



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 SPRINGBOARD PROJECT

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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. 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 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?	X <input type="checkbox"/>	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where appropriate)?		
Section A: Applicant details	X <input type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	X <input type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	X <input type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	X <input type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of need	X <input type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	X <input type="checkbox"/>	<input type="checkbox"/>
Section G: Budget planning and affordability	X <input type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	X <input type="checkbox"/>	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	X <input type="checkbox"/>	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	<input 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?	X <input type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only* : Have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>

7. Independent schools only* : 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. Independent schools only* : Have you provided the documents set out in the criteria document specifically around your current site?	<input type="checkbox"/>	<input type="checkbox"/>
9. Re-applications only : 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: Free School Application - School Name: [insert] with all relevant information relating to Sections A to H of your application to: FS.applications@education.gsi.gov.uk before the advertised deadline?	X <input 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 rd Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT	X <input 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"> • a copy of Section A (tab 1 of the Excel template); and • 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 • a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days by emailing scanned copies of Section I forms to due.diligence@education.gsi.gov.uk 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)	X <input 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: Chair of company / Member of company (please delete as appropriate)

Print name:

Date:

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

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

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 present Oldham SEMH school, Spring Brook, is consulting on joining New Bridge Multi-Academy Trust. To ensure excellence as we move forward, Spring Brook, New Bridge MAT, the LA and the RSC have agreed a challenging and innovative re-organisation that includes:

1. Key Stage 1 children joining the present cohort at New Bridge MATs Hollinwood Academy to develop a new and unique Key Stage 1 assessment centre.
2. Key Stage 2/3 middle school, based within the existing Spring Brook site.
3. Key Stage 4/5 alternative provision free school, based in the town centre that offers a practical, vocational curriculum and extends the numbers of pupils/students and the age range as required: The Springboard Project.

The Vision for The Springboard Project

Our vision is to create an aspirational and sustainable continuum of provision for pupils/students with SEN/SEMH across Oldham, collaborating with existing mainstream schools, colleges, voluntary organisations, community partners/employers, local business and industry.

The specific brief of The Springboard Project will be to provide high quality innovative alternative educational experiences for SEMH pupils/students across the 14-19 age range. This will ensure that learners at Key Stage 4 onwards, presently disengaged from local mainstream and resourced schools, will continue with their learning journey through a vibrant alternative offer. Where appropriate, pupils/students currently educated out-of-borough will return to education in their locality. The provision will be linked to clear and aspirational adult outcomes, offering a continuing relationship with families until the young person reaches the age of 25.

The Springboard Project will work in partnership with pupils/students and their families to ensure a collaborative and consistent approach to personal/social development and learning. We will offer a wide range of support services and training programmes, which will include personalised support with communication and behaviour management strategies

Our vision for The Springboard Project is driven by a moral imperative to inspire and support pupils/students with SEMH in achieving the most successful outcomes of which they are capable. It will encompass in detail:

1. a high quality, cutting edge alternative curriculum, presently unavailable.
2. provision of support services to the families of its pupils/students and to other schools.
3. high expectations of individuals linked to aspirational adult outcomes for all its

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pupils/students.

4. an inclusive environment for pupils/students with and without statements/EHCPs.
5. academy freedoms to ensure flexibility of provision.

Pupils/students attending the school will experience a personalised approach to their learning. They will be taught by fully qualified specialist teachers, industry experts and support staff sensitive to their needs, providing a nurturing and stimulating environment. The Springboard Project will provide 14-19 education based upon key elements of the national curriculum (NC). Additionally, a focus on vocational pathways will ensure pupils/students engage with more appropriate learning activities. The small scale of The Springboard Project will ensure a familiarity between staff, pupils/students and families.

The organisation of the school will ensure personalised timetabling arrangements that will create a calm, stable learning environment, which minimises movement between lessons / staff. Evidence from our MAT tells us that pupils/students with SEMH succeed best when supported by a small group of consistent staff that they can trust.

Oldham's Unique Challenge

1. The current school for pupils/students with SEMH is presently consulting about converting to sponsored academy status. This conversion is supported by Oldham Local Authority with reference to the RSC and will develop a Key Stage 1 integrated assessment centre and a Key Stage 2/3 middle school.
2. There is presently no provision for Post 16 learners who may exhibit traits relating to social, emotional and mental health needs.
3. The proposed Springboard Project will be set up to offer an alternative curriculum to those learners who presently attend Spring Brook School but clearly require an alternative curriculum. These pupils/students will be joined by pupils/students at risk of permanent exclusion with a proposed ratio of those with statements/EHCPs at 80% and 20% will be those without a statement/EHCP presently within Key Stage 4. This will almost double the total roll.
4. We will extend the age range in The Spring Brook Project to 19, in line with the recommendations of the Children and Families Bill, and to meet the gap within local provision.

The Springboard Project (a member of the New Bridge Multi-Academy Trust)

There has been unanimous agreement from all stakeholders that being a member of the New Bridge Multi-Academy Trust holds many benefits:

1. The Springboard Project has access to school expertise during its start-up and opening phases.
2. New Bridge MAT will second its own staff to key roles during the opening phase thereby ensuring a high quality educational environment from day 1.
3. The pupils/students that attend The Springboard Project will benefit from the MAT's unique and innovative 48 week model.
4. Economies of scale. In addition to savings relating to administration and support services the pupils/students will benefit from the curriculum offer/facilities and staff expertise on other sites.
5. In the longer term staff mobility across all of our sites will create opportunities for

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professional and particular leadership succession planning.

6. The passion and drive that all schools that are members of the MAT will offer outstanding provision.

The trust is set up to offer a high quality, local and personalised solution for pupils/students with additional needs in Oldham and the surrounding boroughs. We are committed to ensuring that the MAT central team is able to respond to demands from all our sites (the proximity of all sites means that key personnel can drive to any of our locations within 30 minutes).

Local Context

The “Oldham Education & Skill Commission Report 2016: A Self-Improving Education System” shows that in contrast to the rest of the country, statements/EHCPs in Oldham are increasing, with a particular growth in the numbers of pupils/students with SEMH coupled with recognised delay in early diagnosis. It quotes that there is “a projected future pressure on places”.

Oldham has a high level of permanent exclusions in the secondary phase and it is clear that current arrangements are not working as well as they should.

The Commission Report also holds anecdotal evidence that mental health issues in pupils and students are increasingly prevalent and that the availability of appropriate support needs to be improved. This is a national issue but one which also needs to be addressed locally in Oldham.

Currently, of around 1300 pupils and students in Oldham with a statement/EHCP, 20% of these have a primary diagnosis of SEBD / SEMH. This is increasing year-on-year. In addition to these numbers, there are pupils/students without a statement or EHCP, who are challenging the present systems as a result of late diagnosis.

There is clearly a lack of provision.

National Context

The system changed from a method of classifying pupils/students as School Action/School Action Plus/Statement in 2014 to SEN Support/Statement/EHCP in 2015, therefore it is difficult to draw direct comparisons of numbers. Although we cannot be certain of the trend, the figures do suggest that numbers of pupils/students identified with SEMH are on the increase: 20,000 more in primary schools, 10,000 more in secondary schools and 100 more in special schools than last year.

Pupils/students with a diagnosed mental health problem are 17 times more likely to be excluded from school than their peers. The most common issues for boys are ‘conduct problems’ (e.g. troublesome, aggressive and anti-social behaviours). For girls they are emotional difficulties. Around 10% of pupils aged 5-16 are experiencing a clinically diagnosable mental and emotional health disorder at any one time. Of these around 6% have a conduct problem and 4% have an emotional disorder. A national survey suggests that around 7% of 15-16 year olds self-harm.

There is an emerging evidence base to suggest that mental and emotional health problems like anxiety and depression are actually increasing in pupils and students.

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There is a demand for extra capacity in local support services, and health and education professionals report an increase in prevalence.

Working Group

Our working group has been drawn from a wide range of professionals, families and stakeholders. The [REDACTED] has approval from the Secondary Headteacher and Principals group here in Oldham. (Appendix 1).

Senior leaders from New Bridge School, Hollinwood Academy and Spring Brook School have collaborated and brought together their expertise and knowledge in order to formulate a clear rationale for the alternative provision proposal. This group has worked closely with key personnel from the local authority, these include [REDACTED]

[REDACTED] The group has also liaised with the [REDACTED] and colleagues from the Department of Education.

Many families of young people with additional needs have expressed their concern about the lack of alternative provision at Key Stage 5. It has been mentioned on numerous occasions by families that the local college provision does not have the in-depth knowledge required to fully meet the needs of their children.

The Local Authority requested an internal review and is in total agreement with the plan to move the provision forward (Appendix 2)

Provision of Support Services

The school will present a 'seamless' team through close collaboration with colleagues from social services and appropriate voluntary sector agencies. The Springboard Project will employ pastoral teams and build upon current partnership working. Where a deficit is identified these professionals will operate as fully integrated members of a holistic team, working with pupils/students and families of The Springboard Project.

The school will have a strong commitment to providing support to families who may be struggling with the complexities of having a child with SEMH and the challenges that they face on a day-to-day basis. Pastoral Managers will be trained to work with families in their own homes. The existing comprehensive training programme, developed by New Bridge MAT and delivered by a range of agencies including social care, will provide staff with the necessary skills and expertise.

The school will provide a range of after-school activities and holiday clubs. A 'family and community' room will be made available where local voluntary groups are based, facilitating regular meetings/work with families.

Sponsor and partner schools have significant successful experience in providing training and consultancy to colleagues from other schools. The Springboard Project will seek to develop a similar relationship with its local schools by sharing our expertise via bespoke training to colleagues across the borough. This will inspire peers to further develop their professional practice, whilst giving the opportunity for self-reflection and personalised professional development.

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The school will have a strong focus on the adult outcomes of pupils/students - these could include independent living whilst engaged in supported or independent employment. Our aim would be that pupils/students, on leaving school, will enter employment, training, further or higher education. The Springboard Project will draw upon the successful experience of New Bridge MAT in developing initiatives such as our “Bridging the Gap” (BTG) project, responsible for one of the highest national success rates in developing student work skills and moving them directly from their last year of schooling into employment.

Our innovative curriculum model will ensure that the community is utilised as a main resource for learning. Our curriculum pathways will prioritise the pupils/students’ skills and interests, ensuring continuous attainment, achievement and social development.

The school will operate for 48 weeks per year. The Springboard Project will follow the traditional 38 week year set by the LA and will provide 10 weeks of holiday activities. All holiday activities will be manned by existing staff utilising our innovative Time Off in Lieu (TOIL) and flexi-time benefits. The school will explore a “guided learning hour’s model” that also allows professionals the opportunity to consider, reflect and develop practice.

An Inclusive Environment

The physical environment, personalisation of curriculum delivery and development of personal interests, will create an environment in which pupils/students feel safe, valued and are able to make friends with others of the same age. There will be an expectation that teaching groups are sufficiently small to enable delivery of lessons to the whole class thereby avoiding social exclusion as a consequence of individual support staff being assigned to support individual pupils/students. Teaching groups will be supported by one or more trained support staff as well as periodic involvement by specialists such as educational psychologists, clinical psychologists, CAMHS etc.

The school will be outward facing and will engage with the community utilising ‘beyond the school gates’. Opportunities to share the school facilities with the community will also be sought in order to challenge the stereotypical images of SEMH. New Bridge MAT already runs a valeting centre, a working café, soft play centre, swimming/hydro pools, community crèche, theatre and training and development centre. We intend to replicate our café/restaurant project in the town centre of Oldham.

Ethos

We believe that whilst many pupils/students with SEMH needs can make good progress in existing mainstream provision, there are a small but significant number who are not engaged and consequently are unhappy, socially isolated and make poor progress. In addition, there is a steadily increasing rate in the number of pupils/students being permanently excluded from mainstream secondary schools.

Oldham Education & Skill Commission Report 2016: “A Self-Improving Education System” identifies the need for The Springboard Project in Oldham: “The commission also recommends the opportunity to secure additional capacity in Alternative Provision through the establishment of a free school should be explored.” (p30) This type of provision does not currently exist in Oldham.

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The Springboard Project will place high value on the opportunity pupils/students have to achieve qualifications and skills required in the work place, including the required level of skill in English and Mathematics. We will ensure that pupils/students choose the right vocational courses, matching their talents and skills, placing the learner at the centre of the curriculum. Pupils/students will develop key social and emotional skills needed to be successful in the workplace, by learning where possible, on-site with a host employer. Pupils/students at The Springboard Project will access high quality careers guidance as part of the curriculum. Pupils/students will have high levels of attendance and engagement.

The Springboard Project will provide Oldham pupils/students with improved attainment in vocational courses so that they are able to compete successfully in the jobs market. The economic structure of the town continues to be largely manufacturing based, but its future is increasingly dependent on shaping its relationship to the wider city region, which continues to move rapidly toward a post-industrial services based growth.

