opportunity to achieve at least 5 good GCSE or equivalent qualifications that would be on par with mainstream education.

**ENRICHMENT**

The Heights Burnley will provide opportunities for pupils to extend their learning through a wide range of activities, which will complement and contribute to the public services curriculum. Enrichment opportunities will take place during before and after

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

school and during break and lunch time. The programmes will provide something different to the normal classroom experience and enable pupils to:

- Learn skills they could not acquire in a classroom
- Have opportunities for Peer mentoring and leadership
- Develop new interests
- Serve the wider community
- Learn to cope with new challenges
- Work towards the Duke of Edinburgh Bronze & Silver Awards

### **KS1, KS2 & KS3 PROVISION**

The KS1, KS2 & KS3 Provision will be based on the trust's existing and successful provision at The Heights Free School, which holds the Marjorie Boxhall Quality Mark Award for Nurture. This provision will be further enhanced by the thematic approach that is being implemented at KS4. It will provide a structured, nurturing timetable where all pupils will access a curriculum that will meet their needs, including:

- social and life skills
- empathy towards others
- self esteem
- anger management
- creative play therapy
- personal safety and healthy lifestyles

Pupils will also have daily numeracy and literacy lessons. Staff will liaise with the pupil's mainstream school to ensure the pupils will access the same work delivered by their teacher to enable the pupils to complete the same topics as their peers. Pupils will attend for 6 weeks then be reassessed to establish if there is a need for the child to attend for a further period of time. The provision will provide a safe and structured environment in which pupils will be given the opportunities to develop emotionally and socially. We will encourage the development of positive attitudes, social skills and raising self-esteem. We will respond to pupils with diverse needs by:

- creating a safe, supportive and caring environment, where all pupils feel secure, valued and respected
- developing a pupil's strengths and interests in order to cultivate a sense of achievement and success
- having a personalised plan for every pupil
- helping pupils learn to take responsibility for their actions and behaviours both in school and in the wider community
- providing a curriculum which takes into consideration different learning styles
- helping pupils to take responsibility for their behaviour and to help manage their emotions to enable them to become responsible citizens
- giving pupils encouragement and support to develop the skills they need to succeed in their mainstream school
- teaching pupils the importance of valuing and respecting others

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

- providing positive feedback to reinforce and encourage learning and building self-esteem.

Staff will maintain communication with parents and the pupil's mainstream school and liaise with their assigned key worker on a weekly basis. Arrangements will be made for support staff to visit the school to maintain their relationship with the pupil and to discuss progress and strategies, which the pupil may have taken ownership of, so that these strategies can be implemented within their mainstream setting.

### **Reintegration into Mainstream School at KS1, KS2 & KS3**

We understand that pupils who have been away from their mainstream school for a period of time may be apprehensive about the thought of returning. The KS1, KS2 and KS3 Nurture Provision will have a Learning and Teaching Assistant (TA) attached to the unit to support the pupils on their return to mainstream school. This will be done through a supported and phased integration.

### **Transition**

There will be an expectation at the Heights Burnley that all pupils will progress into education, employment and training. This is especially important given the high proportion of NEET 16-18 year olds in Burnley compared with the Local Authority and national average. The school will work very closely with all post-16 providers and their transition teams to ensure that extra support is put in place before the young person starts their place at college or training. Transition and exit strategies will be implemented and relationships will be developed with local colleges and providers in order to form good partnership arrangements. The detailed knowledge our staff will have of pupils and their families and social and emotional challenges will be invaluable and we will follow a code of confidentiality to share key information to post-16 providers. It is important that post-16 providers are aware of any specific support needs prior to a pupil starting so that these can be put in place and the pupil is able to progress within a post-16 environment.

### **Careers Education, Information, Advice and Guidance**

The School will have access to a trained and dedicated member of staff to deliver IAG to implement the CEIAG strategy across the school and keep information up to date. The school will also work in partnership with specialist agencies to give impartial careers advice to pupils.

### **Use of IT**

IT resources will be available to enhance teaching and learning, aid communication, increase productivity and support the learning of pupils with different abilities and needs including gifted and talented. This will be achieved by using a wide range of

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

resources so that subject areas can access IT when needed with subject-specific resources in all departments. IT will be used as a tool to inspire, motivate and raise standards across all areas of school. It will enhance teaching and learning, aid communication, increase productivity and support the learning of pupils with different abilities and needs including gifted and talented.

**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 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.

**D2 – measuring pupil performance effectively and setting challenging targets****KEY PERFORMANCE INDICATORS**

Our Key Performance Indicators and targets will broadly match those used in The Heights Free School. In order to ensure consistency of approach between The Heights Free School and The Heights Burnley, strategic level meetings are set at the start of each academic year and cover the Ofsted framework which link to the trust's KPI's and the school development plan.

It is anticipated that The Heights Burnley pupil population will be very similar to The Heights Free School. The age range will differ in that it will include KS1 pupils. Key policies for assessment and reporting, behaviour, target setting, monitor and evaluation will be adopted from The Heights Free School. The school will also adopt the same MIS and Data tracking systems to meet the schools needs. This means there will be a standardised approach to these areas and facilitate pupil movement across the trust schools.

**OUTCOMES FOR PUPILS**

At Key Stage 1 and 2 the outcomes are based on successful reintegration back into their school whilst ensuring that high educational standards are met in particular literacy and numeracy.

Across the key stages, our aim is to ensure that pupils make better than expected progress from their starting points and that they attain relevant qualifications, which enable them to progress successfully to the next stage of their education.

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

### **LEARNING, TEACHING & ASSESSMENT**

Our aim is to ensure that all our teachers have the highest expectations of what each pupil can achieve. Our staff will assess thoroughly and plan appropriate learning and teaching strategies in order that there are positive outcomes for all our pupils.

### **PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE**

Our aim is to enable all our pupils to take pride in achieving and become commitment to learning, supported by a positive culture across the whole school. We want pupils to develop the knowledge and skills to keep themselves safe, manage their behaviour and be well prepared to respect others and contribute to wider society.

### **Leadership & Management**

Our aim is to achieve excellence in all aspects of our provision through developing leadership at all levels with clear monitoring and evaluation strategies. We will work in partnership with stakeholders and parents/carers to develop an innovative curriculum, which promotes high levels of achievement and behaviour.

- To establish a positive ethos and culture of achievement by enabling all to reach their full potential.
- To empower and develop leadership at all levels with a particular focus on building capacity at middle leader level through succession planning.
- To provide a comprehensive training and development programme for all staff that develops skills, confidence, understanding and delivery in line with the vision and ethos of The Heights Free School.
- To develop a clear commissioning strategy and gain commitment from all key stakeholders through rigorous Quality Assurance, to be evidenced by regular consultation aiming for over 90% of commissioners reporting that they are satisfied with the provision.
- To establish strong links with parents and carers and effective partnerships that support learning over time, to be evidenced by yearly consultation with parents with the aim for over 90% of parents/carers reporting that they feel the school is well-led and managed.
- To embed pastoral and safeguarding systems so that 100% of pupils report that they feel safe at The Heights Burnley.
- To have in place a process of robust oversight from the governing board that offers a suitable balance between challenge and support.

### **SCHOOL IMPROVEMENT PLANNING**



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

We understand that school improvement is complex and challenging and in order to bring about improvement our leaders will need to establish clear processes that staff can understand (Source: DCSF Model 2008).

As an established school with a proven track record, The Heights Free School will provide benchmarks for The Heights Burnley to be measured against.

### **Whole-school, systematic CPD**

This will involve developing leadership for learning and professional learning through collaborative CPD. We understand that school improvement requires the school to invest in the quality of its staff through professional development activities and we will promote collaborative learning between teachers throughout the school and across the trust. School to school support will also provide opportunities for development for staff from the giving and receiving school.

### **Reporting to Parents/carers**

Reporting systems and timings of reports will be synchronised across the Trust's AP schools to allow pupils to be taught in different schools across the broader campus.

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

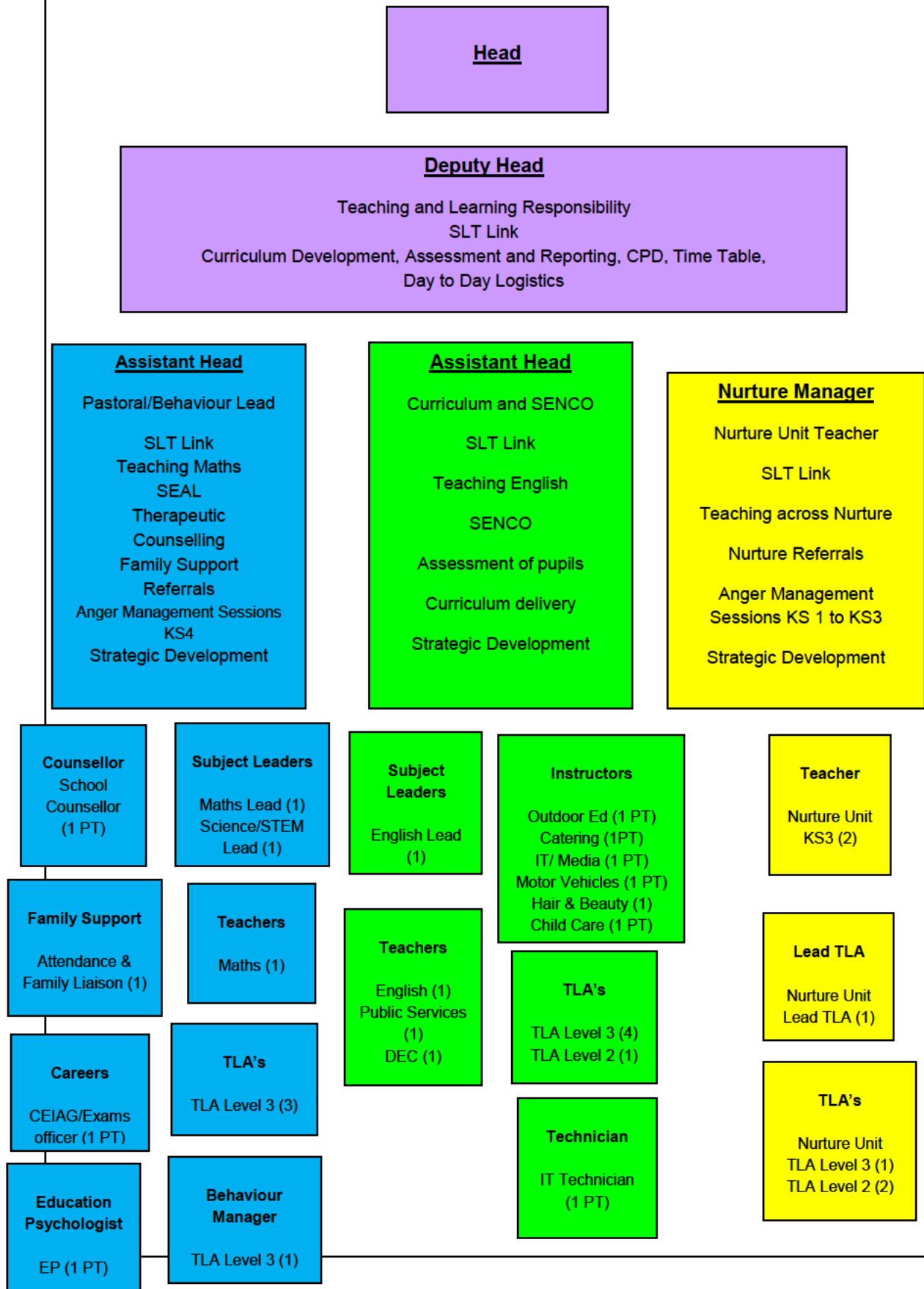
If you are applying for more than one school, please provide one version of this section, referring to individual schools or circumstances where relevant.

