



Department
for Education

Free school application form

Alternative provision

Published: July 2016

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

EULER ACADEMY

The application form explained

Before completing your application, please ensure that you have read both the relevant [how to apply to set up a free school guidance and the criteria for assessment](#) 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 on page 8 of this 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 [how to apply to set up a free school guidance and the criteria for assessment](#), 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. The form is available [here](#).

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. If your documents are larger than 9MB, please send multiple emails clearly indicating that the emails are connected (e.g. email 1 of 3).

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, i.e. 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"/>
2. Have you provided information on all of the following areas (where appropriate)?		
Section A: Applicant details	x	<input type="checkbox"/>
Section B: Outline of the school	x	<input type="checkbox"/>
Section C: Education vision	x	<input type="checkbox"/>
Section D: Education plan	x	<input type="checkbox"/>
Section E: Evidence of need	x	<input type="checkbox"/>
Section F: Capacity and capability	x	<input type="checkbox"/>
Section G: Budget planning and affordability	<input type="checkbox"/>	x
Section H: Premises	x	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	x	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	<input type="checkbox"/>	x
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"/>
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 your 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"/>
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"/>

* 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: 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"/>

Declaration

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

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

the requirements outlined in the [how to apply to set up a free school guidance](#);

the funding agreement with the Secretary of State;

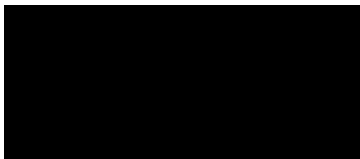
all relevant obligations and requirements that apply to open academies (eg. safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance).

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

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

I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

Signed:



Position:



Print name:



Date: 27th September 2016

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

Completing the application form

Section A – applicant details (use Excel spread sheet)

See Section A tab of excel spreadsheet

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

See section B tab of excel spreadsheet

Section C – vision

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

Introduction

Euler Academy, proposed by Venn Academy Trust, will be an alternative provision for pupils that find mainstream schooling ineffective. It will support pupils (5-11 years) who require early intervention and present with social, emotional, or mental health issues. The school will be based in a central location within Hull, on one site with up to 56 pupils at any one time.

Venn Academy Trust was launched in September 2015. As a result of a strong collaborative partnership between two Headteachers representing four settings. Venn has formed this unique partnership between Thorpepark Primary School, 2-11 year olds, Bridgeview Special School, 5-11 year olds, Whitehouse Pupil Referral Unit, 5-11 year olds and the Sullivan Centre Medical PRU for 7-16 year olds. Venn now also includes the Boulevard Centre a PRU for 14-18 year old school girl mums. Additionally, we deliver high quality extended services including home tuition, behaviour outreach and the hospital education at Hull Royal Infirmary.

The Trust has an inspirational model of leadership and partnership through a shared aspirational vision and inclusive ethos. Venn will ensure pupils make exceptional progress as a result of outstanding teaching, irrespective of starting points. The Headteachers through their school settings are active participants in the Tidal Teaching School Alliance.

As a relatively new academy trust we have a clear view on our development progression over the next few years. Through its partner schools we are committed to working with pupils and families from Hull and beyond. Venn is unique with each setting having a successful track record of providing school-to-school support, with an emphasis on developing learning behaviour.

The strategic intention is to build a Multi-Academy Trust of no more than 15 academies over five years, with a geographical boundary of Hull, East Riding, North and North East Lincs. These academies will all be good and outstanding, or on a journey from their starting point to outstanding. Venn will have a mix of sponsored and non-sponsored primary schools and free schools consisting of Special, Alternative Provision and Mainstream provision. The schools will choose to join the Trust and will work together to support and deliver high quality learning experiences for pupils. Euler Academy is an integral part of our strategic core offer and one which will complement and enhance provision within Venn and across the city. At the point of drafting this application we are actively engaged with 4 schools and governing bodies who are exploring academy status and joining Venn. Our growth strategy and development plan are in place and have been agreed by our Board and the RSC's office. See Annex C

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

for a copy of our growth plan.

The academy will undertake a 6-8 week placement of all pupils, which will be rigorous and evaluate pupils social, emotional mental health needs as well as their attainment and progress. Schools will enter into a Service Level Agreement with Euler to purchase provision (places) to support pupils identified as requiring support. The places will be purchased in a number of ways; they can obtain a set number of places throughout the year for a 6-8 week, termly or annually.