The ethos of The Springboard Project will be to work in partnership with organisations across Oldham to:

1. inspire and support pupils/students with SEMH in achieving the most successful outcomes and transition into adult working life.
2. encompass learning activities that challenge pupils/students to exceed their own expectations through certified courses that promote high attainment and transition to adult life.
3. work collaboratively to provide a place of learning for the whole community.
4. engage pupils/students as active participants in their education and in making a positive contribution to their school and local community.
5. underpin the work of the organisation with agreed values based on a strong sense of community, interpersonal relationships, respect and empathy.
6. extend the school day to enhance the overall provision for pupils/students and families.

Approach to teaching

We will have qualified teachers who will have received training and develop appropriate strategies to overcome the barriers to learning experienced by those they teach. In addition, there will be a number of specialist deliverers who may not be qualified teachers. However, all deliverers will undertake a staff induction programme, training in Team Teach and be supported via an innovative Training Routes Information Planner (TRIP) (Appendix 3) that has been developed by New Bridge MAT and used by others nationally.

Aspirations

The relatively small size and variation year-on-year of the pupil/student population and the complexity of need make it inappropriate to set absolute academic outcomes based upon mainstream national norms. Academic achievement and the achievement of aspirational adult outcomes will therefore centre upon that of the individual rather than year-on-year comparison of differing cohorts. There will be an expectation that every pupil/student will leave with some form of nationally recognised accreditation.

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It will be our ambition that 100% of leavers go directly into appropriate destinations. We are aware of the number of young people that are 'NEET' and accept that this challenging target may take some time to achieve. The unique offer of The Springboard Project is that it can continue to support these students up until the age of 25. There is a necessity to ensure we reverse the current trend of young people at risk of going NEET.

The Young Person's Experience

As a school for pupils/students with SEMH there will be broad range of cognitive abilities and in order to help these pupils/students access learning and the skills they will need in later life there will be:

1. set daily routines.
2. learning environments will reflect need and give optimum learning spaces.
3. different learning areas will have a clear purpose.
4. some taught sessions will be planned to enable pupils/students to apply skills across curriculum areas.
5. the promotion of life skills will be a priority to support self-esteem and social skill development and to generalise these in a variety of contexts.
6. positive behaviour strategies will be implemented to help pupils/students manage their own behaviour.

Approaches to Support Challenging Behaviour

The Springboard Project will provide the highest quality intervention and support to pupils/students in a variety of situations. The principles of Team Teach will be followed – ie. 95% de-escalation before appropriate use of sensitive physical management as a last resort. Pupils/students will have an up to date positive handling plan which staff will create to help de-escalate situations. Positive handling is a holistic approach involving policy, guidance, management of the environment and deployment of staff. Restraint is only a small part of the framework.

Evaluating the Achievement of Pupils/Students

On entry to the school all pupils/students will be assessed within six weeks to ensure individual needs are identified. This will include consideration of any prior knowledge of the pupil/student using the EHCP, where applicable, and prior involvement with other professionals such as educational psychologists and a range of therapists. Based on all evidence gathered The Springboard Project will create an intervention plan to ensure academic and social needs are clearly identified with strategies to meet those needs.

Evaluating the Performance of the School

School targets and progress towards them will be regularly reported to a range of stakeholders. The aim of The Springboard Project will be to be graded as good or outstanding in all categories within the first Ofsted inspection and to be graded as outstanding within the first 5 years of being open. However our greatest achievements will be focused on tangible outcomes for the pupils/students. We will constantly evaluate Engagement – Achievement – Positive Outcomes.

Self-Assessment

The Springboard Project will use a self-evaluation cycle to assess its own performance. A school excellence plan will be created that contains a breakdown of project plans

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relating to published annual school focus objectives. The objectives will be evaluated at the end of the year and three evaluative documents will be produced – “Knowing our School”, “Knowing our Curriculum”, and “Knowing Our Finance”. These reports will also include the findings of the surveys detailed below.

Pupil and Parental Satisfaction

Pupils/students’ views will be gathered at all progress and annual review meetings as appropriate. Pupils/students will complete a Pupil Attitudes to Self and School (PASS) survey once every academic year. PASS surveys will show that pupils/students have high regard for themselves and the school and will demonstrate high levels of wellbeing. Parents and carers will receive information about how their child is doing at school. Parents will be surveyed and the results of a governors’ questionnaire to parents and carers will have a positive response with an aim of at least 95% in each of the questions asked.

The behaviour of pupils/students at the school will be outstanding. Data from parent and pupils/students questionnaires will show that incidents of bullying are very rare and where they do occur are usually a consequence of communication difficulties (i.e. misinterpretation of comments between SEMH pupils/students). Behaviour policy and training will be adhered to by the whole school and its community of learners and staff.

The group has an outstanding reputation of using the latest electronic means of communication eg. social media, texting, blogging etc.

Monitoring and reporting systems

The Local Governing Body of The Springboard Project will monitor pupil/student achievement. The school will track the destinations of leavers, working together with agencies such as the careers service. All teaching and senior staff will have annual appraisals. The Springboard Project appraisal system will be closely linked to school improvement planning and the MATs pay policy.

Impact Measures

1. All pupils/students to achieve accreditation in vocational qualifications, recognised by employers at an appropriately challenging level (ie. Entry level, GCSE, NVQs, City & Guilds, BTEC).
2. All pupils/students to achieve English, Maths and ICT qualifications.
3. Qualifications for all pupils leading to next steps - employment, education or training.
4. No pupils/students becoming NEET.
5. Personal qualities, teamwork and enterprise skills developed and assessed for all pupils/students.
6. Access to high quality careers guidance and work experience for all pupils/students.

Extending numbers and age range.

The projected cohort for The Springboard Project is as follows:

1. For September 2016-17, 30 pupils/students on roll:
 - a. 10 pupils in Y10 (from the existing Spring Brook KS4).
 - b. 10 pupils in Y11 (from the existing Spring Brook KS4).
 - c. 10 students in Y12, (extending the age range to include Y12).

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2. For September 2017-18, 40 pupils/students on roll extending the age range to include Y13.
3. For September 2018-19, 50 pupils/students on roll extending the age range to include Y14.

It is envisaged that the PAN will increase in the future.

Section D – education plan: part 1

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

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

In the table below, please provide the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time.

Please add additional rows/columns if appropriate. If you are an existing independent school wishing to become a free school, please use the first column to show how many pupils you currently have. If you are proposing more than one school you will need to complete a separate table for each.

If you are proposing to open later than 2017, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2017	2018	2019	2020	2021	2022	2023
Key Stage 1								
Key Stage 2								
Key Stage 3								
Key Stage 4	21	20	20	30	30	30	30	30
16-19: commissioner referred								
16-19: student applications	0	10	20	20	20	20	20	20
Totals	21	30	40	50	50	50	50	50

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
English	4	Mandatory	
Maths	4	Mandatory	
Science	2	Mandatory	
Computer Science	2	Mandatory	
Living Skills/Pastoral	2	Mandatory	
Vocational Pathway	11	Mandatory	

[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

Vision for the Curriculum

The Springboard Project's curriculum will give pupils/students access to meaningful, practical, creative and innovative learning opportunities tailored to their individual needs. It will provide memorable experiences and rich opportunities for high-quality learning and wider personal development and well-being. The Springboard Project, alongside its partner schools, will work together and continue to be at the forefront of a successful, innovative curriculum that can be customised to meet the changing needs of individuals and groups. There will be highly tailored programmes for a wide range of pupils/students with a variety of needs. There will be an individualised approach which focuses on developing communication and social skills, interaction, tolerance of others, British Values and preparation for life in modern Britain. As a result, pupils/students will benefit from excellent opportunities in all aspects of the vocational and academic curriculum to achieve and improve their skills, social, knowledge, understanding, well-being and physical development.

We will support pupils/students to attain the highest level of recognised qualification appropriate to them. Our links with other education providers include partnership projects which will enable pupils/students to access the whole range of Level 2 and Level 3 qualifications including GCSE. More formal qualifications will be enhanced with nationally recognised and highly regarded awards and qualifications such as Duke of Edinburgh, First Aid, Hygiene, Driving etc.

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

The curriculum will be supported by a wide range of enrichment activities to support learning - lunch and break-time clubs as well as after-school, holiday schemes, off-site visits and internal visits by a variety of different organisations. Educational visits will be planned to enhance pupils/students' learning through real life experiences. The school will provide an extended day and will operate for 48 weeks of the year. The school will work closely with a number of local businesses to give pupils/students opportunities to learn to communicate with their peers within the local and wider community.

Pupils/students with SEMH have significant difficulties in accessing mainstream social and leisure activities throughout the school holidays. Our full-year provision will ensure that they remain engaged, motivated, safe and healthy.

Residential experiences will be offered at KS4 and KS5 and pupils/students will have access to these with specialist teams.

The Springboard Project will focus on aspirational outcomes for all. Learning outcomes will include an ambition towards employment, volunteering and independent living. Our curriculum will focus on outcomes and destinations, supporting pupils/students into adulthood with consistently high expectations. This will include skills for independent living, employability and preparation for FE. Our established partnerships with both the Royal Oldham Hospital and the Manchester Metropolitan University (MMU) provide opportunities for pupils/students to access relevant, challenging and aspirational work placements via our supported internship project. As an example of the projects, a young man with significant emotional challenges has completed a work placement within the Royal Oldham Hospital Porter's department. He was given the opportunity to gain specific skills and experience which resulted in being offered a job within that department.

Proven Track Record of Curriculum Innovation

The New Bridge Multi-Academy Trust has an enviable reputation in relation to being at the forefront of curriculum and overall sector developments over the last number of years. The schools have been approached to pilot and lead on many national and regional initiatives including:

1. The "Getting a Life" project;
2. Project Search;
3. Complex Learning Difficulties and Disabilities research project;
4. North West special schools peer-to-peer review;
5. 2012 Olympic Disability programme "Get Set";
6. Children and Families Bill 2015 – evidence for education select committee;
7. Various Middle and Senior leadership CPD programmes/courses;
8. The establishment of Special School Voice (a new National Association).

"The curriculum is innovative, offering students a wide choice of learning pathways to match their needs, abilities and interests." Ofsted 2015

"The sixth form is outstanding. The excellent curriculum promotes students' workplace, life and independence skills as well as continuing to build skills in English and mathematics so that students can use their knowledge in real-life situations." Ofsted 2015

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

“The Bridging the Gap project enables identified students to move into the world of work with support. This sustains them extremely well for their future success.”
Ofsted 2015

The Ofsted best practice guide 2012 and NAS (Network Autism), have all featured our supported internship project. (Appendix 4)

The MAT's bespoke curriculum pathways have been established for over 6 years:

1. *Lumenus (arts) Pathway*

Set-up as a touring theatre company that has performed nationally and internationally including at the 2012 Olympics, The Rugby World Cup 2014, NASEN national conference, Finnish Arts Festival, commissioned by NHS England to film the “Getting a Life” project and the German Arts Festival.

2. *Activ8 (sports) Pathway*

We have developed unique partnerships with Manchester City Football Club, Oldham Wheelies and Oldham Community Leisure, who all offer personalised activities and support to our pupils/students. As trained ‘Sports Leaders’ pupils/students deliver a variety of sports sessions across local primary schools and via the Oldham Mobility Roadshow.

3. *Hortus (horticulture) Pathway*

Our pupils/students hold external contracts to maintain the grounds of local football clubs and schools. They have received the RHS gold award and are Tatton Flower Show Award winners. They also continue to support local people via the authorities’ “organic food” project. Northwest in Bloom – outstanding for the past two years, this involves community work in which pupils/students work with local schools on projects such as willow sculptures, hanging baskets and bird boxes. They also work with elderly people in the community on gardening projects.

4. *Digit4ll (ICT) Pathway*

We successfully gained £250k of funding from the Karten Network, which has funded the creation of a 4D Interactive Learning Suite, a printing enterprise (creating canvas's, mugs, t-shirts etc for members of the community), a film editing enterprise and our very own New Bridge radio. Pupils/students have participated in numerous projects with the BBC and Sky News and have been commissioned by a number of local businesses to create promotional films for marketing purposes.