**All** applicants will need to complete the table below but you will give us different information depending on which of the assessment criteria you meet. 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**

**Year 2017 / 2018 – 100 FTE Pupils**



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

**Year 2018 / 2019 – 118 FTE Pupils**

**Head**

**Deputy Head**

Teaching and Learning Responsibility  
SLT Link  
Curriculum Development, Assessment and Reporting, CPD, Time Table,  
Day to Day Logistics

**Assistant Head**

Pastoral/Behaviour Lead  
  
SLT Link  
Teaching Maths  
SEAL  
Therapeutic  
Counselling  
Family Support  
Referrals  
Anger Management Sessions  
KS4  
  
Strategic Development

**Assistant Head**

Curriculum and SENCO  
  
SLT Link  
Teaching English  
  
SENCO  
Assessment of pupils  
Curriculum delivery  
Strategic Development

**Nurture Manager**

Nurture Unit Teacher  
  
SLT Link  
Teaching across Nurture  
  
Nurture Referrals  
Anger Management  
Sessions KS 1 to KS3  
Strategic Development

**Counsellor**  
School  
Counsellor  
(1 PT)

**Subject Leaders**  
Maths Lead (1)  
Science/STEM  
Lead (1)

**Subject  
Leaders**  
English Lead  
(1)

**Instructors**  
Outdoor Ed (1 PT)  
Catering (1PT)  
IT/ Media (1 PT)  
Motor Vehicles (1 PT)  
Hair & Beauty (1)  
Child Care (1 PT)

**Teacher**  
Nurture Unit  
KS3 (2)  
KS 1 & 2 (1)

**Family Support**  
Attendance &  
Family Liaison (1)

**Teachers**  
Maths (1)  
F/S Maths (1)

**Teachers**  
English (1)  
E/S English (1)

**TLA's**  
TLA Level 3 (5)  
TLA Level 2 (2)

**Lead TLA**  
Nurture Unit  
Lead TLA (1)

**Careers**  
CEIAG/Exams  
officer (1 PT)

**TLA's**  
TLA Level 3 (4)

**TLA's**  
Nurture Unit  
TLA Level 3 (2)  
TLA Level 2 (2)

**Education  
Psychologist**  
EP (1 PT)

**Behaviour  
Manager**  
TLA Level 3 (1)

**Behaviour  
Support**  
TLA Level 3  
(1)

**Technician**  
IT Technician  
(1 PT)

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

**Year 2019 / 2020 – 136 FTE Pupils**

**Head**

**Deputy Head**

Teaching and Learning Responsibility  
SLT Link  
Curriculum Development, Assessment and Reporting, CPD, Time Table,  
Day to Day Logistics

**Assistant Head**

Pastoral/Behaviour Lead  
  
SLT Link  
Teaching Maths  
SEAL  
Therapeutic  
Counselling  
Family Support  
Referrals  
Anger Management Sessions  
KS4  
Strategic Development

**Assistant Head**

Curriculum and SENCO  
  
SLT Link  
Teaching English  
  
SENCO  
Assessment of pupils  
Curriculum delivery  
Strategic Development

**Nurture Manager**

Nurture Unit Teacher  
  
SLT Link  
Teaching across Nurture  
  
Nurture Referrals  
Anger Management  
Sessions KS 1 to KS3  
Strategic Development

**Counsellor**

School  
Counsellor  
(1PT)

**Subject Leaders**

Maths Lead (1)  
Science/STEM  
Lead (1)

**Subject  
Leaders**

English Lead  
(1)

**Instructors**

Outdoor Ed (1)  
Catering (1PT)  
IT/ Media (1)  
Motor Vehicles (1 PT)  
Hair & Beauty (1)  
Child Care (1)

**Teacher  
Nurture Unit  
KS3 (2)  
KS 1 & 2  
KS1 (1)**

**Family Support**

Attendance &  
Family Liaison (1)

**Teachers**

Maths (1)  
F/S Maths (1)

**Teachers**

English (1)  
F/S English (1)  
Public Services  
(1)  
DEC (1)

**TLA's**

TLA Level 3 (7)  
TLA Level 2 (4)

**Lead TLA**

Nurture Unit  
Lead TLA (1)

**Careers**

CEIAG/Exams  
officer (1 PT)

**TLA's**

TLA Level 3 (4)

**TLA's**

Nurture Unit  
TLA Level 3 (3)  
TLA Level 2 (2)

**Education  
Psychologist**

EP (1 PT)

**Behaviour  
Manager**

TLA Level 3 (1)

**Behaviour  
Support**

TLA Level 3 (2)

**Learning  
Support**

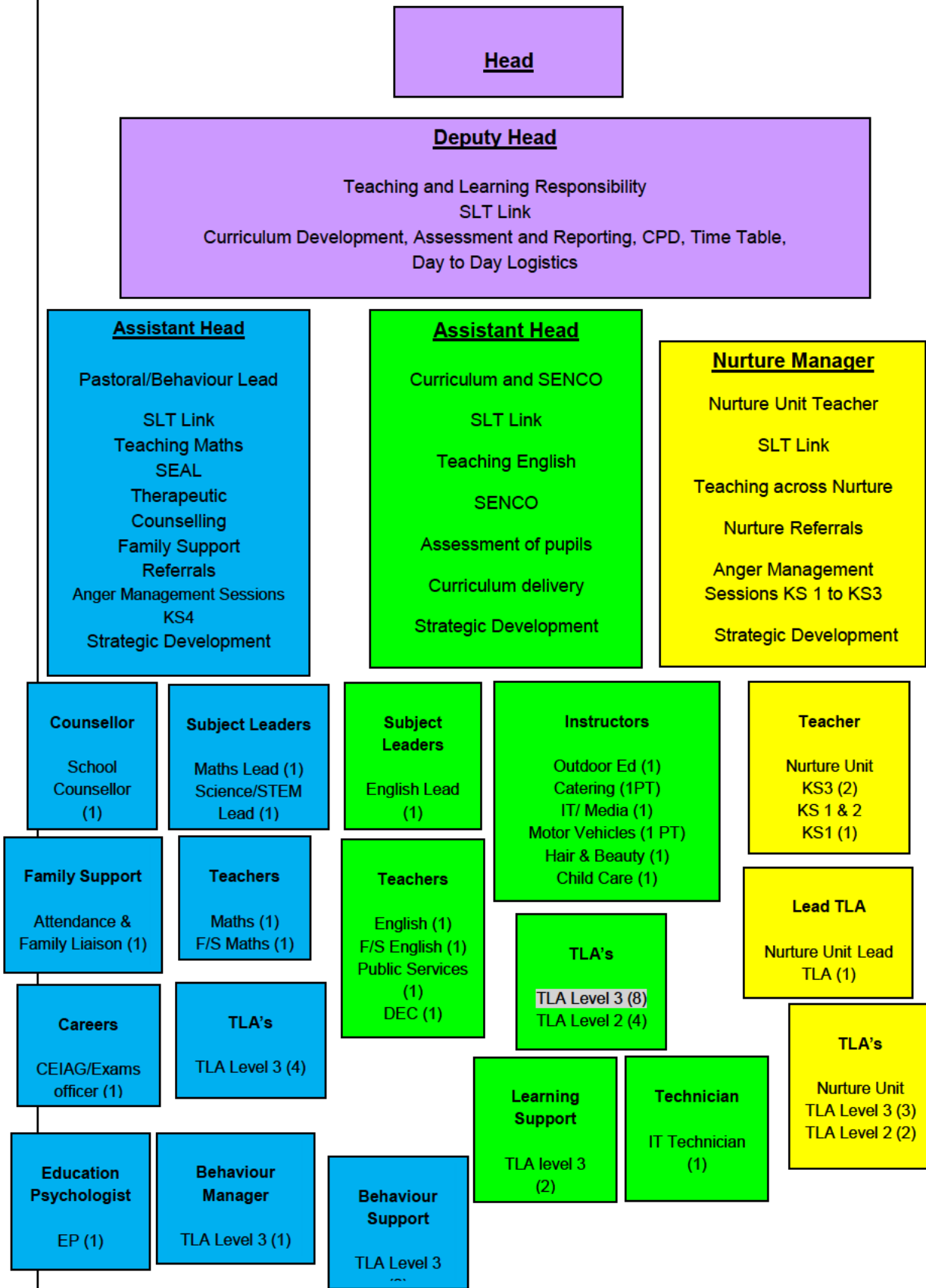
TLA level 3  
(2)

**Technician**

IT Technician  
(1)

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

**Year 2020 / 2021 – 150 FTE Pupils (full capacity)**



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

The staffing organograms above show the proposed staffing in the first four years of opening. The increase in staff each year (highlighted in grey) reflects the increase in pupils. It also demonstrates proposed line management (colour coded).

The curriculum offered by the Heights Burnley will be enhanced by the flexible use of staff between The Heights and The Heights Burnley. Not only does this ensure economies of scale, but also a more varied and responsive curriculum offer for our pupils. A cross-campus model for teaching and learning will ensure the flexibility needed. This approach allows the school to offer a wider range of vocational subjects and so maintain the personalised nature of the provision. Construction will be taught by The Heights Free School staff for The Heights Burnley pupils, but motor vehicle will be offered to The Heights Free School pupils. In addition, subjects which are oversubscribed can be delivered on the appropriate site. An Education Psychologist will work across all four trust schools to achieve economies of scale and ensure early assessment and identified support. The collaboration of staff between trust schools will provide the ongoing quality assurance and moderation of teaching and learning. As a member of The Heights Free School is a qualified Team Teach trainer, all staff at The Heights Burnley will be Team Teach trained as part of their core training programme. This will ensure consistency of the behaviour management approach between the two schools which is necessary for pupils accessing provision from both schools. The counsellor, the educational psychologist, CEIAG co-ordinator, motor vehicle instructor, catering instructor and IT technician will be employed on a full time basis but working part time at each school. As pupils may be accessing provision at both schools, it is important that the reporting systems are consistent so SIMS management information system will be used by all trust alternative provision schools. This will ensure that progress can continue to be monitored and information reported to parents/carers is in the same format.

### **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**

The Heights Burnley will welcome pupils of all faiths/world views and none. This will be as a consequence of pupils being referred from all secondary schools in Burnley, which has a diverse cultural community. As the schools and local authority will be the commissioners of places, this will result in the school reflecting its local community. Mirroring the successful model at the Heights Free School, all pupils will play an active and full part in the life of the school.