During their placement (paid for by schools) Venn will provide access for pupils to the following services and professionals:

- speech and language therapist
- art therapist
- educational psychologist
- social worker
- access to CAMHs
- specific reading, writing and mathematics support

The intention will be to support pupils into returning to their mainstream setting. If this is not possible Venn will work with other schools through the Fair Access Protocol to relocate pupils to other schools in the city. During the placement pupils will undertake baseline and subsequent ongoing assessment to promote a successful reintegration back to either their own or another mainstream setting. Euler will focus on building resilience, cooperative learning skills and reducing problematic learning behaviour. As a result of small class sizes pupils will develop academically and teaching will support the gaps in education that have been created resultant of their poor learning behaviour. Euler acknowledge SEMH issues drive behaviours that can lead pupils to struggle in schools and put them at risk, therefore we aim to address this through initial outreach and subsequent support. The academy will be a hub of learning behaviour excellence. The staff will align pupils to their methodological approaches through a focused process of observation of pupils own classroom behaviour and retrain them to become independently self-governing.

The Whitehouse PRU acknowledges its provision fills up quickly with pupils whose needs cannot be met in mainstream. Fixed and permanent exclusions are on the increase (see section E1) with 61% uplift for fixed term and 190% uplift for permanent exclusions across 2014-15 and 2015-16. Pressure on the Outreach service is increasing. Some schools are premananelty excluding because they believe mainstream is not the correct provision even with Outreach support, creating a worrying cycle. Currently through Fair Access Protocols Whitehouse exists to help facilitate managed moves for pupils at risk of exclusion.

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

Euler Academy is being developed to meet the needs of more primary aged pupils in the city of Hull and schools in the East Riding that cannot fully be met by the present system. Euler intends to become a Centre of Excellence to further develop and extend the current offer to meet educational, social and emotional needs of more pupils struggling in mainstream schools.

Euler Academy will be based in Hull and within easy access to the majority if not all of the city. Euler will offer provision to the following year groups:

Key stage 1

Key stage 2

We will strive for the majority of KS 1 pupils to access Euler remotely through support in their mainstream setting. This will promote an improved level of education in the first instance as it will maintain pupils in their setting and avoid an early introduction to alternative provision. If pupils require a placement in Euler the 6-8 week programme will focus on developing basic skills and promote a swift return to mainstream school. Staff will focus on improving learning and behaviour.

Context and rationale

There is currently only 1 primary provision in the city for pupils who present with EBD or SEMHs presenting challenging behaviour. The proposed free school will cater for pupils who have social emotional mental health issues and as such are vulnerable in their mainstream setting. Their presenting behaviour could be a factor for admission to the academy.

The core offer would support primary provision with anticipated lower numbers in key stage 1.

Key Stage 1 = 14

Key stage 2 = 42

The increase in available places and enhanced outreach provision will enhance the offer. The new Euler Academy alongside Whitehouse, will provide;

- accredited learning behaviour/behaviour management trainers for the city
- whole school CPD on learning behaviour
- training for teacher training - ITT/School Direct/PGCE training
- surgeries and practical advice for staff and parent/carers
- behaviour audits for all settings to develop a coordinated approach to learning behaviours.

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

Venn Academy Trust has identified a gap amongst the current primary aged population of pupils who present with moderate learning difficulties. Many of these pupils struggle with social, emotional, mental health, communication, personnel and attendance issues and become disengaged from mainstream education. Such pupils, although a minority of the overall number pupils in Hull Schools, have a disproportionate impact on the learning and achievement of their peers. With the improved provision developed by Euler we will be able to offer an enhanced referral system so that more pupils and their families will access support by the new Academy. This increased primary provision will in time reduce the number of secondary pupils needing support as more pupils adopt learning and behaviour habits that help to improve their life chances.

SEMH provision in the city has been brokered with Headteachers and the local authority. Venn can evidence the increase in demand;

- The primary PRU is operating above capacity and consistently supporting more pupils than the 30 commissioned places
- 42 headteachers already agreed to support our application see letters of support
- Fair Access Panel evidence an increase in the number of SEMH pupils at risk of exclusion.