5. *Bridging The Gap (BTG) Pathway*

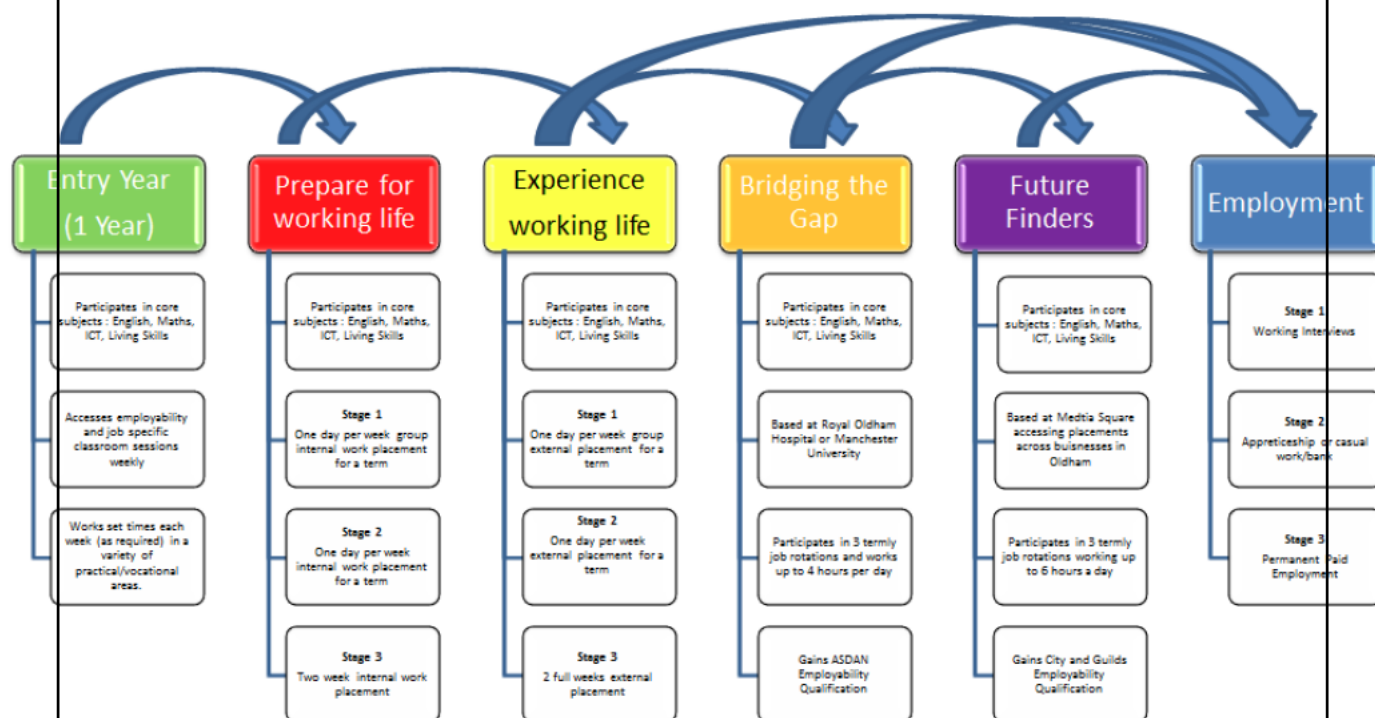
Our nationally recognised and critically acclaimed employment internship pods at Royal Oldham Hospital and Manchester Metropolitan University (MMU) has led to the MAT supporting other organisation to replicate the model across the country. (Appendix 5)

The impact of these bespoke pathways, running alongside the MATs core curriculum design offer, has ensured pupils/students with additional needs are empowered to take

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

their place within communities and within the world of work. (Appendix 6)

Curriculum overview



Vehicles

The sponsor school currently offers vocational options which are based on realistic destinations for young people:

1. Manual Trades – brickwork, plastering, painting and decorating, warehousing
2. Food Industry - catering, hospitality, host/hostess,
3. Supporting Others – childcare, community support, social care work.
4. Enterprise – setting up home businesses, entrepreneurial skills,
5. Hair & Beauty – hairdressing, barbers,
6. Administration – office work, reception, finance, marketing.
7. Mechanics – car valeting, servicing, tyres and exhausts,
8. Pathways – Lumenus, Digit4all, ICT, Horticulture, Activ8

Delivery

Due to the relatively small school pupil/student population it is envisaged that there will be variation of numbers and abilities year on year. Consequently the school will respond to staffing challenges by adopting a flexible approach to the workforce using academy freedoms and internal staff training and development models (Appendix 3)

Who we work with

We have developed a number of partnerships with key employers across Oldham and East Manchester and placements currently on offer include:

1. Oldham Community Leisure
Catering, Leisure Assistant, Lifeguard, Maintenance, Reception, Administration

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2. Oldham Coliseum
Marketing and community team, Box Office Support, Front of house assistant, Technical Theatre Assistant, Wardrobe Assistant, Premises team (cleaning and maintenance).
3. Oldham Plastics
Warehouse operative, Marketing support, Administrative Support.
4. Civic Centre/Oldham Council
Parks and Gardens Maintenance, Admin Assistant across several departments, Catering assistant (in local schools and public cafe's).
5. Hollinwood Academy
Teaching Assistant, Care Assistant, Administration, Reception, Hostess, Lunchtime Supervisor, Sports Assistants.
6. Manchester City
Steward, Sports Leader, Sports Coach.
7. Duke of Edinburgh
Bronze award, Silver award, Gold award.
8. Wilmott Dixon
Construction assistant, brick laying assistant, site catering assistant, marketing and administration assistant
9. First Choice Homes
 - a. Maintenance assistant (for social housing), Administration support, Cleaner/Site Maintenance, Cafe Assistant, Greeter/Host

Entry Year

Pupils and students, following an initial assessment, will have an opportunity to experience a variety of practical and vocational subjects whilst continuing to work on the core offer. On the course the pupils/students will:

1. Engage/re-engage and access job specific sessions.
2. Get the right support to help develop skills and aspirations.
3. Start on a qualification path.
4. Build meaningful relationships and trust within the organisation.

Preparing for Working Life

Pupils and students will transfer and generalise skills learnt in their entry year into a variety of internal placements within the group. On the course the pupils/students will:

1. Continue towards external qualification.
2. Learn to work with others and in other contexts.
3. Develop specific employability skills.

Experiencing Working Life

Pupils and students will further transfer and generalise skills into a variety of placements across the wider community. On the course the pupils/students will:

1. Continue towards external qualification.
2. Learn to work within a community context that may include taking instructions.
3. Put in practice specific employability and independence skills.
4. Learn skills related to specific jobs.

Bridging the Gap

Students will have a purposeful year-long work placement with one of our established

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

host employers. They will experience three placements, fully immersing them into employment context. On the course the pupils/students will:

1. Have the opportunity to continue towards external qualification.
2. Define and develop specific employment and independence skills.
3. Opportunity to take part in working interviews.
4. Work for up to 4 hours per day with the on-going support of Job Coaches.

Future Finders

Pupils/students will enrol onto a bespoke course designed in conjunction with Manchester College. The course will last for one year and will include 3 long-term placements with a range of host employers across Oldham. Placements will be individualised to consider individual interests and skills. On the course the pupils/students will:

1. Have the opportunity gain further external qualification.
2. Define and develop specific employment and independence skills.
3. Opportunity to take part in working interviews.
4. Work for up to 6 hours per day, initially with support of Job Coaches.

Employment

When young people gain employment the Multi-Academy Trust Directorate will continue to offer support and advice to both employees and employers through a weekly drop-in service within our town centre base up until the age of 25.

Core Curriculum

English

There is an expectation that all pupils/students will achieve external accreditation in English. The accreditation pupils/students will be able to access is GCSE (9-1) and Entry levels. It is essential that the qualifications on offer carry value within the adult world of work. However, experience tells us that many of these pupils/students have disengaged from traditional curriculum models.

English at The Springboard Project will have three main strands; writing, reading and communication. The pupils/students could receive extra communication sessions through the social use of language programme (SULP). This is a cohesive framework which aims to develop the pupils/students' interpersonal and social abilities from a communication and thinking perspective. There will be a strong emphasis on reading for enjoyment and a structured approach to teaching grammar.

All areas of Literacy create significant barriers to learning for pupils/students with SEMH. Intervention groups will be created to focus on developing these skills through structured learning programmes. Intervention groups currently in place in the sponsor school include:

Reading

At KS4 some pupils will follow the Dockside reading scheme. This is a phonics based reading scheme for older learners. At KS 5 students follow the SRA reading programme to promote fluency and accuracy. All pupils/students are encouraged to read for enjoyment. Pupils/students who read fluently but with comparatively weak understanding are withdrawn for the Visualising and Verbalising scheme which

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develops high order thinking and comprehension skills. Pupils/students who are accessing accreditation will read a wide range of genres of text to support their qualifications.

Phonics

We will use Dockside Check and Progress Phonics programme as well as the Code X scheme and various multi-sensory strategies.

Communication

Communication skills are delivered and assessed as part of the English curriculum but also more holistically throughout the academic and social times.

Dyslexia

Speech recognition software is one of several modifications used so that students can access the curriculum and take external accreditation. A tailored reading programme is being developed. Pupils/students will also have access to the Hickey Multi-sensory language course.

Maths

There is an expectation that all *pupils/students* will achieve external accreditation in Maths. The accreditation pupils/students will be able to access is GCSE (9-1) and Entry levels. It is essential that the qualifications on offer carry value within the adult world of work.

Within the Maths curriculum pupils/students will be taught skills that engage them in activities that employ number, shape and measure, position and direction and statistics. The application of maths within real life situations will also be taught. This is currently proving successful and popular in the sponsor school with the pathway and KS5 students. The scheme has been devised with PFEG and uses mathematical knowledge and skills and applies them to budgeting, independent living, income and much more

The Maths curriculum of the sponsor school has been written with the following principles in mind:

1. Challenge and Enjoyment
2. Coherence
3. Breadth
4. Progression
5. Depth
6. Personalisation and Choice
7. Relevance

Interventions will include:

1. Corrective Maths
2. Sandwell Numeracy
3. Maths Comprehension.

Living Skills

Within the life skills offer pupils/students will be encouraged to be proactive learners rather than passive participants, through practical tasks and planned opportunities for

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

risk taking, independent learning and problem solving

The Living Skills curriculum will follow three strands of Home, Self and Travel and three core principles of developing independence, safety and problem solving:

1. Self: Personal Hygiene, Team Building, First Aid, substance abuse, SRE, Careers guidance, including individual, web-based and work experience
2. Home: Home organisation, cleaning, laundry, using electrical equipment, shopping, buying and storing food, toiletries, medicines, budgeting, banking.
3. Travel: using public transport, timetables, maps, independent travel, personal safety.

The Living Skills team will work at levels appropriate to individual pupils/students' needs. All pupils/students will be supported to thrive and succeed with a highly positive ethos of respect and consideration for others, providing an environment and opportunities in which all students can improve their self-confidence and self-esteem, something that is frequently identified as a problem for pupils/students with SEMH and regularly leads to mental health issues in later life. The aim is to prepare pupils/students for participation in the hugely complex modern world and to take part in the wider community as a valued member.

Clear focussed assessment will inform future planning and allow the recognition of an individual pupil's/student's progress however subtle. Pupils/students who require extra support will benefit from a range of intervention strategies including opportunities for parents and carers to engage with and support the pupils/students' learning.

Science

There is an expectation that all pupils/students will achieve external accreditation in Science. The accreditation pupils/students will be able to access is GCSE (9-1) and alternative accreditation. It is essential that the qualifications on offer carry value within the adult world of work.

At KS4 some students will study the core Science GCSE programme (Core science A) this will be studied over a 2 year period. Where pupils are capable of completing a GCSE they will be allocated more curriculum time.

Entry Level Certificate

For some students where a GCSE may not be a realistic or appropriate goal we offer alternative accreditation.

This gives some students a more realistic target to achieve and may enable some of the more able students to progress to GCSE at a later date.

We will use the new Exploring Science scheme of work (working scientifically) this follows the new curriculum orders (starting September 2014) over 3 years, and covers the following four core strands:

1. Working scientifically (Science investigations)
2. Biology
3. Chemistry
4. Physics

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

We will ensure that our Science schemes of work provide the three routes of achievement to cater for all abilities developing, secure and exceeding progress. It provides specific literacy and numeracy activities, as well as material for pupils with SEN and EAL issues. It is very important to us to provide differentiation for pupils with different abilities, prior attainment, behaviour and language skills. The course will place a strong emphasis on the inclusion of ICT within science lessons and also has excellent materials for improving investigative skills.

Computer Science

Pupils/students will develop computing skills and will see the internet as a source to enhance learning. Pupils/students will be made aware and have appropriate learning opportunities to know how to keep themselves safe through e-safety lessons and taking part in 'safer internet' national projects.

Online Safety and Avoiding Radicalisation.

As with all other risks, it is impossible to completely eliminate risks that arise from use of the internet. It is therefore essential, through good educational provision to build pupils'/students' resilience to the risks to which they may be exposed, so that they have the confidence and skills to face and deal with them. The Springboard Project will demonstrate that it has provided the necessary safeguards to help ensure that staff have undertaken everything that could reasonably be expected of them to manage and reduce these risks. The e-safety policy explains how we intend to do this, while also addressing wider educational issues in order to help pupils/students (and their parents / carers) to be responsible users and stay safe while using the internet and other communications technologies for educational, personal and recreational use.

The Springboard Project will strive to ensure that pupils/students do not access inappropriate materials online whilst at the school. The policy outlines the specific roles and responsibilities of how this will be achieved. (Appendix 7)

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

D2 – measuring pupil performance effectively and setting challenging targets

Context

Similar to many other schools, we are presently evaluating our assessment models. What has become increasingly apparent is the fact that there appears to be a disconnect between our assessment of the 'traditional' curriculum and our ability to assess the skills employers require. New Bridge MAT feels that our present assessment system continues to serve a purpose in relation to measuring progress and achievement for individuals and the school as a whole. However, it is arguably limited in giving stakeholders and the pupils/students themselves the information they require to assess, if they are ready to access employment pathways or, more importantly, where they need to improve their skills. We need a 'golden thread' that assesses a variety of skills in all areas of our curriculum.