The school will work closely with parents and carers through a number of established procedures. All parents will be strongly encouraged to visit the school prior to their child starting. This will be a supportive meeting and discussion will focus on partnership between the parent and carer and establishing finer details on the pupil's background, needs and motivation. This initial meeting will allow for relationships between key staff and the family to be initiated. In addition, the school will agree communication strategies, ensure that accurate and up to date contact details are secured and agree the preferred method of contact. The Heights Burnley will use a number of methods to communicate with parents and carers including text, e-mail and Social Media. The school will be proactive in communicating with parents, carers and the wider community through its website, Social Media, the local press and media. Key staff will update parents and carers regularly on their child's progress and parents and carers will be invited in for parents' evenings and school events such as concerts, performances and exhibitions. A home-school Agreement will be signed by parents and carers and the school outlining the responsibilities of each party. The school will also develop mechanisms to support families through use of a Family Liaison Officer and referrals to agencies such as Supporting Families where needed.

The development of the pupils' spiritual, moral, social and cultural development (SMSC) is a key priority and seen as essential to achieving the vision for the school in terms of pupils becoming good citizens locally and nationally. SMSC will be covered via a number of avenues at The Heights Burnley including assemblies, guest speakers and involvement in community wide activities. Pupils will also study Citizenship through the BTEC Learning for Life qualification which covers Beliefs and Values, Citizenship and Community, Governance and Law, The Environment and Independent Living. This will be delivered in a dynamic, engaging way with pupils visiting places of worship, foodbanks and other local initiatives to prepare them for being positive citizens. All SMSC will be tracked using an SMSC grid in order to ensure this is giving high priority.

Religious education will form part of SMSC and personal, social and health education (PSHE) programme. The school will work in close partnership with the Inter-faith Forum and visits to local places of worship and cultural and heritage sites will be integrated into the curriculum as will visits from religious leaders from the community. These visitors will be carefully vetted and recommended to ensure they are able to focus on cohesive, educational approaches. This aspect of the curriculum will contribute to preparing pupils for life in modern Britain and seek to remove misconceptions and raise awareness of the role of religion in society.

Although the Heights Burnley has no denominational foundation or religious ethos, pupils will also be encouraged to share and explore their own faith backgrounds,

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

traditions and commitment in order to understand the role religion has played in the development of British values, our democratic process and the legal system.

Through dialogue with a variety of local religious groups, pupils will develop tolerance of those of different faiths and beliefs and they will be able to explore their own beliefs, and the reasons for those beliefs, as well as those of others. As part of the mutual respect for those of differing religious beliefs, the Heights Burnley will be a school sensitive to religious needs with appropriate food, include Halal options on the menu. There will be opportunities for all to reflect and where required pray during the day in a multi-faith area and times such as Lent, Ramadan, Eid and Diwali will be respected, acknowledged and explained.

Through the Public Services curriculum, pupils will grow in their awareness of the rich variety of communities with which they belong or come into contact with. These include:

- geographical communities – those restricted to a certain area, e.g. a local authority;
- virtual communities – meeting together in cyberspace, e.g. social media;
- cultural and religious communities – made up of those who share a common culture or faith;
- ethnic communities – made up of people from the same or similar ethnic background
- age-based communities – groups identifiable by age, e.g. teenagers, the elderly.

The BTEC qualification offered at the Heights Burnley will address key themes around British values. For example, democracy will be addressed through units which reflect on decisions on the funding of health treatments and the funding of the NHS as a whole, about which drugs are legal or illegal and concerning decisions about which medical drugs are funded. The rule of law is another area which can be mapped through units including health and safety legislation, employment legislation which employees and employers must comply with. There are units studying animal rights legislation, badger culling to prevent bovine TB and drugs and sports performance. Individual liberty will be studied through topics such as choices that individuals make e.g. immunisations and screening, whether to use of life support in maintaining circulatory and respiratory systems; organ transplantation and freedoms to donate or not donate body parts and individual liberty in relation to birth control and abortion.

The Heights Burnley will challenge all discrimination through its PSHE programme as well as within the taught curriculum generally. Visual displays across the school will challenge misconceptions and seek to educate pupils on the harm caused by prejudice, stereotyping and discrimination particularly in the areas of race, colour, gender, disability, sexual orientation and transgender. Discriminatory language will be supportively challenged by staff and adults and positive role models will be used to change preconceptions among pupils. Pupils will be challenged to work outside friendship groups, especially where these reflect the race, nationality and/or colour of a pupil. An induction process for new pupils will outline the expectations of non-discriminatory behaviour and language as well as outlining how pupils will be



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

encouraged and positively challenged to work with pupils of different backgrounds, faith, race and colour.

Issues of radicalisation of children and young people will be seen in the context of Safeguarding. The school will adopt the trust's existing policy for Safeguarding which includes the 'Prevent duty'. A designated safeguarding lead (DSL) will be appointed and fully trained for the Heights Burnley who will work with the headteacher and governors to ensure the safeguarding policy is embedded within the day-to-day life of the school. This will include training for staff and governors. There will be a named governor with specific role to monitor safeguarding/Prevent within the school. Training will focus on all staff knowledge of their legal responsibilities, how and why radicalisation can take place and potential signs of radicalisation with a pupil and how they have to respond including the role of the Channel programme.

An appointment of staff to the school will be made with at least one member of the appointment panel being trained for safer recruitment and all external speakers and presenters to the school will be prior vetted.

The school will conduct risk assessments for pupils recognising that East Lancashire is designated as a high risk area for radicalisation by the Home Office and assess pupils on their entry and exit from the school. We will pass on any concerns from the risk assessment to the pupil's 'home school'. The school will have effective an IT policy to ensure, as far as possible, pupils are safe from extremist and terrorist ideas online. Working with the trust's IT partner, The Heights Burnley will have robust web filtering and the Securus IT monitoring system, which will be closely monitored by a designated staff member.

The Heights Burnley will work closely with partners to combat the threat of radicalisation. These will include the Local Children Safeguarding Board (LCSB), local authority and the Police team responsible for Prevent.

Central to the Prevent agenda in the school will be an education programme for pupils appropriate to their age range which will include how people are radicalised and are vulnerable to radicalisation, how to stay safe online. This will be taught through PSHE.

Other aspects of Safeguarding will also be of paramount importance at The Heights Burnley. Effective policies, processes and training will be in place to address any concerns regarding Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM) and abuse and neglect of children. This will include training for staff to recognise and respond to safeguarding concerns, education and raising awareness among pupils so that they are able to recognise these issues among their peers and potentially themselves. Education will take place with dedicated lessons within the PSHE curriculum, assemblies and displays throughout the school that raise awareness of CSE, FGM and abuse, keeping safe online and where to seek help and guidance within the school and with outside agencies. Pupils will have access to high quality wrap-around services around sexual health, health and substance misuse. A member of staff will also complete Mental Health First Aider training.

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

Local and national elections are seen as a real opportunity to raise awareness of our democratic process and to exploit these opportunities to understand electoral processes in Britain and the concept of government in the UK. The Heights Burnley will follow the good practice already taking place within the trust's schools. This includes holding school elections where pupils prepare a manifesto which is filmed and promotes British values. In addition to promoting British values, this provides the pupils with the opportunity to learn how to argue and defend points of view as well as developing tolerance and respect of views other than their own. It also enables the pupils to develop their understanding of how they will be able to influence decision making through the democratic process. The election of members of the school council will provide another opportunity to develop their knowledge of the democratic process. Visits to the local council including meetings with councillors and the local MP will be part of the citizenship curriculum.

Respect for others will be promoted at all times as part of the overall ethos of the school. This will be significantly enhanced through the focus on public services. Each pupil will commit to aspects of public service and charitable involvement. Through the involvement of uniformed services in the school's curriculum and ethos, pupils will have further opportunity to recognise how the rule of law and good citizenship are part of the fabric of the country and are the responsibility of all its citizens.

Pupil voice will be a fundamental aspect of the school and will be encouraged through various means so all children regardless of age and ability are able to have their voices heard. The school council will have its own constitution and structure. It will not only be a consultative body, but will at its most effective, make clear improvements to the quality of learning and teaching.

As part of the education of the democratic process and in general, debating forums and disciplined discussion will be embedded into the practices of the school. These debates will be filmed and broadcast within the school to encourage the best practice among all pupils. Through the English curriculum and elsewhere, effective persuasive speech, from a wide range of cultures will be studied and analysed to enable pupils to appreciate how effective public speaking can be so influential in the modern democratic process. We envisage debates taking place with other schools which will help to promote a sense of identity with the Heights Burnley which may have been absent from pupils who were previously disengaged from education.

The PSHE curriculum at The Heights Burnley will cover a wide range of relevant topics with a focus on pupil-led content. Pupils will learn about different relationships and develop empathy and tolerance of viewpoints other than their own. They will also study discrimination in all its forms and will complete work around keeping themselves safe.

Pupils' educational experience at The Heights Burnley will be considerably enhanced by a full extra-curricular programme. This programme will help pupils to re-engage with their school experience and their social and cultural learning will be expanded, adding to their employability skill set. Pupils will have the opportunity to take part in extended work experience in order to further ready them for the world of work. This will be facilitated through the extensive range of business and industry partners who

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

are committed to the school through the Burnley Bondholders. Through a wide range of extra-curricular activities, pupils will encounter new situations and contexts which will both challenge and stimulate their interest and engagement. The programme will involve far more than physical or sporting options; social and cultural experiences will form a major part of the offer and a comprehensive library will add to the opportunity provided for all pupils across the age range to develop and enhance a love of reading and through this a wider appreciate of other perspectives. Taking advantage of smaller staff-pupil ratios, and freedoms from being a Free School, visits to galleries, concerts and the theatre will provide a regular and wide range of experiences which may not have been possible in their home schools.

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

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

- use the table below to complete; 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**

The Heights Burnley will provide alternative provision accessible to all schools within Burnley offering bespoke opportunities across the key stages on both a part-time and full-time basis. Our provision will also be available for young people who are not in school and are therefore the responsibility of the Local Authority including CIOC. We will also accept admissions from neighbouring Local Authorities, dealing with each case on an individual basis. Pupil placements will be of varying lengths and both full and part time attendance will be available. Typically, pupils in Key Stages 1-3 will be placed either full or part time on a six to twelve week programme resulting in full re-integration back into their mainstream school. In Key Stage 4, the majority of pupils will complete their education at The Heights Burnley, either full or on a part time (accessing their mainstream school for specified days/times). To achieve this we will work closely with key stakeholders to ensure we provide quality provision tailored to the needs of our pupils.

The Heights Burnley will provide education for:

- pupils who would benefit from a personalised skilled based curriculum and at risk of not reaching their potential
- pupils who are showing a level of disengagement from mainstream provision which is placing them at risk of exclusion

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

- pupils with a statement of Special Educational Needs where The Heights Burnley is named on their statement.
- pupils causing significant concern in school which is affecting their progress and would benefit from alternative provision to re-engage them
- pupils with medical needs
- pupils permanently excluded
- school refusers

The nature of The Heights Burnley means that pupils referred will already have a history of under-engagement in education with many exhibiting significant disruption and or low levels of attendance as described above. However, it recognises that many pupils will require additional support with learning, behaviour, recognised disabilities, special educational needs and health needs. This support will be driven by the desire to personalise learning and includes in-class and withdrawal support as appropriate to the needs of the students. In order to meet these needs The Heights Burnley will appoint two Assistant Head Teachers, one as SENCO (including health needs) and the other as pastoral Assistant Head Teacher for safeguarding, behaviour and attendance. Both posts form an essential part of the Senior Leadership Team (SLT). Access to the Trust's Educational Psychologist will also be available for more complex learning and or social, emotional and mental health needs. The staffing structure to support each Assistant Head Teacher also reflects our commitment to ensure learning, behaviour and attendance needs are met. The Heights Burnley will work in partnership with a range of health professionals including the school nursing service and CAMHS so that health care support can be accessed onsite. It will also work with key agencies including the Education Welfare Service, the Looked After Children Service and the Youth Offending Team.