The city currently commissions one 30 place primary PRU and Venn considers this provision for a cohort of 22,239 pupils is too low. (see table below on page 5)

The Hull figures for Children Missing Education and Electively Home Educated are as follows:

Children Missing Education	Electively Home Educated
2014 296	2014 85
2015 328	2015 144

Hull local authority data department report an increasing rate of EHE across England. Hull had 28 recorded managed for 2015/2016 – and we are aware of more moves between schools but unknown to the LA. Hull took a snapshot of the school population as at 10th December 2015 and looked at their school history. December 2015 60 primary schools had pupils with PRU involvement – a total of 256 pupils in total had been reintegrated. 0.75 of the city's school population have at some point attended a PRU. For 2015/2016 3 primary pupils, 30 secondary pupils and 5 special school pupils were reintegrated into mainstream from PRUs.

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

This data is evidence of the high demand there is for an alternative approach to educating those pupils who have the potential to disrupt learning mainstream schools. Vulnerable pupils that are often in and out of education and sometimes below the radar of our cohort that Venn, working in collaboration with Euler, will focus upon to ensure they receive stable and high quality education.

	primary	secondary	special
2008/2009	2	0	1
2009/2010	2	1	2
2010/2011	4	1	1
2011/2012	4	17	4
2012/2013	13	28	13
2013/2014	20	26	15
2014/2015	12	37	16
2015/2016	3	30	5

Hull Children, Young People and Family Services
Performance Team
Published Exclusion Data
Source - DfE Statistical Release

Primary Schools	2013/2014						2014/2015				
	Permanent Exclusions		Fixed Period Exclusions (Total)		Fixed Period Exclusions (Pupils)		Permanent Exclusions		Fixed Period Exclusions (Total)		Fixed
	No	%	No	%	No	%	No	%	No	%	No
North Lincolnshire	0	0	128	0.9	64	0.45	x	x	267	1.84	11
Lincolnshire	36	0.07	558	1.05	313	0.59	37	0.07	583	1.08	31
East Riding	6	0.02	273	1.08	102	0.4	6	0.02	2.05	0.8	93
Hull	x	x	164	0.7	102	0.43	6	0.02	216	1.07	12
Stoke-on-Trent	8	0.03	297	1.27	153	0.66	9	0.04	365	1.53	18
Yorkshire and Humber	40	0.01	5190	1.11	2330	0.5	60	0.01	5380	1.13	247
England	870	0.02	45010	1.02	21650	0.49	920	0.02	49650	1.1	236

In Hull permanent exclusions are on the increase and rising (see table above). In primary schools for the Autumn Term 2015/16 there have been 105 fixed term exclusions involving 63 pupils and 8 permanent exclusions, an increase of 25% on 2014/15. In special schools for the Autumn Term 2015/16 there have been 46 fixed term exclusions involving 27 pupils and 0 permanent exclusions. In pupil referral units for the Autumn Term 2015/16 there have been 11 fixed term exclusions involving 9 pupils and 0 permanent exclusions. Our current support provision is working at full

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

stretch and without it the data would look more negative. However this is evidence that an enhanced provision to support pupils at risk and their families is needed.

Our Mission

Euler academy will be a safe, structured and emotionally supportive environment for learning. It will provide a bespoke curriculum to meet social and emotional needs that build resilience and confidence in pupils to ensure they can return to mainstream education, or support will be provided for alternative provision. It will address a changing population reflecting culture, faith and SEMHs.

The setting will ensure pupils receive a good, value for money educational and social programme to break social boundaries in order to instil aspirations at an earlier age. Euler Academy will support pupils with 360-degree health, social and professional care utilising an essential admissions code.

Our aims & objectives

- To challenge every student to raise their aspirations so that they excel in both academic achievement and learning behaviour
- To promote a culture of nurturing and support to develop within pupils the values and characteristics necessary to become successful, confident and responsible members of society
- To support transition back to mainstream settings
- To teach pupils the value of self-discipline, resilience and respect in order to become life-long learners with the positive attitudes required to effectively remain in mainstream education
- To prepare pupils for future work life through the provision of a wide range of educational experiences and work based learning
- To promote strong partnership relationships between pupils, home, schools and the community.

Euler accepts many of its pupils (if not all) will have significant gaps in their learning experiences and as a result may have special needs. Targets have been set to be both realistic and aspirational where possible as a result of quality first teaching and attainment measures at Whitehouse.