This challenge has led us to develop the "New Bridge MAT Dashboard" which assesses a more holistic set of skills. These include being a good team worker, being committed, being reliable, being organised, being honest, ensuring good attendance and punctuality, being an independent thinker, being flexible and being determined. We are in the process of developing an assessment tool which includes sets of developmental descriptors. Our year planner now includes 'assessment weeks' where our stakeholders and pupils/students agree progress relating to each of these indicators, celebrate their successes and also put together individual targets to improve their deficit areas.

One of the differences that the New Bridge MAT will bring to assessing the progress of pupils/students is the focus on future aspirational destinations. Every aspect of a pupils'/students' development will be monitored, through our dashboard, and thoroughly assessed by a team that have an in-depth knowledge of the pupil/student and their family. At every point of the pupil's/student's journey through the school a key director supported by a trustee board will monitor and evaluate the impact of the offer.

"Governors make a strong contribution to school improvement because they have a secure knowledge of the work of the school. They work closely with senior leaders to plan and develop new projects to improve the lives of students." Ofsted 2015

Track Record and Robust Evidence Data Tracking

Staff within the group routinely (each term) assess pupils/students' progress through moderated and robust systems. All data is collected on a central management information system and analysed by senior staff. Our local governing body committees (academic board, transitions board, pastoral board) hold senior staff to account on a termly basis.

"Information about students' progress towards their targets is collected and analysed regularly by teachers, middle and senior leaders. This ensures that any student who is failing to make expected progress is quickly identified and action taken to get them back on track." Ofsted 2015

The data presented in the table below provides evidence of the success within the sponsor school. The percentage of pupils/students in Year 11 who achieved or exceeded an upper quartile target in core subjects is shown, as set out in the latest National Progression tables for raising ambition. An average school will have results of 25% attainment in this target area. Percentages above this indicate that outstanding

D2 – measuring pupil performance effectively and setting challenging targets

progress has been made compared to other schools nationally.

*% Pupils/students achieving at least expected progress**

End of KS3	2009	2010	2011	2012	2013	2014	2015
Reading	78.2	91.3	97.3	97.7	97.1	96.8	97.6
Writing	77.3	91.3	94.6	95.2	97.1	96.8	97.7
Maths	95.5	95.5	97.3	97.7	100	97.2	98.3

End of KS4	2009	2010	2011	2012	2013	2014	2015
Reading	80.6	94.7	88	87.5	97.4	97.3	97.4
Writing	73.3	81.6	91.7	83.3	94.9	94.8	95.2
Maths	81.6	96	91.8	98	97.5	97.5	97.5

**expected progress is satisfactory or better according to the national progression guidance.*

As an outstanding provider New Bridge challenges all pupils/students to achieve good or outstanding progress.

*% Pupils/students achieving better than expected progress***

End of KS3	2009	2010	2011	2012	2013 (3 students with degenerative conditions)	2014	2015
Reading	73.9	73.9	89.2	95.4	90.9	91.2	91.3
Writing	63.6	69.5	86.4	88.1	88.6	90.1	90.8
Maths	81.9	59.1	89.1	95.4	89.2	90.1	92.3

End of KS4	2009	2010	2011	2012	2013	2014	2015
Reading	45.2	39.1	64	75	76.3	77.1	77.2
writing	33.4	60.5	75	75	74.3	74.4	76.1
Maths	23.7	72.0	58.4	96	92.5	93.1	92.8

***better than expected progress is good and outstanding*

Academic

In a life without levels, where there appears to be a greater focus on key academic subjects we believe it is important that English, Maths and ICT are given priority when assessing the progress that pupils and students make. The academic curriculum will be rationalised for the pupils and students to ensure that they are engaged in the essential academic skills needed for their adult life.

The pupil/student performance in these curriculum areas will be measured by

D2 – measuring pupil performance effectively and setting challenging targets

expectations used in KS2, KS3 and KS4. They will be formally measured by appropriate external accreditation, such as Entry Levels and GCSE (9-1). Staff will ensure knowledge of pupils/students, knowledge of the curriculum and regular assessment of progress and achievement is the foundation of informed, inspirational planning and engaging teaching and learning.

Vocational

Vocational qualification, will offer the pupils/students the opportunity to work towards developing the skill and their interests needed for adult life. The Springbrook Project will offer a range of vocational courses including

1. Manual Trades – brickwork, plastering, painting and decorating, warehousing
2. Food Industry - catering, hospitality, host/hostess,
3. Supporting Others – childcare, community support,
4. Enterprise – setting up home business, entrepreneurial skills,
5. Hair & Beauty – hairdressing, barbers,
6. Administration – office work, reception, finance, marketing.
7. Mechanics – car valeting, servicing, tyres and exhausts,
8. Sports Leader
9. Performing arts
10. ICT/Computer Science
11. Horticulture

Pupils/students will be expected to develop the skills and knowledge needed for both general employment skills and those specific to the vocational option they choose. There will also be opportunities to develop accreditation and awards in First Aid, Duke of Edinburgh, Driving, Food Hygiene and much more. The assessment criteria for the vocational awards will be set by the examining bodies offering the accreditation and our skilled staff will ensure pupils/students can access and achieve these via a differentiated curriculum and innovative ways of working

Baseline Assessment

For all our pupils/students we will have high expectations of progress and achievement and this will be monitored following a baseline assessment on entry through a comprehensive and innovative tracking system (New Bridge MAT Dashboard) based upon quantitative and qualitative data recorded in each pupil's/student's individual learning plan. There will be careful liaison between home and school through a 'single conversation' process which will be in place so that parents can contribute to, and support, their child's progress on an on-going basis recognising the expertise and understanding that a parent/carer brings to the child's school.

Targets will be set following the baseline assessment and induction period of the pupils/students. The sponsor school has a reputation for setting clear focused targets which are both aspirational and achievable. It is essential that targets are both academic and holistic. The pupils/students need to make progress in academic, social, communication and behavioural targets in order to achieve their true potential in their adult life. The diversity of learners within the New Bridge group constantly challenges the group to review and refine their processes. Targets will be shared with pupils/students and their families as this empowers the pupils/students and their families in what they can achieve. As pupils/students start to achieve short and medium term targets they will be reviewed and new targets set. Clear, focused targets

D2 – measuring pupil performance effectively and setting challenging targets

allow everyone involved with the educational journey of pupils/students to work towards an aspiration final destination.

Behaviour

The Springboard Project will maintain very high expectations of pupil/student behaviour. The sponsor and partner schools have robust and well established processes to encourage excellent behaviour (see pastoral care and wellbeing section). The Springboard Project recognises that pupils/students will potentially require the opportunity to discuss incidents in detail and need appropriate adults to discuss social and emotional interactions in a variety of real-life situations. This will be facilitated via pastoral, keyworker and job coach support. There will therefore be a need for consideration to be given, both within the build and staffing structure, to allow for this targeted intervention to take place. There will also be support given to families to enable pupils/students to receive a consistent response to their behaviour both in and out of school in order to make progress in this area. Poor behaviour in schools can lead to poor outcomes for pupils/students not only academically through disruption of learning, but it can also have a negative impact on the wellbeing of both pupils/students and staff. Pupils and students need to feel safe and valued in school in order to achieve their best.

For pupils/students with SEMH some associated behaviours can become life-limiting. It is therefore vital that the school works closely with pupils/students, families and other agencies such as the learning disability nursing team, educational psychologists and social care support in order to modify behaviour that is a barrier to learning or impedes on them participating in family life and the wider community. The Springboard Project will, like its sponsor and partner schools, have very low incidence of problem behaviours. It will take a positive and pro-active approach to managing behaviour using an eclectic range of proven techniques. All staff across the school will be trained in Team Teach which is an approach used to manage challenging and aggressive behaviour. The Head of The Springboard Project will keep a list of those staff authorised to use Team Teach and will ensure that staff receive regular refresher training from instructors. The basic philosophy of the approach is as follows:

1. 95% or more of all incidents should be managed without recourse to physical intervention.
2. It is a flexible framework of responses stressing a holistic approach.
3. De-escalation of situations is a priority (e.g. using communication skills, humour, diversion, defusion, distraction etc).
4. Gradual and graded positive handling techniques are based on providing the maximum amount of care and control and therapeutic support for the shortest possible time necessary to ensure the safety of all concerned.

Half-termly visits from a behaviour consultant will be made in order for staff to have the opportunity to discuss any issues and to relook at strategies in a supported environment. Some pupils/students will have behaviour support plans/PHPs with targets that are reviewed regularly with the pupil/student and their family and clear, consistent strategies identified for a graded response to challenging behaviour. Appropriate documentation will be completed as soon as possible after any incidents and parents will be informed. These incidents will be monitored and analysed and the results used to inform planning next steps and strategies.

D2 – measuring pupil performance effectively and setting challenging targets

"We tackle behaviour here by boosting self-esteem as high self-esteem seems to be the outcome of successfully meeting challenges" - Docking (2002)

Restorative approaches within a solution focussed ethos, will guide pupils/students towards taking responsibility for their actions as they become more aware of the effect their behavioural choices have on those around them and on their own futures. The Springboard Project will be fundamentally opposed to punitive methods, but consistently apply predictable consequences to facilitate a reflection and repair process to help pupils/students explore and experiment with safer ways of managing their emotions. Pupils/students within our community will have the opportunity to develop their skills in a climate of risk taking where mistakes are seen as opportunities for learning.

Inappropriate behavioural choices often lead to missed opportunities and increased anxiety around learning. For this reason behaviour expectations will provide a framework and a vocabulary that will be used in school to maximise engagement with learning and facilitate increased self-esteem through regular experiences of academic success.

"The nature of childhood is a period when mistakes are made and lessons learnt. A purely punitive approach is immoral, damaging to society and doomed to failure" Steer 2009

Adults working with pupils/students with challenging behaviours need an extraordinarily high level of skill and understanding so they can consistently model professional behaviours and attitudes. On-going personal and professional reflection and development is vital.

Attendance

The Springboard Project will record pupil/student attendance at each session daily so that absence from school is followed up immediately and appropriate action taken. This will prevent under-attendance becoming a risk factor for any pupils/students. Attendance at The Springboard Project will consistently meet or exceed a target of 93.5%. Policies and procedures for attendance will replicate those at the sponsor school and its partners. Attendance at the New Bridge MAT is 94% overall.

Pastoral Care and Well-Being

The Springboard Project will reward positive behaviour and appropriate interaction with a variety of proven rewards and systems. These include rewards shop, electronic news alerts, Short Message Service (SMS) alerts, identification in school events, celebration ceremonies etc. The school will gather a range of information about pupil/student well-being. In order to achieve the best possible outcomes for pupils and students at the school, they must feel safe, well and be cared for in order for them to be ready for learning. This will be supported by developing policy and practice in "getting young people ready for learning."

"When the student begins to feel more effective in school as a result of interventions put in place to address less serious concerns, behaviour often improves overall as the spiral of negativity begins to be replaced with a spiral of success." Roffey & Reardon (2003)

D2 – measuring pupil performance effectively and setting challenging targets

The Springboard Project will ensure its pastoral care structure enables all staff to have a shared involvement and responsibility for the wellbeing of the pupils and students in its care. Strong pastoral systems within the school are vital in enabling pupils and students to feel safe, secure and nurtured. Daily routines and structures are particularly important for young people with SEMH. The development of positive relationships within pastoral groups enables early recognition and intervention of potential problems.

The PASS survey will be used for all pupils. This tool provides information on pupil self-regard and attitudes to self and school. Pupils'/students' well-being will improve during their time at the school. Very high attendance levels will demonstrate that pupils/students enjoy school and feel safe.

Pupils/students will have their voice heard during their pastoral, living skills and vocational pathway sessions and in whole-school council meetings where all will be represented. Issues will be resolved quickly and pupils/students will contribute to meetings about their progress, where appropriate.

Reporting to Parents

The Springboard Project will formally report to parents regarding progress. The reports will not only outline the progress the pupil/student has made in the academic subjects but also on the progress they are making on other areas within the dashboard such as being a good team worker, being committed, being reliable, being organised, being honest, ensuring good attendance and punctuality, being an independent thinker, being flexible and being determined. All of the above data and information will be destination focused for each individual learner. Parents will also be able to discuss destinations, progress and achievement at parents evenings and coffee mornings or as required or requested if there are concerns. Progress towards the pupils/students aspirational destinations will also be reviewed annually via a EHCP review or single conversation. These reviews will be another opportunity to ensure pupils/students are making progress in all areas of The New Bridge MAT Dashboard and that they are being set aspirational and challenging targets.

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

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

New Bridge MAT has an outstanding track record of opening new organisations. In the last 5 years we have successfully planned and managed the opening of:

1. Hollinwood Academy, a 4-19 school for children and young people with a primary diagnosis of ASD, with and without EHCP/statement of SEN. The school opened in 2015 with 50 pupils. Throughout the 2015/16 academic year demand for places over the agreed provisional number has resulted in the MAT needing to respond quickly and flexibly, working alongside the LA to admit 20 additional students. It was planned to be at capacity of 140 by 2017, however, there is a strong likelihood that this will need to be reviewed and an earlier date agreed.