At The Heights Burnley, all pupils will be expected to achieve their maximum potential regardless of their starting point. We will have regard to the Special Educational Needs Code of Practice (2014) identifying a member of the trust with specific oversight of the provision for Special Educational Needs and or Disabilities. The trust will report to parents annually on the school policy with regard to SEND and publish a local offer in line with LA procedures. It will be within the Head Teacher's role to keep the trust fully informed and work closely with the SENCO. The SENCO will be responsible for advising school leadership on SEND strategy, managing school-based provision and providing professional guidance to school staff on matters relating to SEND.

**The Role of the SENCO**

The SENCO's role in the alternative provision of The Heights Burnley will be core to the successful outcomes of all children, regardless of Key Stage, to address issues

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

concerning their complex and individual needs and will be fundamental to working with leaders.

The SENCO will:

- be NASC qualified in accordance with Government guidelines
- review , develop and implement SEND policy and the Local Offer
- understand particular barriers to learning and underachieving as separate entities
- review, develop and implement procedures on referrals and placements
- assess pupils throughout the school on induction as young people referred to us have often missed early checks and assessment processes
- psychometrically assess students using a range of diagnostic tests to identify issues involving cognition and phonological processing
- identify gaps in prior learning
- use this information to draw up a personalised learning plan and IEP
- draw upon skills as an Associate Member of the British Dyslexia Association to plan, prepare and deliver a structured, multisensory language course if appropriate
- ensure that appropriate assessment and support packages are in place for all students requiring additional help in order for them to access the whole curriculum
- ensure progress is made and challenging targets set with reference to progress dataset
- harness the involvement of parents and carers to encourage and support the student
- share information with the pupil's mainstream school with regard to test results
- provide information for reintegration to mainstream where appropriate in terms of strategies developed to maximise success
- utilise the power of partnership between school and local services to improve consistency and flexibility
- support all pupils where necessary including outreach situations such as college interviews or mainstream support
- attend and contribute to annual review meetings at mainstream schools

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

- lead and motivate a team of staff ensuring a focus on literacy across the provision
- oversee TAs to ensure that all strategies discussed with parents and pupils are implemented in the classroom
- contribute to mentoring and sharing good practice within the provision and with partners
- keep abreast of all changes in Governmental policy with regard to SEND.

Identifying potential barriers to learning and working in partnership to overcome these barriers begins at the point of referral. The Heights Burnley will adopt the rigorous referral and admission processes already in operation at The Heights Free School. This is further strengthened by easy and quick access to an Educational Psychologist. On referral the SENCO will gather all data provided by the referring school and then collate baseline data covering academic and social and emotional development. The pupils will be baselined, assessed during an induction period; using an online functional skills assessment covering reading and numeracy skills. Results are on a scale of Entry Level 1 through to Level 2. If this process highlights any difficulties, further assessments will take for an in-depth profile of phonological processing difficulties, numeracy, spelling, comprehension and cognition difficulties. This data will be used to set targets for improvement as well as providing the starting points to measure progress. Targets will be, specific, challenging, achievable and measurable. Following this meeting the SENCO will play a central role in identifying any additional learning needs for students who might need additional support. This information will be used to put in place an Individual Learning Plan (ILP) for each student, building upon the flexible curriculum. Progress against this plan will be monitored each week by tutors and every half term by the SENCO in review meetings with the student and parents.

Pupils identified as the most able/gifted and talented will, in addition to personalised learning within timetabled lessons, have a range of extension opportunities, such as master classes and focused provided through specialist coaches, business partners and educational partners within the Burnley network.

Raising aspirations will play a key role in our inclusion strategy with a curriculum designed to support students in addressing previous barriers to learning and develop the confidence and maturity to embrace new possibilities. Individual Learning Plans will be established for every student, which will include academic, behavioural and personal development targets.

For students with more complex needs, The Heights Burnley will work with their Educational Psychologist and other agencies, including the statutory services of the Local Authority. In meeting the needs of individuals and in responding to Education,

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

Health and Care plans (EHC), the school also has rapid access to a range of externally commissioned services.

A key to effective inclusion will be the use of regular and effective communication with parents and with commissioning schools which will provide updates on student progress and support effective re-integration.

Statutory Assessment will be considered if the pupil fails to make progress. Consultation between parents, The Heights Burnley, the referring school and any specialist services providing support or medical treatment for those with medical will be essential to ensure that the pupil makes maximum progress

Quality first teaching is the key means of promoting excellent achievement for all students. In supporting learning, it is crucial that teachers have a good understanding of the individual needs of each pupil and the resources and skills to address these needs in the classroom.

Key to providing appropriate learning support for all students is the quality of the link with the commissioning body. The referral process will ensure that The Heights Burnley receives a thorough understanding of the potential and current ability of all students in academic terms and all other aspects of their personal development. This information will inform a detailed ILP which will identify the targets for each individual and guide teachers in how best to support learning.

Regular monitoring will take place against agreed targets which will involve staff and students and information on progress will be shared with the commissioning school and parents. Targets will be based upon the KS2 results of the student and the current 'working at' assessment of the school. Targets will be set to ensure more rapid progress from students in core areas with a view to the majority of students making progress at least in line with national expectations.

The Heights Burnley will also provide additional support staff who will work with teachers to meet the needs of specific students. Support staff will be clearly focused upon improvements in the learning of students. They will work closely with teachers to understand what is required and how they can complement the teacher in their role.

Support staff will also be trained to provide the following:

- one-to-one and small group support to address specific needs of students, including training in addressing behavioural issues.
- to act as personal mentors for individual students, helping them to review progress and establish targets for improvement.
- intervention to support literacy and numeracy skills.
- differentiated learning materials where experienced staff will differentiate all

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

work and plan lessons to incorporate much shorter, achievable tasks.

- instruct programmes such as Hickey Multisensory Language Course, Alpha to Omega, Launch the Lifeboat, Wordshark, Brinsford Reading Scheme, Dyscalculia Support and ICT support.
- specialist keyboards will be provided as necessary (visually impaired, visual stress, etc.
- text to speech programmes as necessary for some dyslexic learners
- study support for gifted students from mainstream where they will be able to tap into expert core subject support.

In specific cases support for learning may be brokered from outside agencies and this will be co-ordinated by the SENCO and the Educational Psychologist.

Pupil safety will, of course, be paramount and at The Heights Burnley School we aim to use a variety of strategies to achieve this. The policies and procedures from The Heights Free School will be adopted as appropriate. We will be fully compliant with all statutory requirements with an agreed Safeguarding Policy and practices, which will promote pupils' welfare and safety by fostering an honest, caring and supportive environment. All procedures for safer recruitment will be rigorously followed. In addition to the statutory training requirements, all staff will be Team Teach trained. Team Teach is BILD accredited training in positive handling techniques and actively committed to reducing restraint and risk.

We believe that every member of The Heights Burnley will have a role in securing full attendance and good behaviour for all our pupils thus enabling them to achieve the maximum they are capable of.

We will ensure that all our pupils value their school and feel safe and are supported when they attend. Some pupils will require more support from different members of staff at The Heights Burnley or through outside agencies and our partners. The wide range of support programmes we put in place will help them deal with the issues that affect their attendance and or behaviour. At The Heights Burnley School, we feel that our personalised curriculum and focus on practical skills will go a long way to improving attendance and behaviour as pupils will have more choice in the subjects they study.

At The Heights Burnley we will:

- create an environment which encourages and reinforces good behaviour
- encourage consistency of response to both positive and negative behaviour
- promote self-esteem, self-discipline and positive relationships
- ensure that the school's expectations and strategies are known and understood
- encourage the involvement from both parents/carers

The Heights Burnley will play a major role in a pupil's social and moral development, just as it will in their academic development. We will measure academic success in



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

terms of progress and achievement towards curricular targets. We will measure standards of behaviour in terms of a pupil's ability to develop and conform to our behavioural goals over a set timescale. Teachers and support staff at The Heights Burnley will have an important responsibility to model high standards of behaviour, both in dealings with pupils and with each other. This will ultimately influence the pupils within our care.

## Section E – evidence of need

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

- use the space provided below; and
- include evidence as annexes;
- 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**

### Contextual information

Deprivation in Burnley is higher than average and about 25.2% (4,500) children live in poverty. The health of people in Burnley is generally worse than the England average. Life expectancy for both men and women is lower than the England average. Life expectancy is 11.8 years lower for men and 6.0 years lower for women in the most deprived areas of Burnley than in the least deprived areas. In Year 6, 20.9% (195) of children are classified as obese. The rate of alcohol-specific hospital stays among those under 18 was 101.2, worse than the average for England. This represents 20 stays per year.

Levels of teenage pregnancy, GCSE attainment, breastfeeding and smoking at time of delivery are worse than the England average. In 2012, 24.3% of adults are classified as obese. The rate of alcohol related harm hospital stays was 916, worse than the average for England. The rate of self-harm hospital stays was 333.1, worse than the average for England. This represents 288 stays per year. The rate of smoking related deaths was 405, worse than the average for England. This represents 187 deaths per year. Estimated levels of adult physical activity are worse than the England average.

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

One in ten children between the ages of one and 15 has a mental health disorder (ONS 2005) and research suggests that 20% of children have a mental health problem in any given year, and about 10% at any one time (Mental Health Foundation 2005). Rates of mental health problems among children increase as they reach adolescence. Disorders affect 10.4% of boys aged 5-10, rising to 12.8% of boys aged 11-15, and 5.9% of girls aged 5-10, rising to 9.65% of girls aged 11-15 (National Statistics Online 2004). Mental illness in adults could be reduced by 25%-50% they receive effective intervention during childhood or adolescence. More than 75% of adults who access mental health services had a diagnosable condition before the age of 18. Mental health problems in children and young people are common and account for a significant proportion of the burden of ill health in this age range.

The government's ambition to close the gap between the North and the South is undermined by the low attainment of schools in the North with Liverpool and Manchester given as examples, but the attainment for Burnley is even lower. GCSE 5ACEM in 2015 was Liverpool 49%, Manchester 48% and Burnley 44%. This figure is often masked by the Lancashire authority average.

The Business Register and Employment survey shows that from 2009 to 2014, the proportion of workers in the private sector increased far more in Burnley compared with the Lancashire average (up 13%, compared with a Lancashire average of 4%). The borough is exhibiting significant growth potential- as evidenced by Burnley's 2013 Most Enterprising Place award, but there is a significant risk to the borough realising its potential unless there is a step change in educational attainment.