- 60% of Year 1 pupils' will achieve the phonics reading check with an aspirational target of achieving the national benchmark of 77%;
- We will aim to achieve the national standard of 50.5% of pupils working at expected standard for reading, 52.2% for writing and 54.8% for Maths. Euler will seek to close the gender attainment gap through these targets.

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

- Euler will set a combined reading, writing and mathematics target of no less than 60% at KS 1 and 65% until year 5 and 70% at the end of KS 2.
- Key Stage 2 reading, writing and Maths attainment target of 70%
- Key Stage 2 SPaG target of 70%
- Euler pupils will have an attendance target of 94.5%
- Using existing mechanisms, we will provide Year 6 pupils a support package to support transition for 100% of our pupils to Year 7.
- Ensure all teaching is judged 100% 'Good', with a strong aspiration that the at least 50% will be 'Outstanding'.

Venn will create the correct conditions for learning behaviour discourse to formulate by creating a positive learning environment for both adults and learners. An aspect of this will be the development of a systematic methodology of learning for pupils to take responsibility for behaviour without rewards or sanctions, thus exercising freewill and controlled decision-making. Pupils will be encouraged and taught to develop positive behaviour attitudes in the classroom to achieve positive learning outcomes to enable better progress.

Schools

Schools will be able to access the provision either through securing places on term by term basis or through the referral process. It is envisaged they will be charged for the places they use and schools may buy places in advance. This could be through a service level agreement.

Euler Academy will be a traded service. This will provide them with a place at Euler Academy and outreach support to work with pupils initially in their own school before being moved to Euler Academy.

Schools will be given CPD to support learning behaviour in their schools to ensure all staff are able to support pupils. Ensuring teachers and non-teaching staff have the skills to support SEMHs pupils is paramount. Adults responsible for learning behaviour should be clear about classroom behaviour expectations, as there is often misunderstanding about why pupils need to behave, resulting in restricting pupils from expressing themselves. Learning behaviour will support pupil's self-governing expectations and develop within them the capacity to return to mainstream education.

Section D – education plan: part 1

	Current number of pupils applicable)	2018	2019	2020	2021	2022	2023	2024
Key Stage 1		7	14	14	14	14	14	14
Key Stage 2		28	35	42	42	42	42	42
Key Stage 3		-	-	-	-	-	-	-
Key Stage 4		-	-	-	-	-	-	-
16-19: commissioner referred		-	-	-	-	-	-	-
16-19: student applications		-	-	-	-		--	-
Totals		35	49	56	56	56	56	56

Section D – education plan: part 2

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

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
English	5	Mandatory	As Whitehouse
Maths	5	Mandatory	As Whitehouse
Basic Skills, including SPaG.	3.0	Mandatory	Personalised to the needs of the child based on assessment & prior attainment. This will include SPaG and other interventions – read, write, ink/reading recovery/Lexia/Maths Symphony As Whitehouse.
Guided reading	2.5	Mandatory	
Collective Worship/ Reflections	1	Mandatory	As Whitehouse
Science	1	Mandatory	As Whitehouse
Computing	1	Mandatory	Discreet teaching – programming, coding
PE	2	Mandatory	Dance, Swimming. As Whitehouse
RE	1	Mandatory	As Whitehouse
Creative Arts	1	Mandatory	Music/Drama/Visual Arts/Digital Arts/DT
PSHE/ life skills	3	Mandatory	Food Technology & Nutrition/Identity & belonging/ Health & Hygiene/ Safety Education/ Sex & Relationships/ E-Safety/ Anti-Bullying/ EHWB/ Enterprise Projects/ Working within the Community

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
			As Whitehouse
Wider World	1	Mandatory	History/ Geography/Cultural Diversity/ British Values
Enrichment	3.5	Voluntary	Additional sporting, arts, computing and cookery activities.
Therapeutic/Counselling	As identified by professionals	Voluntary	On entry, assessment by professionals will identify appropriate pathway for counselling and therapeutic interventions.

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

The curriculum whilst based on the Whitehouse model differs due to its relentless focus on basic skills progression with a view to re-integration to mainstream after the initial placement. Whitehouse has developed its curriculum to work with pupils who are permanently excluded and will be reintegrated into mainstream education. Euler acknowledges that cohorts will differ due to circumstances and socio economic factors of pupils and their families resultantly each pupil will undergo a baseline assessment (Boxhall – see Annex E1) and undertake learning matched to their need. Due to the emotional requirements of pupils greater emphasis will be placed on their social, emotional and mental health education, for this reason there will be a PSHCE coordinator. Due to the nature of placements and the requirement pupils need to accelerate learning there will be greater emphasis placed on the teaching of basic skills and PSHCE.