'So glad to have chosen this school for my 2 children, they have come on so much since September. Made to feel very welcome by everyone and the atmosphere is very calm and relaxing. Would recommend to everyone!!!' Parent Facebook quote.

'I'm so glad my son started this school in September, since going here he's a different boy, he's happy going to school every day, since September we have had only 1 school morning meltdown, at mainstream it was every day. Thank you so much for making my boy so happy.' Parent Facebook quote.

2. New Bridge Horizons, a 19-25 social care day provision supporting up to 75 young adults with 25 staff.

"Our son joined Horizons in September 2015 and is thoroughly enjoying his time there. He absolutely loves the activities and sessions and goes off with a smile on his face every day. The transition when he joined was excellent, and the staff have gone out of their way to make sure they know his needs, likes and dislikes. Dealing with a big change such as leaving school and starting somewhere new can be a huge challenge for young people with additional needs, and can be a very stressful time for the whole family, but everyone has made sure that any upheaval was minimised. We have all been put at our ease by the way our son has been welcomed, and we feel confident that all his needs are being met."
Parent quote 2016

3. Future Finders, a 19-25 organisation that runs supported internships in partnership with Manchester College. The facility opened in 2015 with 7 young adults and will increase to 21 in September 2016.

"My son has developed independence and matured since commencing the Future Finders course. We are very excited that he can realistically get the opportunity of paid work." [REDACTED], parent

4. Bridging the Gap, a school-based internship model based on the principles of Project Search. We presently have 2 hubs, one in Oldham Royal Hospital and one at Manchester Metropolitan University. 18 students in placement at any one time.

"Dear [REDACTED], apologies for the late note of thanks. We really appreciate your time and enthusiasm in sharing your great practice. We are inspired!! Watch this space" Visitor quote

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

The Leadership Team, Governors and Trustees of New Bridge MAT have extensive first-hand knowledge and skills of merging and setting up new schools.

The current Executive Principal and Operational Director have formed senior leadership teams to lead a significant change process in Oldham special schools. They were tasked to unify 4 schools into one, new organisation. This involved formulating and agreeing an exciting strategy for change for the borough as a whole. A 2 year project plan was written to ensure deadlines were met and accountability was clear.

They have extensive experience in working in competitive arenas with contractors and architects to ensure best value in relation to the design and build of state-of-the-art provisions and the redesign and renovation of an outdated existing buildings.

They organised introduction to buildings days for all staff to ensure Health and Safety guidelines were adhered to and also to demonstrate the new state-of-the-art facilities eg, loop systems, interactive whiteboards etc.

To enable a fair, consistent and transparent recruitment process they set up a shadow governing body (with representatives from all the schools) and associated committees, this shadow Governing Body also formulated revised policies and procedures.

As they merged 4 schools into one the Headteacher, with the support of the LA, undertook a significant piece of work that initially advised a new staffing structure. This was negotiated and discussed with governors, stakeholders, union representatives and professional bodies. Once agreed, and after an approved time, the organisation agreed a slotting in, ring fencing and competitive interview process. On opening a revised staffing structure had been implemented. All staff had written job descriptions and clear lines of accountability.

MAT Central Team

The New Bridge MAT is successfully managed through a clear accountability framework. (Appendix 8). From day one, The Springboard Project will be supported by the directorate. The MAT Central Team consists of Heads of Site and Directors with specific portfolios:

1. Executive Principal
2. Operational Director
3. Director of ASD
4. Director of Behaviour
5. Director of Care
6. Director of Employability
7. Director of Extended Schools
8. Director of Post 19
9. Director of Standards
10. Director of Teaching
11. Director of Training
12. Financial Director
13. HR Manager

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

As in previous successful projects the MAT central team will play key roles during the three planned recruitment phases for the opening of the Springboard Project.

Phase 1

We will hold regular meetings for all staff across the MAT. As the MAT becomes the employer for staff in all schools under its remit, it will be important that we involve all employees in the processes regarding employment, curriculum design, staffing levels and the future ethos of the organisation as a MAT. In the interests of financial best practice the MAT members will produce a staff structure which will go through a consultation process with staff and their unions. (Appendix 9)

Consultation will take place via online forums, 'Staffing Matters' newsletters and email campaigns. The structure will be agreed and implemented, new appointments will be made specifically for The Springboard Project and any identified ring-fencing/slotting in exercises will be completed. Compulsory training and induction exercises will be undertaken.

Phase 2

We will implement quality training for all new staff. They will have access to the outstanding training and development systems currently in place at the sponsor school. These include compulsory updates, professional development, community link opportunities, teaching school prospects, workshops and online training. All staff will be assigned an experienced peer mentor to assist with the pastoral elements of personal development. The mentor will guide staff through meeting appraisal targets, raising standards in the classroom and career development.

Phase 3

We will provide wellbeing services, offering flexible working for all staff. This allows the school to provide holiday and after-school clubs to the young people and their families with the confidence that their children are with staff that know them well. All employees will have secure access to an online cloud and communication system and receive regular "Staffing Matters" newsletters and updates. Union membership will be encouraged and each member of staff will have an identified line manager.

We are committed to the Get Oldham Working campaign and will actively seek applications from residents aged between 18 and 25. As a large provider the New Bridge MAT is committed to employing suitably qualified Oldham residents to the majority of the roles at The Springboard Project, where possible.

We are now one of the largest public service employers outside of the Civic Centre in Oldham and we are experienced in tracking our workforce to ensure that we are acting as a responsible and local employer :

Period	Staff	Children
2005 (opening)	161	251
September 2013	213	309
September 2015	274	495

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

TOTAL	+70%	+97%
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Staff who come to work for our organisation can expect enhanced terms and conditions that are more favourable than national guidance. They have the opportunity to access our innovative pay and rewards scheme. This includes an upper pay spine for outstanding unqualified teachers and pay enhancements for significant additional responsibilities for both teaching and non-teaching staff (bundles). Bundles is an enhancement package that allows the organisation flexibility in the use of allowances for additional work or responsibilities undertaken by staff. They include:

1. First aid
2. Holiday Club Leader
3. Peer Mentor
4. BSL/Signalong
5. Braille
6. Medication
7. Therapy support
8. Cover Administration
9. Training delivery
10. After-school clubs.

New Bridge MAT has a first class reputation for training and development and is presently extending its remit to include local volunteers who have been unemployed for longer than 3 months.

Staff Recruitment

Head of Site

A Head of Site for The Springboard Project will be appointed during the summer of 2016. The Head of Site's post will be filled via internal ring-fencing/slotting in to mitigate the risk and ensure the ethos of the MAT is instilled in the alternative provision project.

During the pre-opening phase the Head of Site will work together with the MAT Central team to ensure that all the necessary arrangements, including appointment of staff, accommodation, furniture and equipment, curriculum, school organisational structures, induction processes for staff, parents and families are in place to enable the school to open at the beginning of the 2017 calendar year.

Recruiting other staff

A feature of the sponsorship by New Bridge MAT is the intention to provide sufficient seconded staff (if required) to ensure that from the day of opening The Springboard Project is well led, managed and provides an outstanding learning environment for its pupils. Back office activities will also be provided from the sponsor school in order to both benefit from existing expertise as well as that of economy of scale.

The Springboard Project will adopt the same recruitment policies as New Bridge MAT to ensure appropriate high quality staff appointments are made and a uniformity of approach that will permit in the future, movement if beneficial to pupils/staff development, of staff between the two organisations.

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

It is expected that staff recruitment for the school opening will occur within agreed timelines.

All new staff will undertake a compulsory training package.

The school will not open at capacity and this will build up over 3 years to 50 places. As such there will be a phased and financially prudent project plan agreed with The Head of The Springboard Project, the Executive Principal and the Local Governing Body/ Trustees. The MAT will work closely with the LA to agree actual and forecast numbers. This will inform the staffing committee who will implement recruitment procedures in good time. The size of the MAT is an asset to the recruitment process as it has the capacity to second existing staff and/or create work exchange opportunities for training / staff development.

In the unlikely eventuality of a reduction in numbers and funding the MAT has the capacity to either re-deploy staff or negotiate changes to contract to ensure continuity of provision for the pupils/students.

Support staff will be employed on both 39 week and full year contracts. This enables greatest flexibility and ensures the holiday club we will implement is staffed by colleagues who are aware of the young peoples' needs.

Teaching and support staff will be recruited at staffing levels agreed by the MAT, in line with the sponsor school's structure.

Deliverers may or may not have qualified teacher status but all deliverers will have expertise in their curriculum areas and will have knowledge of the pupils/students that they work with. The New Bridge MAT has an enviable reputation for "growing it's own" through an excellent CPD programme.

In the last three years 12 deliverers have successfully completed the "Moving Teaching Forward" programme following a year long induction course. This entailed staff completing a portfolio to evidence that they had met the teaching standards. They took part in observations and received support from senior colleagues. All 12 colleagues now have the status of "Teacher Without Qualified Teacher Status" (TWQTS) and many will go on to qualified teacher status in the coming years. In the last two years, 4 colleagues (TWQTS) have engaged in a year long in-house assessment route before accessing the MMU assessment-only route to gain QTS.

This programme ensures quality deliverers to meet the diverse needs of pupils/students whilst achieving and meeting best value principles.

"The quality of teaching is outstanding overall. Teachers plan work which is well-matched to the needs and abilities of the students. A marking policy has been introduced but is not yet fully in place. " Ofsted 2015

Admin and business staff will be employed on both 38 week and full year basis where appropriate. Support for finance including purchasing and payment of invoices will come from the sponsor school.

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

New Bridge MAT will be able to provide back-office support and the MAT will agree an amended staffing structure to ensure expertise is available to support The Springboard Project. This will also ensure economy of scale as providing support in this way from the sponsor school allows economies of scale, value for money in terms of procurement and a shared ethos in terms of budgeting and human resources across the schools.

Premises and cleaning teams will be recruited full year. ICT network support will be provided via the sponsor school's current contract and ICT technical support will be employed full year. Support will still be available from the sponsor school and it is expected that ICT Manager from the sponsor school will line manage The Springboard Project ICT technicians.

As a sponsor academy we have experience and expertise in delivering innovative staff solutions within appropriate timelines that meet the needs of young people with a variety of SEND.

Salaries

The Head of Site salary range will be agreed at the outset and other leadership team colleagues will be subject to a full review of salaries from this starting point.

Home-School Liaison Officers ensure that families, where English is not the mother tongue, are kept informed about school developments by written translations and by making telephone or personal contact with them.

The Springboard Project expects to recruit experienced qualified and non-qualified teaching staff for the first year of opening and in following years on a variety of points, including NQT's. Teaching costs will be calculated at the highest salary point as a conservative measure; this is due to previous experience that many teachers who join special schools previously work in mainstream for a period of time. All teachers' salaries and additional allowances are based on the recommended amounts within the Teacher Pay and Conditions Document. Additional curriculum/pastoral responsibilities are rewarded appropriately, using our innovative pay and reward scheme.

All teaching and classroom support staff receive an SEN allowance.

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

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

Meeting Abilities

We believe that all pupils and students should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all can flourish and feel safe. The Springboard Project will be committed to inclusion and will actively promote British Values and prepare pupils/students for life in Modern Britain.

We will create an educational experience for all regardless of race, religion, culture, gender, sexual orientation and SEN. Our policies and practices will include all learners. We will aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment or background. We will pay particular attention to the provision for and the achievement of different groups of learners. These are:

1. Girls and boys, young men and young women.
2. Minority ethnic and faith groups, Travellers, asylum seekers and refugees.
3. Learners who need support to learn English as an additional language (EAL).
4. Learners with SEN.
5. Learners who have a physical disability.
6. Learners who are gifted and talented.
7. Learners who are looked after by the LA.
8. Others, such as those who are sick; those who are young carers; those who are in families under stress.
9. Any learners who are at risk of disaffection and exclusion.

In practice this means:

1. ensuring that planning and teaching is fully inclusive to meet the needs of all pupils/students, drawing on Oldham's continuum of provision to place pupils/students in the most appropriate learning environment and having access to the most appropriate curriculum/syllabus
2. having an independent, autonomous and imaginative learning culture that allows pupils/students to reflect on their own learning
3. avoiding simply giving gifted and talented pupils/students more of the same work but ensuring opportunities for :
 - a. greater reflection
 - b. exploration of diverse viewpoints
 - c. consideration of difficult questions
 - d. formulation of opinions
 - e. problem solving and enquiry
 - f. connections between past and present learning
 - g. regular use of higher order thinking skills (analysis, synthesis and evaluation)
 - h. independent thinking and learning
 - i. finding out what pupils/students already know and encouraging them to do something with it
 - j. allowing pupils/students to work in their own preferred way
4. determining group sizes by need and providing personalised programmes for all

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

pupils/students which demonstrate a commitment to 'additional to and different from' provision, for example, personalised timetables where necessary for vulnerable pupils/students

5. providing creative, rich learning opportunities for high-quality learning and wider personal development and well-being through a broad and balanced curriculum which meets all statutory requirements and provides a range of learning and experiences and enrichment activities that meet the needs of all pupils/students
6. promoting outstanding outcomes through a highly coherent and relevant curriculum
7. promoting an empathic approach with the curriculum design meeting the diverse needs of all pupils/students, overcoming potential barriers to learning, focussing on strengths and inclusive practice
8. addressing diversity within the broader community and ensuring that pupils/students from other schools appreciate the positive contribution that all pupils/students have to make to society.