On all key indicators for outcomes, Burnley is significantly below the national and local average. The table below gives an example of some of these indicators:

	<b>Burnley</b>	<b>LA</b>	<b>England</b>
<b>5ACEM</b>	44%	58%	55%
<b>APS (Best 8)</b>	282	312	308
<b>English 3LP</b>	56%	71%	69%
<b>Mathematics 3LP</b>	57%	66%	66%
<b>Absence (2014)</b>	7%	5%	6%
<b>PA (2014)</b>	10%	7%	7%

There is a significant gap between the total percentage of permanently excluded pupils nationally at 0.13% and for those pupils in Burnley schools at 0.5% (DfE statistical first release, 2014). There were 21 permanent exclusions from the 5 Burnley secondary

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

schools compared to 61 from the 84 secondary schools in Lancashire authority in 2014/15.

The table below demonstrates the positive impact of The Heights Free School on reducing the number of permanent and fixed period exclusions compared to special schools and the national average.

	<b>National</b>	<b>Special Schools</b>	<b>The Heights</b>
<b>Permanent Exclusions</b>	<b>0.13%</b>	<b>0.07%</b>	<b>0.0%</b>
<b>Fixed Period Exclusions</b>	<b>6.62%</b>	<b>13.86%</b>	<b>4.2%</b>

Source: Permanent and Fixed Period Exclusions in England  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/449433/SFR27\\_2015\\_Text.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/449433/SFR27_2015_Text.pdf)

In the Burnley district in 2013, the proportion of pupil's eligible for free school meals was the highest in the Lancashire County Council area and was above the regional and national rates. The authority has a history of overall employment rates that are usually below the national average, although most recent figures appear more promising. The percentage of workless households is high in the authority. The NEET percentage for 16-18 year olds in Burnley is 19.3% compared to 5% for the local authority. The table below demonstrates the positive impact of The Heights Free School on increasing the numbers of pupils entering a positive and sustained destination.

	<b>National</b>	<b>PRU's &amp; AP Providers</b>	<b>The Heights</b>
<b>Sustained Destination</b>	<b>98%</b>	<b>80%</b>	<b>95.1%</b>

Source: Destinations of key stage 4 and key stage 5 students in state-funded and independent institutions, England  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/493181/SFR052016-Text.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/493181/SFR052016-Text.pdf)

Currently alternative provision is delivered through Coal Clough Academy, the former Pupil Referral Unit. This provides 113 places on roll, but is oversubscribed being the only provider of secondary alternative provision in Burnley and neighbouring Pendle. Places are commissioned by schools and Lancashire County Council. A number of Burnley secondary schools had already started commissioning places from The Heights Free School in Blackburn in an attempt to address the needs of those pupils who would benefit from being able to access alternative provision and who were often at risk of exclusion. However, the number of places available are limited so many pupils need could not be met. Transport is an issue with secondary schools having to fund

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

the cost of transporting pupils to Blackburn. This demonstrates the shortage of high quality places for pupils needing alternative provision in Burnley.

Hendon Brook pupil referral unit for primary aged pupils Key Stage 1 to Key Stage 2 is based in neighbouring Pendle. They currently have 32 pupils of which the majority are Key Stage 2 referrals from East Lancashire with 9 pupils from Burnley. All pupils have been permanently excluded from mainstream education. The school is now at maximum capacity and unable to take any more referrals including those pupils that have been permanently excluded. Hendon Brook is one of only three primary pupil referral units in Lancashire and demand for places is not being met.

The Education Partnership Trust (EPT) was approached by Burnley Learning Partnership which represents secondary schools in Burnley as there is a gap for local alternative provision (see annexes). The partnership had identified the need for alternative provision as a key priority and wanted to replicate the high quality provision offered by The Heights Free School in Blackburn.

The Burnley Education Trust (BET) also identified alternative provision as one of their key priorities (see annexe). Lancashire County Council are members of BET as a future commissioner of places from The Heights Burnley. The opening of The Heights Burnley will address the issue of a shortage of places for alternative provision in the borough providing 150 FTE new primary and secondary places in addition to the places at Coal Clough Academy. This will accommodate commissioned places from the local authority as well as schools. The Heights Burnley will provide high quality provision with the expectation that it will be judged at least good at its first Ofsted inspection as part of the EPT's overall vision of creating outstanding schools which transform learning, lives and communities.

The trust met with Lancashire County Council to discuss the proposal of opening an Alternative Provision Free School in Burnley. They acknowledged the gap in Burnley and that Coal Clough Academy did not have the capacity to meet the needs of all pupils. They also recognised that local solutions to alternative provision would more effectively meet local need rather than trying to establish a 'one size fits all' approach to alternative provision across the county. This local solution is especially relevant to the needs of Burnley given its underperformance in all key indicators compared to those across Lancashire as an authority.

As raising educational attainment in Burnley is a key priority for Burnley Borough Council, the chief executive is working closely with Burnley schools to help achieve this. The Heights Burnley steering group was established as a strategic forum to lead on the Free School application. There is representation from all key stakeholders including the chief executive from Burnley Borough Council, the lead for alternative provision on behalf of the Burnley Learning Partnership and Burnley secondary headteacher and the human resource director from a local business and member of

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

Burnley Bondholders. The trust believed that representation from the schools as future commissioners of places was essential if The Heights Burnley was to effectively respond to local demand and meet the needs of these pupils. This also demonstrates their commitment to the school and enables key stakeholders, commissioners and representatives from the local community to agree the vision for the school and to influence and shape the curriculum, so it meets the needs of the pupils and also of the town. The representation of secondary schools on the steering group ensures that the schools as commissioners will have made an informed decision when choosing The Heights Burnley. The school will work closely with business when developing the curriculum to ensure pupils leave with the employability skills needed (see annexe for commitment of support from Burnley Bondholders).

Meetings have also taken place with Burnley primary school headteachers to outline The Heights Burnley proposal and to identify their needs in terms of gaps in provision. Brochures and promotional literature on the nurture provision offered by The Heights Burnley was shared with the primary headteachers and the expected outcomes for these pupils (see annexe for text). Whilst The Heights Free School only offers nurture provision for Key Stage 2 and 3 pupils, there is demand from the Burnley primary headteachers for Key Stage 1 provision in terms of the need for short-term early intervention (see annexes for letters of support).

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

**E2 – clear plans to manage referrals**

The Heights Burnley will adopt many of the established practices from the Heights Free School, Blackburn. The school will be an equal opportunities and non-discriminatory school and therefore will welcome referrals for admission of young people from diverse backgrounds and with varying needs. Each admission is considered on a case-by-case basis to ensure that the pupils admitted will benefit most from the education provision on offer.

The Heights Burnley will establish a commissioning protocol with clearly defined stages for collecting information to ensure a successful transition into the school.

We recognise that not all students referred will necessarily thrive within the ethos and culture of the alternative provision offered and that for some young people other forms of provision will be more suitable. For this reason, there will be a full induction offered on the basis of a temporary placement for six weeks so that the suitability of the placement can be assessed.

There will be a firm commitment on behalf of the home school and/or local authority service to provide, prior to admission, all available student records, related academic performance data and statutory records, e.g. attainment at KS2 and KS3,

## **E2 – clear plans to manage referrals**

attendance, behaviour, SEN, any safeguarding information and reasons for exclusion, where appropriate.

On acceptance of the referral by The Heights Burnley, the commissioning organisation will enter into a contractual arrangement with the school to secure the placement.

The trust and the school will work with the LA and commissioning schools to agree number of pupil places for the following: medical referrals, vulnerable to exclusion, fixed term exclusion, to avoid an exclusion from school, hard to place, school refusers and permanent exclusions.

There will be a clear and transparent process for referral and admission into the school, based on the Height Free School's procedures; an electronic application form will be completed by the commissioning organisation to capture the relevant information for a pupil place. A visit to school by a pupil and their parent or carers will be strongly encouraged to ensure expectations are clear. Staff from the school will also be available for home visits where this is more suitable for example, if the pupil is a school refuser or the parent or carer have other commitments. This will form part of full induction programme for the pupil and his/her family which will include a home school agreement. Completed forms will be returned electronically to the Heights Burnley and confirmation of placement e-mailed to the home school.

Once the application form has been received and processed, the staff at the Heights Burnley will draft an individualised personal plan in partnership with the commissioners, the parent or carer and the pupil. This will include targets and assessments for the student.

If required, other outside agencies will be invited to contribute about specific cases: for example, representative from education welfare service, Looked after Children Service the Youth Offending Team and/or educational psychology.

A detailed assessment of the pupil will take place early on entry or even before their start date if possible. This will include literacy and numeracy benchmarking to assess levels on entry compared to end of key stage assessment, where relevant. An assessment will be undertaken for any unidentified special educational needs. A Boxall profile will assess the pupil's social, emotional and behavioural development and there will be a risk assessment of their potential for issues around safeguarding including radicalisation. A key part of the assessment will be to discuss with the pupil their aspirations and expectations. In some cases, the school will seek to raise expectations and help pupils to seek out new experiences. This includes a wide range of cultural and/or recreational activities for example new sporting challenges, theatre and gallery visits and broaden their experiences of food and cooking.

In the case of oversubscription of applications, the trust will refer to these criteria in priority order:

## **E2 – clear plans to manage referrals**

- Young people with an Education, Health and Care Plan (EHCP) or statement of SEND.
- Looked after children including adopted children who were previously in care and children who leave care under a special guardianship or residence order.

Admission Appeals arrangements are not statutory regarding AP schools. However, at The Heights Burnley, there will be a fair, objective and transparent process for stakeholders regarding our admissions procedures. Commissioners have the right of appeal against the refusal of a place at the school. Commissioners wishing to appeal must follow the procedure contained within school's appeals procedure which will be available on the website or by request. There will be an appeals panel to hear cases. The panel will consider the circumstances of the case put before them. Both the school and the Commissioner must abide by the decision it makes. The trust shall have admission arrangements agreed with the Department in accordance with the funding agreement.

Placements at The Heights Burnley will be considered in the following ways:

- Admission applications made by maintained schools, special schools and Academies for short stay/part time access.
- The student will be dual registered with their referring school being the home school. The length of these placements will depend on the pupil's needs and will be subject to review
- Admission applications made by a Local Authority
- There may be instances where the student will need to be registered at the school. This placement will normally be for pupils that do not have school place.
- The school cannot accept applications from parents and carers.
- Students will not be admitted above the published admission number unless exceptional circumstances apply.

In Key Stages 1, 2 and 3 pupils will be usually referred for an initial 6-week full-time block with the possibility of extension depending on individual need. Phased reintegration will then be supported by staff. The Year 9 provision will be focussed on re-engaging learners, providing high quality IAG and reintegration ready for GCSE study, where this has not yet started. Key stage 1 and 2 will have a focus on nurture provision.

Regular review meetings with commissioners and parent and carers will take place to monitor progress and to support the pupil's reintegration into mainstream school. The Heights Burnley will support pupils' reintegration by providing outreach support within the home school to ensure a smooth transition.

At Key Stage 4, pupils will usually attend for a minimum of 2 days per week, and for an initial assessment of six weeks, including a two-week induction programme, but

## E2 – clear plans to manage referrals

this may be longer depending on need and will be reviewed termly in partnership with their home school with a view to reintegrating fully into mainstream provision.

The referral process (below) outlines the expectations of commissioners and the school:

<b>Referral types</b>	<b>Purpose</b>	<b>Referral/Review Process</b>	<b>Referral from</b>	<b>Additional Information Needed</b>
Permanent Exclusion	To provide an education for the pupil to give the best outcome in terms of skills and qualifications . To educate re acceptable social behaviour. In appropriate cases to support the pupil back to mainstream. (To assess if an EHCP is appropriate)	Local Authority Referral. Admission Meeting with parents and pupil. Pupil Access attend the meeting. Two-week induction period is arranged with dates / assessments / activities Review for one off incidents and where pupil could be readmitted to mainstream. Perhaps as a managed move initially.	Local Authority	Headteacher's Report. Direct Referral Form (with all elements complete) The Heights Burnley will approach the excluding school for files once pupil is admitted. Is a CP file in place? Risk Assessment Attendance Certificate(s)
Fixed Term Exclusion or alternative to Fixed Term Exclusion.	To provide a high standard of education to a pupil from sixth day of exclusion or first day as alternative to FTE until their return to home school. To educate re acceptable social behaviour in a bid to prevent	School/ Academy Referral. Admission meeting with parents and school for FTE only in excess of two weeks. Feedback given to school at end of referral period.	School/ Academy	Direct Referral Form (with all elements complete) Pupil Pen Profile Learner Details Form Is a CP file in place? Risk Assessment Attendance Certificate(s)



<b>E2 – clear plans to manage referrals</b>				
	further exclusion.			
Vulnerable to Exclusion	To provide a high standard of education whilst exploring reasons and remedies for vulnerability. (To assess if an EHCP is appropriate)	School/ Academy Referral. Admission Meeting with pupil, parents and school. Two-week induction period is arranged with dates / assessments / activities. Review each Half-Term.	School / Academy	A Chronology of Actions previously taken. Direct Referral Form (with all elements complete) Pupil Pen Profile Learner Details Form Is a CP file in place? Risk Assessment Attendance Certificate(s)
Hard to place	To provide a high standard of education whilst making an assessment of suitability to access mainstream (To assess if an EHCP is appropriate)	Local Authority referral. Admission Meeting with pupil and parents. Two-week induction period is arranged with dates/assessments/activities. Regular reviews-dependent on level of difficulty to place.	Local Authority	Direct Referral Form (with all elements complete) Pupil Pen Profile Learner Details Form Is a CP file in place? Risk Assessment Attendance Certificate(s)
Medical referral	To provide a high standard of education whilst the pupil is unable to access mainstream. (To assess if an EHCP is appropriate)	School/ Academy Referral. Admission Meeting with pupil, parents and school. Two-week induction period is arranged with dates/assessments/activities. Review each Half-Term.	Local Authority	Consultant Letter Direct Referral Form (with all elements complete) Pupil Pen Profile Learner Details Form

**E2 – clear plans to manage referrals**

				Is a CP file in place? Risk Assessment Attendance Certificate(s)
School refuser	To explore and address the reasons for refusal and to employ a programme of re-engagement with the ultimate aim of full-time access to mainstream. (To assess if an EHCP is appropriate)	School/ Academy Referral. Admission Meeting with pupil, parents and school. Review each Half-Term with view to phasing into mainstream.	School / Academy	Direct Referral Form (with all elements complete) Pupil Pen Profile Learner Details Form Is a CP file in place? Risk Assessment Attendance Certificate(s)

## 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 relevant section of 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 the 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)

[Add lines as appropriate]

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

[Insert a short commentary on your plans to manage the pre-opening project here.  
Table expands]

██████████ will oversee the project management of The Heights Burnley during the pre-opening stage with support from the trust operations manager. The CE was former project manager for the opening of The Heights Alternative Provision Free School and Eden Special School. She also led on the academy conversion for Coal Clough Academy and Pleckgate High School. The skills, knowledge and experience gained from this process will ensure The Heights Burnley opens successfully. The steering group established will continue to meet during pre-opening stage to monitor the progress and set up Task & Finish groups as needed to lead on specific areas. The steering group membership includes two secondary Headteachers, an assistant Headteacher for data and curriculum, a HR director from business, the Executive Headteacher for The Heights and Eden, the chief executive of the council, the chief executive and operations manager from the EPT. Members will nominate staff from their own organisations to be members of the Task & Finish group. The trust central team will add capacity to the bid as required and this will be led by the CE. This includes HR support for recruitment, financial support, legal and marketing.

### 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> ie pre-opening team, trustees, local governing body	<b>How and when do you plan to fill the gap</b>

[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**

The EPT will not need to make any immediate changes to the governance structure particularly at board level, but reviews the governance structure bi-annually to ensure we continue to exercise strong accountability, support and challenge. Schemes of delegation are reviewed and updated annually.

## **F3 – independent schools, including alternative provision that is privately run: 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, including alternative provision that is privately run: a good educational track record and credible plans for meeting the standards of the state sector**

[Add text here. Table expands]

#### **F4 – independent schools, including alternative provision institutions that are privately run: 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.

<b>F4 – independent schools, including alternative provision institutions that are privately run: a good financial track record and credible plans for meeting the standards of the state sector</b>
[Add text here. Table expands]

#### **F5 – independent schools, including alternative provision institutions that are privately run: 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.

<b>F5 – independent schools only: an appropriate, well-maintained, and secure site</b>
[Add text here. Table expands]



## Section G – budget planning and affordability

All applicants will need to complete this section, but you will give us 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, please only include 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.

### **G1 – budget planning and affordability**

The financial plan shows that income including start-up funding (and once the school is no longer eligible for start-up funding) will exceed expenditure in each year up to and including the year in which there is a full cohort of pupils and then a stable income / expenditure for the future. The need for start-up funding has been kept to a minimum by the Deputy Head and the two Assistant Head Teachers having a teaching commitment. One Assistant Head Teacher will also be the SENCO. The instructors of subjects will have multiple roles (subject instructors, Teaching and Learning Assistants). Teachers will also deliver more than one subject where appropriate during the start-up period.

The in year surplus for all years in financial plan is within the recommended carry forward. The assumptions set out in the financial plan explain clearly how and why they have been applied. The flexibility of this financial plan will allow the school to cope with unexpected financial pressures by the staffing reflecting the number of pupils accessing the provision. The staff having multiple roles within the organisation also gives a greater degree of flexibility in terms of financial planning. The financial plan is based on realistic income/expenditure. There will be ongoing robust financial monitoring and scrutiny by the Local Governing Body and Board level. The Headteacher and School Business Manager will meet regularly to ensure rigorous checks are in place and applied. The Best Value Statement will be applied at all times.

The costs which are incurred to generate the income shown on the “other income” are accounted for within the financial plan. These are the staffing costs for anger management sessions and are within the working hours and terms and conditions of employment. Team Teach sessions again are staffing costs with some administrative costs. The examination fees income is generated by charging the commissioning High Schools in addition to the placement fee.

**The school will be financially resilient to reduction in income**

## **G1 – budget planning and affordability**

The staffing will reflect the numbers of pupils accessing the provision. Staff recruitment will ensure that those recruited will be able to fulfil multiple roles, e.g. a teacher delivering two subjects, a TLA who also able to deliver a vocational subject. Contracts of employment will be drawn up to allow for flexibility in working hours, terms and conditions of employment.

The Head and the School Business Manager will meet regularly to monitor income/expenditure and will take action and implement measures at the earliest indications of a reduction in income or an increase in expenditure. The Best Value Statement will be adhered to at all times.

Ultimately the single biggest cost to the school is staffing costs and in extreme circumstances the Head and Trustees/Governors may have to restructure and reduce the number of staffing to generate substantial savings.

### **Centrally Provided Services**

The Heights Burnley will have access to all the Education Partnership Trust (EPT) centrally provided services. These are provided as part of the management fees, which are shown in the financial plan. These are 7% (5% management fee and 2% school support) in year one and 5% thereafter, the additional 2% in year one is to ensure extra support is in place to support the school put in place the delivery of the curriculum to a high standard and meeting all pupils' needs.

The services provided are:

- HR Services, this includes:
  - Recruitment – providing job descriptions, person specification, job adverts, shortlisting advice, interview support, obtaining references, job offer letters, drawing up contracts and ensuring all procedures and regulations are rigorously adhered to throughout recruitment.
  - Payroll Checks – liaison between school and payroll provider
  - Pensions - liaise with Teachers Pension Service and with Local Government Pension Service
  - Sickness Absence – advice and support for return to work interviews, welfare meetings, occupational health referrals and meetings
  - Grievance/disciplinary/capability – support and advice including preparing paperwork attending meetings and liaising with unions.
  - HR Policies
  
- Financial Support, this includes:
  - Corero (Finance Package) – training and support in using the finance package – inputting the budget, inputting orders, authorising orders, approving orders, paying invoices, raising cheques, paying BACS, inputting petty cash, inputting debit/credit card expenditure, bank reconciliations, month end procedures, VAT reports, trail balances, reports.

## **G1 – budget planning and affordability**

- VAT – consolidating and submitting VAT report to the HMRC.
  - Budget – support and advice with setting budget and presenting it to the Governors
  - Statutory reporting (EFA/DfE) support and advice with compiling and submitting financial returns to the EFA/DfE.
  - Finance Policies – support to implement policies provided by the central team.
  - Reporting Officers Report – this is carried out by an independent person and is currently prepared by the accountants.
  - Accounts – the year end accounts are prepared by the accountants and submitted to the relevant bodies by the central finance team.
  - Audit of accounts – this procedure is carried out by the accountant and submitted to the relevant bodies by the central finance team.
  - Finance workshops/meetings – workshops for SBM's in all Trust academies and regular meetings supported by the Finance Director and Director of Business and Finance.
- Other Services provided centrally
    - Administration – Clerk to the Governing Bodies – minute taking and circulating, agenda circulation, reminder to relevant people to provide reports and then circulation of reports.
    - Administration – Policies – support with implementation of policies provided by the central team. Policies are also reviewed and amended by the central team in consultation with each school.
    - Legal – this service is provided centrally for all set up/conversion costs, staff contracts/TUPE, and legal advice.
    - Governance – support and advice on all aspects of governance at school level.
    - Governance – access to National Governors Association for each school.
    - Meetings – strategic meetings for all Executive Heads, Head Teacher's and Heads of School.
    - Marketing and branding