Oldham Family of Schools

The Springboard Project, as part of the Oldham family of schools, will be highly committed to working in partnership and will participate fully and actively in developing, implementing and taking a leading role in a range of significant areas. The school will develop strong partnerships with local mainstream schools as part of the continuum of provision and will ensure that each pupil's/student's learning and care is planned holistically, with a range of partners.

Local schools will be aware of the scope of the provision and will recognise the contribution The Springboard Project makes to the family of schools.

Our Role in Developing a Continuum of Provision

The vision of a continuum of provision – what does it mean in modern Britain?

We will allow the young people the opportunity to participate and contribute to life in modern Britain.

Every pupil and student in Oldham will have access to effective learning and life opportunities. They will stay safe, be healthy, achieve, enjoy and engage in lifelong learning. We will aim for a continuum of high quality provision for pupils/students with learning difficulties, disabilities and health needs that is comprehensive, flexible and meets local need.

We believe as an Oldham sponsor, we will have a much more child-centred and responsive system. We believe that the pupil/student should be placed at the centre of all processes and that the resources and provision be built around them and their families.

It is our belief that pupils/students should, wherever possible, be educated in Oldham. We accept that to enable this to become a reality there needs to be a significant amount of training undertaken with schools and agencies.

We strongly believe in this vision and see the sponsorship of The Springboard Project as an opportunity to take this work forward, in further developing a high quality continuum of provision for pupils/students with additional needs within Oldham that is

D4 – the school will be welcoming to pupils of all faiths/world views and none
comprehensive, flexible and meets local need.

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 recently published “A self-Improving Education System - Oldham Education and Skills Commission Report 2016” clearly articulates the challenges faced by children and young people with additional needs in engaging and achieving with the current curriculum offer. In particular, it highlights the gap in attainment, the challenge of placing children and young people in appropriate local provision, the relatively high levels of permanent exclusion in the secondary sector and the numbers of students not in education, employment and training. (Appendix 10)

Barriers to Learning

We expect that the majority of pupils/students that will attend The Springboard Project will have complex needs supported with or without a statement / EHCP. (80%, 20%)

A number of factors have been identified that affect consistent underachievement at the proposed AP free school and in various curriculum areas. These have been specifically (but not exclusively) identified as gender, disability, race and class. It is recognised that underachievement can be attributed to pre-conceived expectations and attitudes of teachers/support staff, as well as to teaching styles and to the content of the curriculum. When planning the curriculum for The Springboard Project, content will be drawn from human and material resources both within the school and from the wider community and every effort will be made to give equal representation to pupils'/students' own and others' cultures.

The latest Department for Education advice identifies many factors that prove an additional risk for pupils/students who have SEMH. Many of the pupils/students who will attend The Springboard Project, along with having a statement or EHCP, may also present with any combination of the following:

1. Low IQ and learning disabilities,
2. Specific development delay or neuro-diversity,
3. Communication difficulties,
4. Difficult temperament,
5. Physical illness,
6. Academic failure,
7. Low self-esteem.

In addition they may also present with the following family risk factors:

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

1. Overt parental conflict including Domestic Violence,
2. Family breakdown (including where children are taken into care or adopted),
3. Inconsistent or unclear discipline,
4. Socio-economic disadvantage,
5. Hostile or rejecting relationships,
6. Failure to adapt to a child's changing needs,
7. Physical, sexual or emotional abuse,
8. Parental psychiatric illness,
9. Parental criminality, alcoholism or personality disorder,
10. Death and loss – including loss of friendships.

The pupils/students may have deeply entrenched disruptive behaviours and a history of high levels of violence and aggression in at least one other primary or secondary school. Some pupils/students may have accompanying significant Specific Learning Difficulties which, over time, have created deep insecurities around learning. Others may have huge knowledge and skill gaps, because of missed opportunities, which have helped to create their insecure feelings about school and learning. Some pupils/students will be permanently excluded before arriving at the school.

Deprivation

Many of the families to which our pupils/students belong have been supported over long periods of time by various interventions from Social Services and several other agencies but remain socially disadvantaged. On arrival, some pupils/students may be disengaged from learning and place little value on academic success.

The school will have a number of pupils/students for whom English is not their first language. We are committed to raising our awareness of equality of opportunity and inequality by examining factors that might inhibit pupils'/students' achievement. In early 2015, a census was taken of pupil characteristics at New Bridge School. It is highly likely that these characteristics will be similar to those of pupils/students at The Springboard Project as there is no reason to believe that any of the cohorts identified below are more or less likely to have the kinds of SEN which will distinguish our pupils/students as a cohort. We therefore understand that the pupil/student population is likely to exhibit the following characteristics, from which it can be seen that they reflect the diversity of our Oldham community:

<u>Characteristic</u>	<u>Proportion of pupil population</u>
EAL speaker	20%
Minority ethnic background	30%
FSM entitlement	50%
Looked After	20%
Pupil Premium	70%

Oldham has noticed a significant change in families from EAL backgrounds. Historically, the minority populations have come from South East Asia but over the last few years there has been significant intake into schools of pupils/students from Eastern Europe and the Middle East.

EAL speakers are counted as all of those pupils/students for whom the first language of

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

their family is not English. Students from minority ethnic backgrounds are counted as those who do not identify as white British in terms of their ethnic heritage. There were 10 different ethnic codes describing pupils/students backgrounds in the school at this time.

Our EAL Manager and pastoral management team will work closely with the strategic leadership team of The Springboard Project to ensure that the most effective provision is put in place to support those pupils/students who might be vulnerable to educational disadvantage on the above grounds. As all of our pupils/students will be considered as individuals, so will our families, and all intervention will be carried out on a personal basis. Particular examples of ways in which we will support pupils/students with additional educational needs and their families include:

1. all learners will have an induction to help them settle into our school.
2. during Initial Interview, our assessor will establish contacts with the parents/carers of the pupil/student to be assessed. It will be during this first contact that personal information on the pupil/student will be collected.

Through the initial assessment, we aim at achieving four main objectives:

1. to identify pupils/students real needs, both academic, social and personal,
2. to give pupils/students an opportunity to feel confident to express their abilities and knowledge,
3. to reveal a pupil's/student's range and quality of previous educational experiences,
4. to collect accurate information on a pupil's/student's knowledge as well as his/her potentials, and accurately assess their SEN.

The outcome of the assessment will be summed up in a report, copies of which will be forwarded to the EAL Manager and the class teachers. The report will offer an overall profile of the pupil/student, ie. his/her literacy level in first language, his/her previous educational experience and his/her personal and social background. This information will be vital in planning how to teach these pupils/students and in assessing their progress within all subjects. We will ensure all our schemes of work cater for the diverse culture, religion and linguistic demography of our school. We will maintain quality of teaching and learning, lessons will be rigorously monitored on a regular basis by our EAL manager and SLT. There will be termly meetings to review pupils'/students' targets and to evaluate the effectiveness of the programme as well as pupils'/students' progress. This will include involving parents where appropriate.

We will provide assessments for pupils/students in their home language using trained and fluent interpreters so that their SEN can be fully assessed without being exacerbated by a lack of understanding of the English language. The Springboard Project will work with parents groups, voluntary groups and local charities to engage with all parents of children from our proposed pupil/student demographic and sign-posting families to other organisations, resources which might be able to provide them with the specific support they need where this cannot be provided in full by the MAT.

Peer mentoring will be set up to help the pupil/student integrate in the school environment and we will encourage the involvement of parents in pupil's/student's education by providing opportunities for parents to be empowered with the necessary

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

skills to support their child at home.

The Springboard Project will place the promotion of equality of opportunity and British values and life in modern Britain at the heart of all of its work and its aspirations will be shared and consistently acted upon at all levels. Consequently, all pupils/students will have positive empathic experiences, and the school will strive to ensure that there is no inequality. The MAT will put in place statutory policies, procedures and expectations for ensuring equal opportunities which are known to all staff and Governors. Data for different cohorts will be analysed and where there are differences in achievement related to diversity, strategies will be immediately implemented to ensure that learning and teaching are fully inclusive.

Professional development will reflect the high level of priority that the school attaches to improving the provision for every pupil/student through highly skilled staff who can then support pupil/student, whatever their individual needs and MAT will ensure that the staff team remains abreast of developments in the field of SEMH.

The school will employ specialist staff, whose primary roles are to break down barriers to learning and to raise achievement for pupils/students from ethnic minority groups.

They will do this by:

- a) working closely with staff as part of the school team, clarifying any cultural issues and helping with planning, thereby ensuring equal access for all pupils/students,
- b) ensuring that key issues become part of school's strategic development. They will also work closely with multi-professional agencies to overcome barriers to positive pupil/student care and development, supporting families in taking an active part in their child's learning, irrespective of cultural background.
- c) Ensuring the Governing Body is representative of the different cultural backgrounds of the pupils/students in the school to ensure that the voice of all the representative communities is heard, valued and acted upon.

The planning of educational visits will take into account specific cultural, religious, ethnicity and gender issues, ensuring equal access for all pupils/students and staff. All the learning teams in school will have pupil/student representatives on the School Council which will enable them to highlight and promote the needs of individuals and groups. We will have a rigorous approach to community cohesion which will ensure that diversity of all kinds is addressed; this will include the importance of a voice for pupils/students, families, staff and stakeholders within the community and wider society

Returning Young People to the Borough

We aim to bring back a number of pupils/students into the LA, and as importantly, ensure that future groups do not need to be educated extra district. The proposed continuum of provision and expansion of age range will be more supportive to the pupils/students and their families and also have the added benefit of saving the LA significant amounts of money.

The key to returning pupils/students to the borough lies in reassuring families and pupils/students that local provision is not only able to meet need but provides outstanding specialist education. Pupils/students who have been placed in out-of-

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

borough provision are often there following a series of difficult and stressful decisions, at times including challenges and disagreements between involved professionals.

It is important to recognise the background behind out-of-borough placements and to be very thorough in terms of identifying needs and ensuring that newly developed provision is appropriate. Developing trust between families and providers is essential, as is working with local agencies and drawing on every available local resource.

The Springboard Project is in an ideal position to both work with local professionals and to reach out to families. The New Bridge MAT schools are established providers of special education with outstanding reputations, good links with families and support groups as well as close partnerships and liaison with the range of relevant other agencies. As established special schools in the area we already have existing partnerships and relationships with a range of Multi-Agencies involved in working with pupils/students with an additional need. These include:

1. Reviews of pupils/students are regularly attended by professionals from the Child and Adult Mental Health Support team. This is particularly pertinent to pupils/students with SEMH and we receive much input in relation to diagnoses and good practice.
2. The transitions team from social care are also based within the group. This consists of a team of social workers who liaise very closely with pastoral staff, particularly in relation to transitions. The close liaison and multi-agency working ensure that families benefit from a holistic approach. At a strategic level, Directors from New Bridge sit on transitional steering groups and LA transition boards.
3. LA education professionals also contribute to the school team. These include specialist teachers and colleagues from the educational psychology service.

Transition

Transition is seen as a key element to a pupil's/student's learning and, if it is done successfully, the pupil/student will continue to progress confidently and to their expected ability and beyond. With this in mind, The Springboard Project will build up close links with mainstream schools across Oldham, as part of the continuum of provision, to ensure an understanding of the rationale of the school and how this can help meet the needs of pupils/students across the LA.

Due to the EHCP process and annual review cycle, it is understood that pupils and students will be added to the roll across the year and that there will not be one date of entry. Pupils/students new to the school will be visited in current settings by The Springboard Project staff and their learning needs discussed with key members of the team who know the pupil/student well. This information can then be used to identify a specific class group within The Springboard Project and a plan put into place to ensure a smooth transition of learning. Co-ordination of multi-agency information is vital so that any support needed for the family and/or pupil/student can continue through the transition and into their admission. A parent's information booklet will be shared after initial visits to the school.

Appropriate meetings will take place regularly to look at the possible pupils/students who may need to attend at a future date. Pupils and students new to The Springboard

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

Project will be visited at home and within their current school setting to build links with parents and carers. Provision at The Springboard Project will take into account the needs of all learners and it is understood that movement across classes may need to happen in order to meet these needs. Transition within the school can be planned for on an individual level, ensuring that pupils/students have an opportunity to spend time in a new setting, supported by staff who know them well. Any such changes will be discussed and agreed with parents before transition takes place.