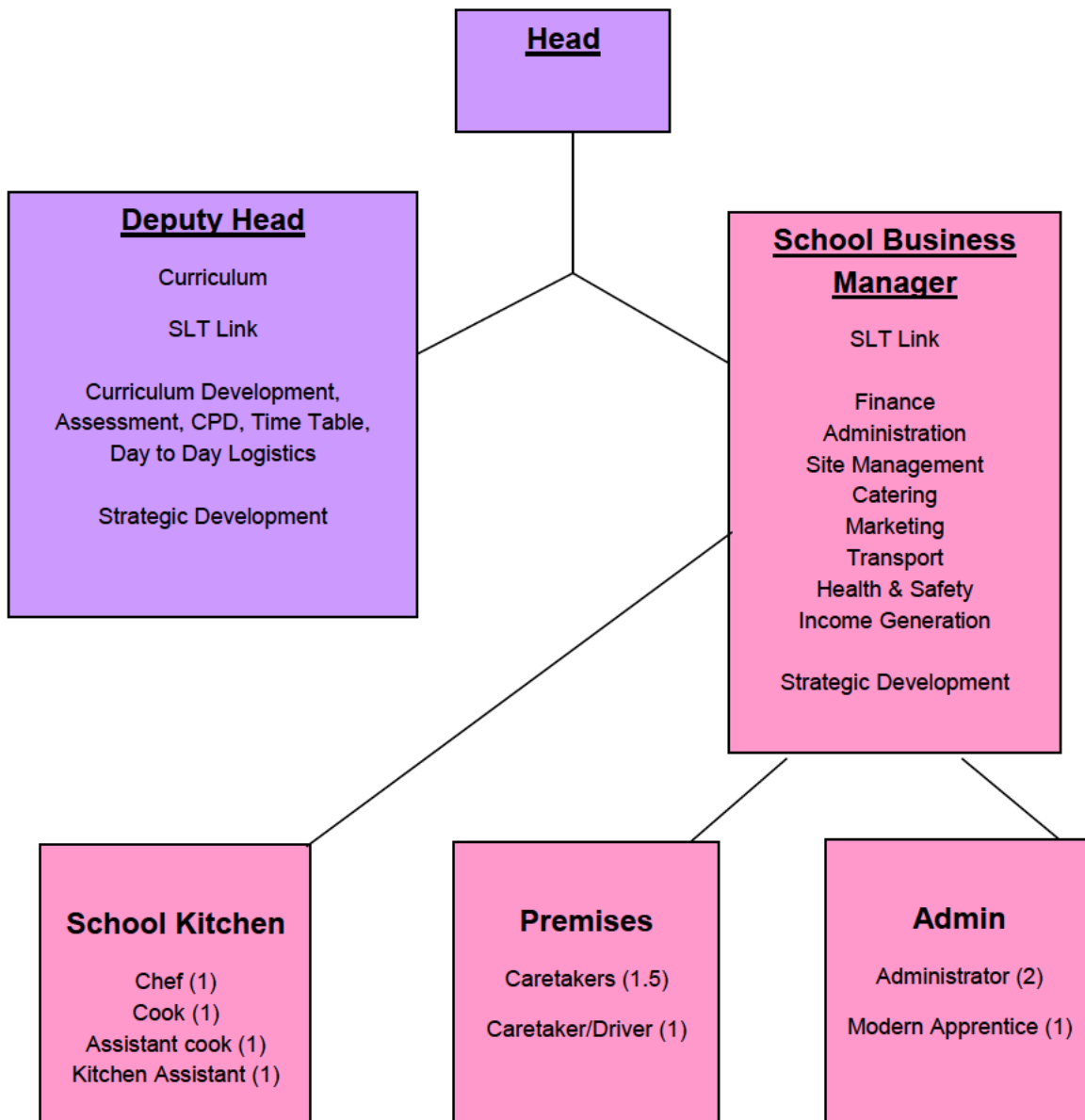
### **Staffing**

- Staff to pupil ratio: due to the nature of the pupils who attend an alternative provision, the staffing ratio is set higher than that of a mainstream school. To ensure the pupils reach their full potential and the curriculum delivered is good or outstanding, classes are small and would normally have a teacher and Teaching and Learning Assistant. These assumptions are reflected in the financial plan and in other sections of this application.

## **G1 – budget planning and affordability**

- There will be a mixed of skilled experienced staff and staff who will be developed alongside the experienced staff, thus ensuring succession planning and consistency for the future.
- Recruitment – there is a rigorous recruitment process in place that includes all the safeguarding checks and processes.
- The staffing structure that is set out in another section of this application is reflected in the financial plan. The financial plan is realistic and based on evidence gathered and reflects all assumptions in the other parts of this application. This has been led by the steering group and will enable the school to achieve its vision. The staffing structure below outlines the staffing structure for the business and administration of the school. The staffing structure for the delivery of teaching, learning and support is shown earlier in this application. In both structures there are opportunities to reduce staffing should the need to be financially prudent arise. In the business and administration structure, savings could be applied in administration, site supervision and catering. Whilst in the one for delivery of teaching and learning staffing structure savings could be affected by identifying under subscribed curriculum areas or excess capacity in terms of Teaching and Learning Assistants. The need for flexibility in terms of employment contracts has already been stated earlier in this section.

**G1 – budget planning and affordability**



This shows the roles and responsibilities and accountability of The Director of Business Development (SBM)

## **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 relevant section of 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, ie 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 (ie 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>	<p>██</p> <p>██</p> <p>██</p> <p>██</p> <p>██</p> <p>██</p> <p>██</p> <p>██</p> <p>Name:</p> <p>Position:</p> <p>Dates:</p>
	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</li> </ul>	



CV template	
	<p>per pupil for level 3 qualifications</p> <ul style="list-style-type: none"> <li>• If the above are not available, the track record of your school in terms of both qualifications achieved and the positive destination of pupils (ie successful re-integration of pupils to mainstream where appropriate or progression eg to employment)</li> <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 pupil for level 3 qualifications</li> <li>• If the above are not available, the track record of your subject/department/ school in terms of both qualifications achieved</li> </ul>

CV template		
	and the positive destination of pupils (ie successful re-integration of pupils to mainstream where appropriate or progression eg to employment)	
6	Brief comments on why your previous experience is relevant to the new school	[Redacted]
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	[Redacted]

## Section E – supporting evidence

(Extract from the minutes 5 October 2015 and 30 November 2015)

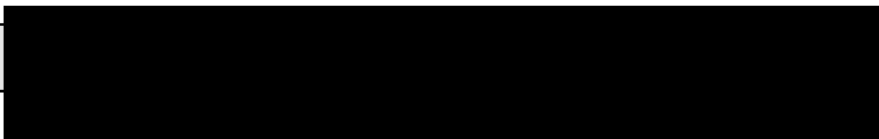
### BURNLEY EDUCATION TRUST

Minutes of the meeting of the Burnley Education Trust held at Burnley College on 5 October 2015 at 9.30am.

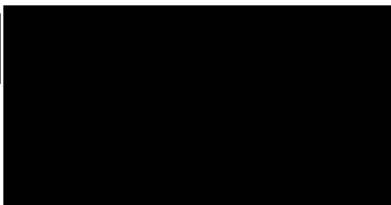
**Present:**



**Also present:**



**Apologies:**



**ACTION**

#### Burnley Education Trust Objectives

- Alternative Provision (AP) had emerged as a focus for Burnley to concentrate on educating dis-engaged pupils that were continuing to create a 'drag factor' for Burnley schools. Alternative provision in the area included Coalclough Academy (80% of pupils were from outside Burnley) and The Rose School.

██████████ explained that around 40% of the schools' budgets were being spent on 10% of the most vulnerable, most disruptive pupils; this had been discussed extensively by the working party. It was noted that in order to manufacture rapid improvement in Burnley schools; forming a Burnley dedicated AP would allow for schools to pool staffing,

resources, make more effective links with other organisations including The Prince's Trust, the police etc.

██████████ explained that it would be important to identify the barriers to this work so as BET could address them. Members agreed that the teaching and learning in Burnley schools was the best it had ever been; leadership and management in Burnley had been favourably reported by Ofsted. A discussion followed focussed on achievement, whereby ██████████ explained the interventions in place for Blessed Trinity's most challenging pupils; however it was explained that this training/work placement whilst a positive experience for the pupils, it had a negative effect on the school's published A\*-G GCSE figures as these pupils rarely sat that standard GCSE exams.

The Trust supported the headteachers' diagnosis that these pupils and the access to Alternative Provision, should be a priority for BET. Members acknowledged that this was the principle reason for why children living in Burnley, left the town in order to attend schools outside of the area. It was noted that 80% of primary schools in Burnley were graded 'good' or 'outstanding', but often primary pupils did not progress to Burnley secondary schools.

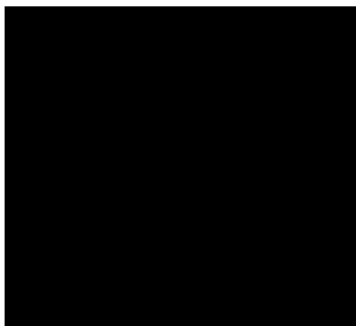
BET members acknowledged that the early intervention provided as part of the Sure Start initiative that finished in 2008 could impact the quality of subsequent cohorts. ██████████ explained that 2015 would be the last Year 6 cohort that had benefitted from this initiative; members debated whether this would affect progress in primary schools.

Members thanked the working party and acknowledged this very positive step towards improving education in Burnley and providing direction for the Trust.

## **BURNLEY EDUCATION TRUST**

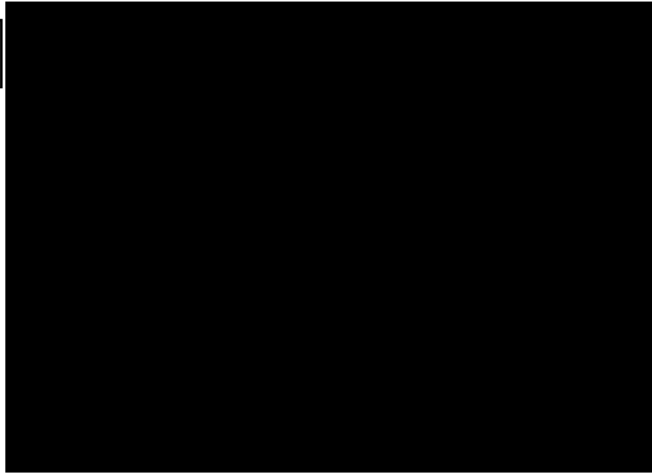
Minutes of the meeting of the Burnley Education Trust held at Burnley College on 30 November 2015 at 9.30am.

**Present:**

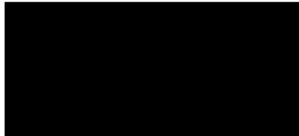




**Also present:**



**Apologies:**



**ACTION**

## **Burnley Education Trust Objectives**

### **Marketing**

It was confirmed that staff from Burnley Borough Council had completed this activity.

### **Engineering/Science Provision**

Members noted that this was confirmed that this provision was up and running including engineering initiatives and physics programme. The headteachers confirmed that this was a really positive programme with the potential for good results.

Information would continue to be fed back to the Trust as the programme imbedded.

### **Establishing an Alternative Provider (AP) in Burnley**

Burnley Learning Partnership (BLP) had met on a number of occasions to discuss the progress of this objective and had begun working with The Rose.

It was noted that Coalclough academy and The Heights free school were part of Education Partnership Trust (EPT); headteachers were very complimentary of the provision on offer at the free school in particular. Members noted that creating/adjoining an AP with EPT would be the most appropriate provision for Burnley mainstream schools.

It had been determined that BLP would scope out the provision, planning and staffing requirements of the provision. Headteachers made clear that the AP would increase quality, capacity and range of the provision in Burnley (for approximately 120 pupils). It was thought that mainstream schools working in partnership with EPT to develop the AP would positively impact all schools in the area. There was potential for the AP to be operational from September 2017.

Members commended the working group on its progress.

## **Section D and Section E – evidence of support**

### **The Heights Burnley Alternative Provision Free School**

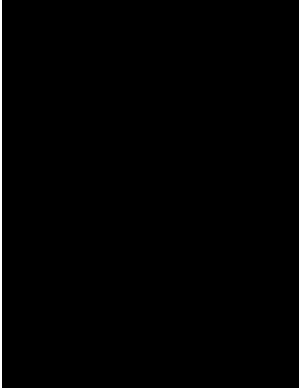
#### **Burnley Bondholders - Letter of Support**

This letter, signed on behalf of the Burnley Bondholders, represents an expression of support for the application of The Heights Burnley Alternative Provision School.

Through the Burnley Bondholders, local employers are committed to working with all stakeholders to make a positive contribution to the economic growth and prosperity of the borough. As part of this commitment, we recognise the vital importance of high quality education for our young people and consequently we fully support the application for the Heights Burnley, acknowledging the commitment of the proposed school to our most vulnerable children and young people.

We are committed to working specifically with the school and its key partners, to develop a work-based curriculum and high quality vocational opportunities for the young people of the Heights Burnley.

Signed:



### **Section E – supporting evidence**

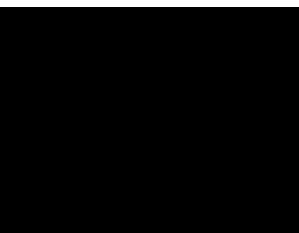
23<sup>rd</sup> February 2016

The Heights Burnley Alternative Provision Free School

Evidence of Need

This letter confirms the commitment of Burnley High School to refer pupils to the Heights Burnley Alternative Provision Free School.

Burnley High School would expect to purchase a minimum of 4 places at the Alternative Provision Free School at a top up cost of [REDACTED]. The exact cost may differ depending on the specific needs of the child and this will be discussed with the Free School on a case by case basis.



## **Section D1 - supporting evidence**

### **Menu of Industry Supported Activities**

#### **Scholarship**

- Individual companies will provide funding to selected students to allow continued higher level academic study.
- A group of employers (Such as the Burnley Bond Holders) will contribute to a fund which is then provided to selected students to allow continued higher level academic study.

On completing studies the Business/Businesses will guarantee an interview however there would be no promise of employment.

#### **Apprenticeships**

- Promote apprenticeship opportunities to eligible students
- Guarantee interview for apprenticeship opportunities to eligible students
- Provide apprenticeship opportunities to eligible students

#### **Sponsorship/Endorsement**

- Fund and/or support events such as Awards ceremonies, prize giving's, competitions etc.
  - Host event
  - Provide prizes/awards
  - Sponsor and/or promote event
  - Provide speakers, judges etc.

#### **Individual or Group Projects**

- Projects could be community based or academic
  - Provide/Manage/Fund a project
  - Contribute to delivery of theory so as to embed learning
  - Provide speakers, judges etc.
  - Provide resource to assist with projects (equipment/people etc.)

#### **Mentoring/Coaching**

- Contribute to the pastoral care/support of individuals and or groups
- Encourage and promote learning progression for Individuals and/or groups
- Act as a role model
- Be a point of contact to support learning and wellbeing
- Lease with teaching staff on behalf of pupils where appropriate

#### **Work Experience**

- Provide work experience programmes short or long term
- Provide work tasters
- Provide opportunity for the completion of work based learning modules



### **Work Place Visits/Guided Tours**

- Facilitate group/individual visits to the workplace so to inspire pupils and identify possible progression routes
- Run activities during visits designed to educate pupils as to what employers expect (behaviour, skills, culture)

### **Careers events and presentations**

- Provide careers advice relevant to the business
- Deliver presentations that help inspire career aspirations
- Conduct mock interviews

15 January 2016

**FREE SCHOOLS SURGERY – 7 JANUARY 2016**

Thank you for attending the free schools surgery on 7 January. It was really useful to hear about your plans for growth, and understand more about the capacity and capability of Education Partnership Trust to open new free schools.

I agreed to come back to you in writing having considered our discussion further. I am satisfied your trust has capacity to apply for the new alternative provision free school we discussed, based on The Heights Free School. You are eligible to follow the shorter application route for the capacity and capability sections (F1 and F2) of the application form. Please refer to page 6 of the free schools guidance document which sets out the criteria for the curriculum and finances sections (D1, D2, D3 and G).

The following link will direct you to the published free schools guidance documents <https://www.gov.uk/government/publications/free-school-application-guide>. It is essential that you read the relevant assessment criteria booklet for your type of school before starting your application. Under each criterion there is a description of what you should include in your application.

Please can you include this letter when submitting your free school application to the department. As discussed, this letter is not an endorsement of your application as a whole and does not imply your application will be approved. If you have not already done so, please can I also encourage you to register your interest on the department website; we will then give you a unique registration number that you should quote when you submit your formal application.

The New Schools Network (NSN) is a DfE-approved charity who helps groups interested in applying with the process of submitting an application. You can access information about the services NSN offer at: [www.newschoolsnetwork.org](http://www.newschoolsnetwork.org). If you have any questions or have any difficulties accessing advice or information, please contact [redacted] in my office on Tel: [redacted]

I wish you the very best in developing your free school application further.

## Section E – supporting evidence



23 February 2016

### **Burnley Alternative Provision Free School Evidence of Need**

This letter confirms the commitment of St Mary's RC Primary School to refer pupils to the Alternative Provision Free School (name to be confirmed) in Burnley.

St Mary's would expect to purchase a minimum of <sup>5</sup> places at the Alternative Provision Free School at a top up cost of £32 per day for Key Stage 1 pupils and £25 per day for Key Stage 2 pupils. I understand that the exact cost may differ depending on the specific needs of the child and this will be discussed with the Free School on a case by case basis.



## **Section E – supporting evidence**

23 February 2016

### **Burnley Alternative Provision Free School Evidence of Need**

This letter confirms the commitment of Sir John Thursby to refer pupils to the Alternative Provision Free School (name to be confirmed) in Burnley.

Sir John Thursby would expect to purchase a minimum of six places at the Alternative Provision Free School at a top up cost of £5k. I understand that the exact cost may differ depending on the specific needs of the child and this will be discussed with the Free School on a case by case basis.

[REDACTED]

[REDACTED]

[REDACTED]

## **Section E – supporting evidence**

Text shared with Primary Headteachers

The Heights Free School Curricular Provision Nurture Provision Key Stage 2 and Key Stage 3

The Heights Nurture Provision caters for Key Stage 3 and Key Stage 2 students. It offers a short term focused intervention strategy, which addresses barriers to learning arising from social, emotional and/or behavioural difficulties in an inclusive manner.

The provision has the benefit of small class sizes, enabling intense input from the staff. The provision provides a safe and structured environment in which students are given opportunities to develop emotionally and socially. We build on and develop student's strengths and interests in order to cultivate a sense of achievement and success. Within the provision we encourage the development of positive attitudes, social skills and raise self-esteem. We work closely with mainstream schools providing specialised programs for pupils who are having difficulty attending lessons and would benefit from accessing the different programmes we offer, are withdrawn and unresponsive and who have difficulty relating to others and would benefit from a nurturing environment.

Anger Management

These sessions will be aimed at young people who are experiencing difficulty in

managing their anger. The focus will be on helping young people to identify and recognise their triggers and then support them in developing strategies to manage problems that they may be regularly experiencing.

#### Emotional Wellbeing

These sessions will give students the opportunity to enhance their social and emotional awareness. Activities will be aimed at exploring emotions, raising self-esteem, positive thinking, appropriate behaviours and attitude, as well as developing team building skills.

#### Social / Life Skills

These sessions will help young people develop self esteem, confidence, a sense of achievement and the skills to begin to form positive relationships with peers and adults. Pupils will also be encouraged to be aware of other relevant issues (e.g. Drugs, alcohol, and bullying) and to be aware of appropriate behaviour in different settings.

#### Personal Safety

These sessions will be designed to stimulate discussion and draw out young people's fears, prejudices and concerns. Our vision is to increase a young person's ability to express and understand their feelings, make informed choices and solve problems, and to help young people develop a strong sense of their wellbeing and awareness of their own safety.

#### Literacy / Numeracy

All students will access both literacy and numeracy. Whilst a student is attending the provision, they will still have the same opportunities as their peers. By working closely with mainstream schools we will help target areas the students would benefit in accessing extra support.

#### Marjorie Boxall Quality Award

The Heights Nurture Provision is proud to be an accredited member of the nurture group network. Achieving the Quality Mark Award acknowledges high standards and an excellent nurturing curriculum are present within the provision, and that the nurture provision is of the highest quality in its approach to meeting the needs of all its students. The Heights Nurture Provision was first accredited in 2010. We were the first nurture provision within Lancashire and the first secondary alternative provision within the United Kingdom to achieve the Quality Mark. In 2013 we achieved re-accreditation of the Quality Mark Award and continue to provide high quality of care for all students.

#### Frequently Asked Questions

How long does a student attend?

Students can attend for a period of 6 to 12 weeks, full-time or part-time depending on the student's individual needs. A phased reintegration will be organised for the student to support a smooth transition back into their mainstream school.

How will parents / carers be involved?

We understand the importance of keeping parents / carers informed at all stages of the process. Your child's school will consult with you initially to discuss your child attending the provision. Next staff within the provision will contact you and arrange a home visit / or for you and your child to visit the provision.

When your child starts within the nurture provision, staff within the provision will regularly contact you by phone and text to keep you updated and informed about your child's progress. Also a weekly report is sent out to you each week, giving a brief break down of how your child is doing. We welcome and encourage parents / carers to contact us anytime with worries or concerns about their child.

#### Uniform

Each student will be provided (free of charge) with a Heights Nurture Provision jumper, this is to be worn with their school's shirt / polo shirt underneath, and their school's trousers / skirts and school shoes. **NO TRACKIES OR JEANS ALLOWED TO BE**

WORN.

Transport

It is the responsibility of your child's school to decide on transport arrangements. In some circumstances the provision might be able to assist.

Opening Times Monday to Thursday 9.00am – 2.45pm Friday 9.00am – 12.00pm

Breakfast and lunch is provided free of charge

Nurture Provision Staff 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		



Your assessment against Ofsted framework (please provide a commentary) Review outcomes - current position	Your self-assessed Ofsted grade (1-4)	Required position - risks, actions plan (including priorities identified) and timescales
<p>developed due to the changing nature of the intake.  Consistency of pupil presentation of work and scrutiny reference progress and standards  How marking, assessment and Pupils 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.</p>	

Your assessment against Ofsted framework (please provide a commentary) Review outcomes - current position	Your self-assessed Ofsted grade (1-4)	Required position - risks, actions plan (including priorities identified) and timescales
	<p>Data on key areas such as attendance (grouped data), persistence absence, exclusions compared to national data sets</p> <p>Pupil questionnaires and reviews as evidence to support outcome 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</p>	

<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>
	<p>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. please delete this guidance before submitting this form]</p>	
<p><b>The extent to which the 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>[pupil recruitment and how the education will be adapted to meet the 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</b></p>		

Your assessment against Ofsted framework (please provide a commentary) Review outcomes - current position		Your self- assessed Ofsted grade (1-4)	Required position - risks, actions plan (including priorities identified) and timescales
above. Please note, AP schools should state whether they are registered and if their existing provision is interwoven with the LA.			

## 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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