Section E – evidence of need

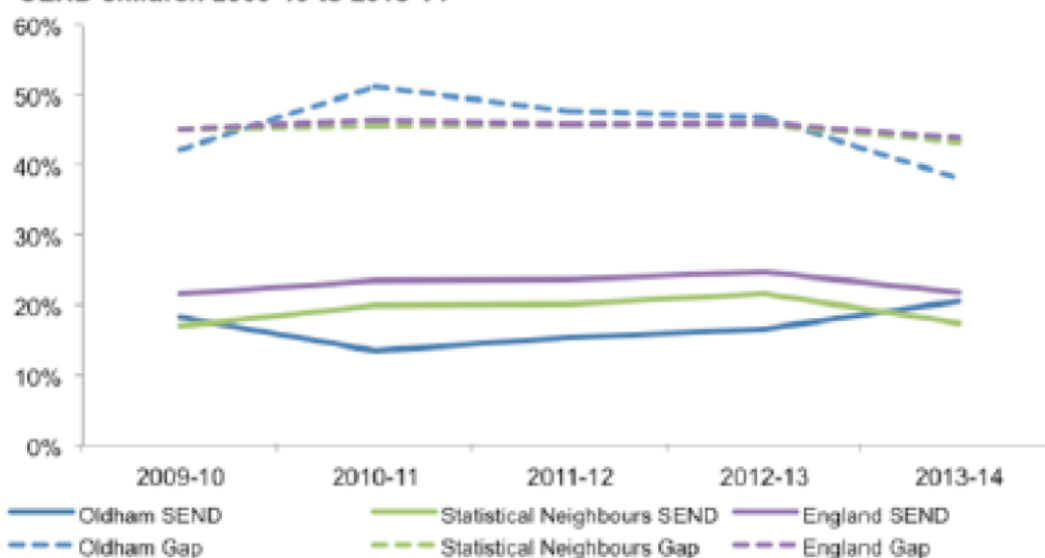
This section will need to be completed by **all** applicants. Please:

- 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

The recently published Oldham Commission document suggests that children with Special Educational Needs and Disabilities (SEND) do not attain at the same levels as non-SEND pupils in Oldham schools. This attainment gap has recently narrowed in comparison with the national gap. The chart below displays the GCSE attainment of SEND children over the last six years in terms of the percentage achieving the benchmark of five A*-C grades including English and maths as well as the attainment gap between SEND and non-SEND pupils

Figure 13: Percentage of Special Educational Needs and Disabilities (all categories) children gaining five or more A*-C grades including English and Maths at GCSE and the percentage gap in attainment between SEND and non-SEND children 2009-10 to 2013-14



The trend in attainment is in line with national and similar borough averages, with 20.5% of Oldham SEND pupils achieving the measure in 2013-14, which is just below the national average of 21.8% and above the statistical neighbour average of 17%. The

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

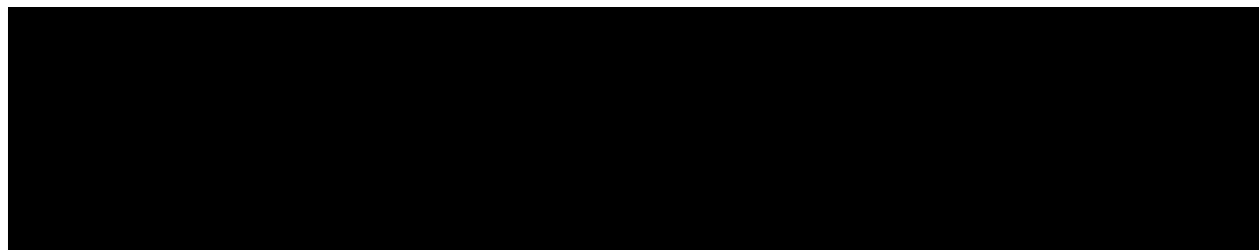
attainment gap between SEND and non-SEND pupils in Oldham has also remained consistent with national and statistical neighbour levels in recent years and in 2013-14 fell below the average national and statistical neighbour gap (both 43 percentage points) to 38 points.

There is rising demand for places for SEND pupils. In April 2012 a study was carried out into special school provision which identified trends in needs and future demand for places. The study showed that in contrast to the rest of the country, statements of SEN in Oldham were increasing, with a particular growth in the numbers of pupils with a diagnosis of autistic spectrum disorder (ASD), social and emotional and behavioural difficulties (SEBD) and speech, language and communications needs (SLCN). New Bridge secondary special school was over number with the Kingfisher Primary Special School anticipated to be full by the end of 2013-14. The secondary SEBD provision was also full; whilst the Primary SEBD School, Spring Brook, had some surplus capacity, the numbers were slowly increasing and coupled with recognised delay in early diagnosis there was a projected future pressure on places. In reviewing the findings in 2013 the initial forecasts were holding true; the number of statements continued to increase in Oldham whilst remaining static in the North West and England.

New Bridge remained full and has increased its PAN in 2015 by 10% to 330; despite this increase the school continues to accept admissions above the PAN. The numbers on role at Kingfisher have increased from 119 in Jan '12 to 135 in Jan '13 and 147 in January 2014.

In September 2015 the NOR had increased to 157, with further applications for places.

Demand for primary age places at the all through special school for children with SEMH (SEBD), Spring Brook, is increasing.



At the time of an application for a statutory/EHC needs assessment, the primary need is not always clear and is often identified as a result of the assessment process or from on-going assessment in the school setting. The table below shows the increase in applications for statutory/EHC needs assessment for children with an identified SEN with primary needs including MLD, SLCN or SEMH (SEBD).

The lack of bespoke special provision for children with MLD/SLD, including needs associated with SLCN and SEMH has resulted in a proportion of children being placed in mainstream provision with full time support causing significant pressure for the schools involved in managing the impact of the inclusion of this group of learners in the mainstream cohort.

Pupil forecasts in June 2015 (SCAP data) show a continued overall increase, with a consequent expected increase in the numbers of children with SEN and the associated

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

proportion of children requiring specialist provision.

Pupil Forecasts	R	1	2	3	4	5	6
Actual 2014-15	3,386	3,431	3,409	3,279	3,298	3,244	3,134
Forecast 2015-16	3,400	3,496	3,528	3,498	3,364	3,376	3,331
Forecast 2016-17	3,461	3,505	3,590	3,618	3,582	3,441	3,463
Forecast 2017-18	3,465	3,565	3,600	3,681	3,703	3,661	3,527
Forecast 2018-19	3,470	3,571	3,662	3,691	3,768	3,782	3,749
Forecast 2019-20	3,467	3,577	3,668	3,754	3,776	3,848	3,872
Forecast 2020-21	3,465	3,568	3,667	3,753	3,836	3,852	3,933
Forecast 2021-22	3,465	3,566	3,659	3,754	3,835	3,911	3,938
Forecast 2022-23	3,464	3,567	3,658	3,746	3,837	3,911	3,996
Forecast 2023-24	3,466	3,566	3,657	3,745	3,826	3,912	3,997
Forecast 2024-25	3,464	3,566	3,656	3,743	3,827	3,901	3,998

Calendar year
g special

Calendar year	Number of applications for assessment	Statements issued naming mainstream	Statements issued naming special	Subsequent transfer to special (including those excluded from their mainstream school)
2011	49	15	17	14
2012	83	52	13	24
2013	91	48	25	25
2014	111	59	18	18

Subsequent transfer to special

The Commission recommends that by working together through existing arrangements and ultimately via the new education partnership, schools design and commit to:

1. A new approach to how exclusions and 'managed moves' are brokered across the borough.
2. Improving early identification (through the new SEND strategy).
3. Share information and data and carry out joint research and analysis
4. Increased focus on preventative measures
5. The availability of social, emotional and psychological support
6. Incentivising inclusion

The Commission also recommends that the opportunity to secure additional Capacity in Alternative Provision through "the establishment of a free school should be explored."

"The pressure on school places is set to impact on secondary schools from 2018. There is also rising demand for specialist provision for children and young people with

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

Special Educational Needs and Disabilities (SEND).”

“Vocational attainment is below the national average and skill levels in Oldham are lower than the rest of Greater Manchester.”

Oldham is also below the national average in terms of the attainment gap for the following groups of children (difference to national gap at Key Stage 4 in brackets):

1. Children from ethnic minority groups, especially Asian and mixed groups (over 10 percentage points for both)
2. Looked After Children at Key Stage 4 (3.4 points)
3. Disadvantaged pupils (1.8 points)
4. Boys as compared to girls (1.3 points)

Commissioners have agreed to fund both stated and non-stated places at The Springbrook Project at an expected level of top-up, which would be the current BoLD 3 plus additional 1-1 funding for the most severe and complex pupils/students. The exact cost may differ depending on the specific needs of the child and this will be discussed with the New Bridge MAT on a case by case basis. (Appendix 2)

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

E2 – clear plans to manage referrals**Admission Policy**

We can confirm that The Springboard Project will sign up to the LA Admissions Policy and be prepared to work with them and neighbouring schools on the details of the arrangements such as a catchment boundary.

Planned Admission Number (PAN)

Of its total pupil/student number, The Springboard Project will admit stated pupils/students who have SEMH. The proposal suggests a total PAN of 50 although this is likely to be achieved in three years.

Clientele

It may be worth considering making The Springboard Project available to non-stated pupils/students. We advise that these pupils/students need to be in receipt of an assessment report from an appropriately-qualified professional or assessment service. Such reports will include those produced by paediatricians, CAMHS or education psychologists and will indicate distressed behaviour or anxiety arising from a significant lack of comprehension through misreading social and emotional cues.

Working in partnership with the LA Admissions team this type of process (for an agreed small percentage of the total) may well ease some of the challenges presently within the system by presenting the authority with additional, specific, capacity.

We will work with our strategic partners in ensuring pupil/students are placed in the most appropriate provision with Oldham’s continuum.

E2 – clear plans to manage referrals

Admissions Process

Applications for admission to The Springboard Project will be the same as New Bridge MAT. It will usually be in September. There is however, a clear mid-year admissions policy that involves all key partners.

The majority of pupils/students who are admitted to The Springboard Project will be in receipt of a statement/EHCP or have been directed to the school by the LA for an emergency assessment placement.

The pupil's/student's name will normally be shared with the school during update meetings with pupil/student services, thus helping the school to plan placements in classes.

The MAT holds a weekly admission panel in which all of its schools are represented by Heads of Site. Key directors and EHCP co-ordinators also attend to consider the LA/families named choice of school. Usually the decision is straight forward and agreed but occasionally a further assessment by a senior colleague, with expertise in particular areas, proves useful. These recommendations, which may be a different school, are then offered to the LA and families to ensure pupils/students are given the very best possibly opportunity to succeed

The Springboard Project may receive papers to read to assist the LA in looking at appropriate placements. Parents will be able to contact school to make an informal visit to look at provision and make an informed choice. This group of pupils/students will be visited by an assigned member of staff to help with advice given to pupil services.

Once a placement to The Springboard Project is confirmed, parents will be invited to visit the class alongside a member of staff who can explain the rationale of that class and the way the day is organised.

Parents will receive a school information pack and contact forms. Pupils/students will not be admitted on roll until parent contact sheets are completed. The lead person on the admission may have to arrange for additional parent support for the completion of forms including bi-lingual support when needed. This will ensure that the parents/carers feel that they are included in the whole process. Parents will also be invited to meet the school health advisers to share medical needs.

The lead person will liaise with parents and school or setting to determine a start date. They will also plan a transition, which will build up time at The Springboard Project in the identified class, supported by staff from the pupil's/student's current setting. This will provide a smooth transition and ensure that all information was shared with the relevant staff.

For a pupil or student deemed to require an emergency assessment placement, it will be agreed that The Springboard Project will organise for various services to complete their assessment of need within their setting.

We are well aware that the revised bill "Support and Aspiration" and the revised code of practice may well alter the above.

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.

Name	Where they live (town/city)	Role(s) (pre-opening team, member, trustee, principal designate, local governor, once the school is open)	Summary of relevant expertise Please refer to the relevant section of the assessment criteria booklet to check what detail you need to give	Available Time (hours per week)
See RSC letter Appendix 11				
[REDACTED]	Bury	[REDACTED]		

[Add lines as appropriate]

F1 (a) Skills and experience of your team
N/A See RSC letter appendix 11

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.

Skills/experience missing	Where is the gap? ie pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
Mechanics Deliverer	Operational	Pre-opening recruitment
Catering deliverer	Operational	Pre-opening recruitment
Joinery deliverer	Operational	Pre-opening recruitment
SEMH Specialism	Strategic	Re-structure SLT re Spring Brook conversion – appendix 12

[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

N/A – See RSC Letter appendix 11

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

N/A

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.

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

N/A

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.

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

N/A

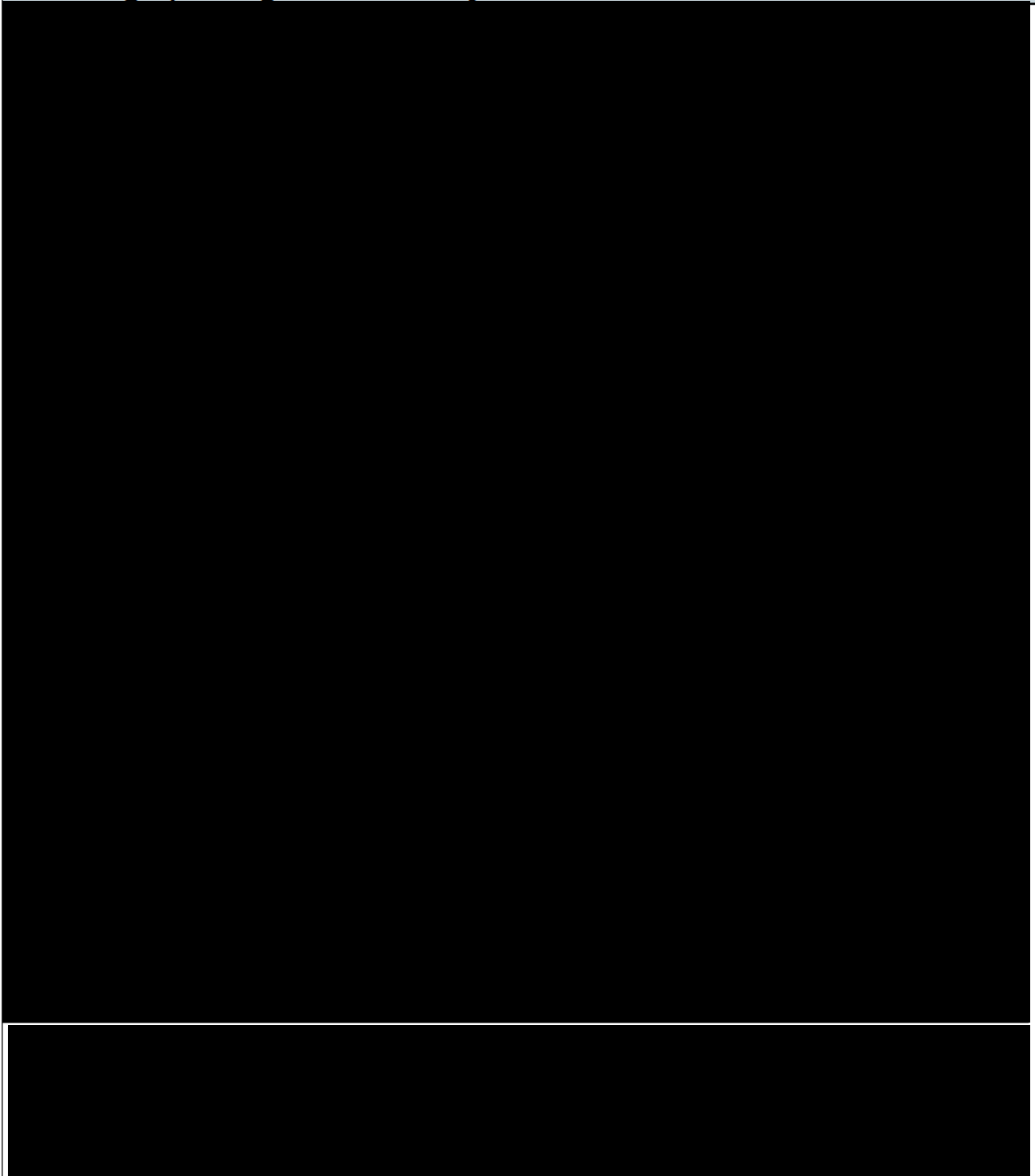
Section G – budget planning and affordability

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



G1 – budget planning and affordability

The New Bridge MAT is committed to a sustainable non-deficit financial model. Our strategy ensures that financial resources are used in the most effective manner possible to meet the school's objectives.

We continue to carefully evaluate on-going programmes and new initiatives. We remain proactive members of the Local Authority Fair Funding panel, representing special schools across the borough. The Executive Principal continues to lead SSV (Special School's Voice), a group with national membership. He is involved in working alongside Ofsted, government departments and leading academics to inform future national policy.

The trust will continue to maintain balanced budgets and sustain its financial model through:

1. prioritising spending on school focus objectives and implementing innovative solutions to high-cost activities where applicable.
2. centralising as many services as possible to allow maximum opportunities and optimum purchasing power.
3. maintaining a lettings policy that responds to the needs of the community and creates valuable income for all its schools.
4. pursuing opportunities to generate revenues from all available sources.
5. continuing to pursue agreements with Local Authorities around the level of funding for pupils admitted beyond our agreed PANs.
6. secondment of/consultancy opportunities for staff in providing SEN expertise and sharing excellent practice.
7. implementing schemes and supportive innovative practices that focus on the well-being our most valuable resource – the staff team.
8. ensuring knowledge of on-going developments in funding allocations within the revised Families and Children Bill – Aspiration 0-25.

We have strong and effective in-house project management and have controls and systems in place that can easily integrate any new organisation into its structure.

We regularly review our centralised business systems in order to ensure we have the capacity to run the back office activities and services needed for the Trust. We are confident that these systems have the capacity to service an additional sponsored school.

Finance staff work within schemes of delegation and are trained to the standards required for their level of responsibility. They audit the others work via a system of peer review.

The Operational Director works closely with the Executive Principal, as Accounting Officer and both will be answerable to the trustees finance committee and the audit committee. Our self-assessment processes have been examined via an FMGS external assurance visit which concurred that we are compliant with all mandatory requirements.

A Responsible Officer (RO) is appointed by the Academy Trust and provides the trustees with an independent oversight of the Trust's financial affairs. The RO utilises the advisory capacity of the Audit Committee to undertake an agreed termly programme of robust review, which is in itself authorised by the board to investigate any activity within its terms of reference. All reports received from internal audit are channelled through the

G1 – budget planning and affordability

accounting officer. The Audit Committee is authorised to obtain independent professional advice if it considers this necessary.

A rigorous work programme is planned with the academy's external auditors. All financial reports and recommendations are submitted to the audit committee. The audit process will include:

- Audit of Pension
- Financial year end
- External audit
- Draft audited accounts
- Draft accounts

Final recommendation and approval at trustees board meeting

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

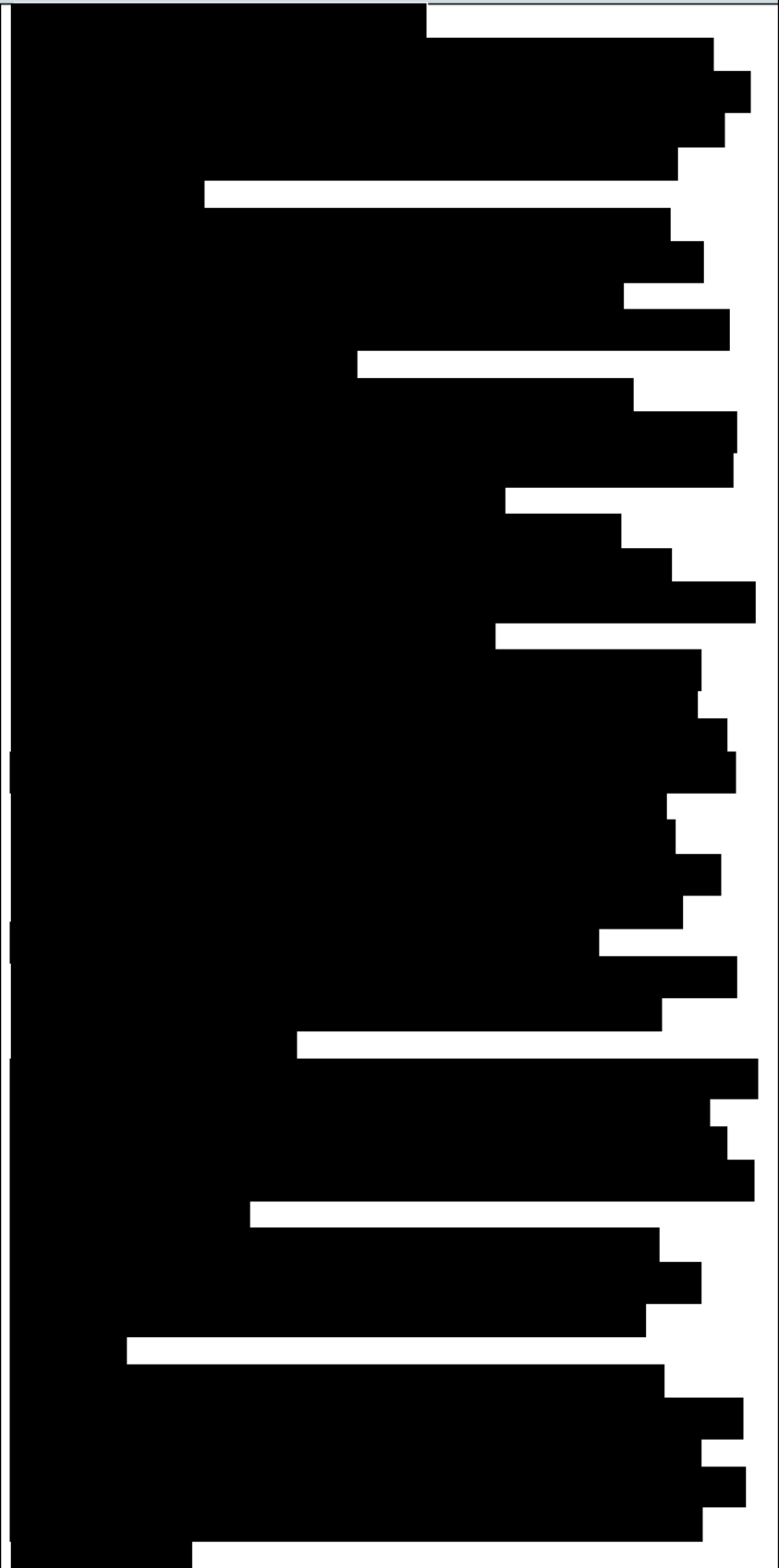

This section will need to be completed by **all** applicants. Please:

- 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	[REDACTED]
2	Area of expertise (ie education or finance)	[REDACTED]
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> • name of school/organisation • position and responsibilities held • length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	[REDACTED]
		[REDACTED]
		[REDACTED]
4	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> • date of qualification • professional body membership number • how your qualifications are maintained 	[REDACTED]
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> • 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 16 to 19, average point 	[REDACTED]

CV template

	<p>score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none">• 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)• school's best 8 value added scores for the years you were in post, if applicable	
5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none">• Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as	

CV template

	<p>appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> • If the above are not available, the track record of your subject/department/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) 	
6	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>[Redacted content]</p>
7	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	<p>[Redacted content]</p>

CV template

		<p>[Redacted]</p>
8	Reference names(s) and contact details	<p>[Redacted]</p>

Self-assessment form for independent schools

Name of school						
Girls/Boys/ Co-educational		% Special Educational Needs	% Free School Meals (or pupils on bursaries)	% English as an Additional Language	% Persistent Absence	% Attendance
Name of principal		Additional information about the school				
Chair of governors		[Please provide details about your school's site, physical environment and any finance issues, including any debt you may have.]				
Number of pupils currently on roll						
Capacity						

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
Overall Position	[Please provide an overall commentary on your school, with reference to the Ofsted grade descriptors, please delete this guidance before submitting this form]		
Achievement of pupils at your school	[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]		
Quality of teaching in your school	[In this area, one might expect to see a clear understanding of teaching quality across the school and accountabilities to ensure the dissemination of outstanding practice and delivery of performance management. Staffing structure and accountabilities in relation to the curriculum and any new curriculum changes that might be developed due to the changing nature		

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>of the intake. Consistency of student presentation of work and scrutiny reference progress and standards How marking, assessment and students feedback/reflection enhances pupil learning Teaching strategies including setting of appropriate homework, together with a review of support and intervention strategies to match pupil needs How teaching promotes pupils learning and progression The review should be validated externally to ensure moderated outcomes for the school Reading, writing, communication and mathematics across the curriculum. Tutor and pastoral time including SMSC and British values please delete this guidance before submitting this form]</p>		
<p>Behaviour and safety of pupils</p> <p>[Please refer to the Ofsted handbook and supplementary handbooks eg Keeping Children Safe in education for further guidance. Some areas for inclusion might include; SCR, Safeguarding policy, training including Prevent and procedures. This area should be validated through a formal external safeguarding review and case studies. Health and safety procedures, policy, training and again supported by clear validated evidence. Data on key areas such as attendance</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>(grouped data), persistence absence, exclusions compared to national data sets</p> <p>Student 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>Quality of leadership in, and management of, your school</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
	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]		
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.	[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]		
Any other comments or observations not captured above. Please			

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
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	
1. The roles and responsibilities of the directors/ trustees	Please detail your duties as: <ul style="list-style-type: none"> • company directors and charity trustees; • accounting officer 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		
2. Structure of the board	Accountability system Structure of decision making		
3. Meetings	Please detail your board and committee meetings schedule and outline agenda		
4. Finance	Please give details of: <ul style="list-style-type: none"> • your chief financial officer, with appropriate 		

	<p>qualifications and/or experience;</p> <ul style="list-style-type: none">• Schemes of delegation;• Approvals process-budget;• Investment policy;• Procurement including leases;• Internal control framework;• Contingency and business continuity plan;• Insurance cover		
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Department
for Education

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