Context

The success of Venn's Whitehouse PRU and Bridgeview special school has enabled Venn to deliver an excellent educational offer that will be replicated (in part) at Euler. The co-locations of these settings have enabled Venn to consider how to make Euler even more successful.

Euler will exist to offer enhanced provision for pupils who are permanently excluded (Whitehouse) and those who are at risk of exclusion. A major consideration that highlights the difference between Euler and Whitehouse is the manner in which pupils

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

will be taught. At Euler we will deliver a highly personalised curriculum tailored to meet the needs of pupils with social, emotional and mental health issues where their behaviour has contributed to the decline in their educational standards. This work will be supported by in house educational psychologist and social worker.

The focus of the curriculum will be centred on returning them at / or just below national benchmarks – as demonstrated in our targets highlighted in section C and D2.

Euler Academy will demonstrate an ethos whereby all pupils are of equal importance and worth. The curriculum and its delivery will be a powerful means of providing each pupil with excellent opportunities for achievement, attainment & progression. Euler's curriculum will engage pupils to aim to achieve to the best of their ability and to appreciate learning in order that it offers routes to happiness and future prosperity. Euler will embed this culture through its ethos and values to promote physical social and emotional health and well-being ensuring all pupils are kept safe.

The demographic of pupils at Bridgeview Whitehouse should mirror the demographic of Euler pupils therefore we anticipate the following:

- 97% White pupils
- 88% male
- 12% female
- Have ability across the spectrum
 - o Gifted - 2%
 - o Average – 42%
 - o Low Attainers – 56%
- 51% Disadvantaged and eligible for Free School Meals (FSM)
- Disengaged from education due to SEMH issues

Pupils will be referred to Euler from schools/academies in Hull and across the East Riding for a number of reasons that have significantly affected their ability to learn within a mainstream school setting:

- Vulnerable and at risk of exclusion
- Behavioural issues impacting on learning

Out of 128 pupils excluded for a fixed period 19% was for reasons relating to disruptive behaviour impacting on learning in the classroom. This is compared to 21% in 2013/14.

Pupils enter Whitehouse as a result of being permanently excluded and Bridgeview as a result of undergoing assessment of an Education Health Care Plan.

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

Euler's provision for Key Stage 1 pupils will be mainly outreach based providing support, guidance and strategies to schools to effectively deal with challenging behaviours within their setting. If a child is high risk of exclusion a placement may be offered by Euler, however it is considered best practice to support the child within their school setting. Only pupils that are at risk of exclusion or need a full assessment of their needs will be offered a support placement. The working model will be similar to Whitehouse PRU in which outreach workers will complete a baseline assessment about the child through observations and discussions with parent/carers and other professionals. Through this baseline assessment the school, parents and outreach worker will agree a support plan for the child. It is expected that the outreach teacher/worker will provide expertise

Venn Academy Trust has a proven track record of supporting pupils in different phases with social, emotional and mental health issues and will draw on this expertise to establish the curriculum offer for Euler, for example;

Euler will be different from Whitehouse in the following ways:

- non permanently excluded pupils;
 - schools will refer directly to Euler for an assessment and complete the referral paperwork (see E2)
 - Outreach will take place to support the pupil and work with their class teacher to put in place baseline assessment data
 - At this point pupils personalised pathway will be written, shared and agreed with the host school, Euler, the parents/carers and pupils
 - Euler staff will meet to discuss individual cases and devise the appropriate intervention, placement and outreach strategies

- At KS1 pupils be taught using an outreach approach to avoid the stigma of becoming PRU dependent from an early age. Whitehouse can evidence the impact of outreach in terms of transforming pupil's outcomes but also understands the complications that can arise once pupils become permanently excluded. For this reason, Euler will create a culture whereby preventative strategies will be used to support KS1 pupils to remain at their host school. We acknowledge there may be pupils for whom staying at their mainstream school is not possible and for this reason Euler will engage all services (CAMHs, Social Care, SEND, LA etc) through the Fair Access Panel.

- Euler will be able to provide a wider outreach service due to the experience of Whitehouse staff and translate this successfully at Euler;

- Greater emphasis on preventative strategies to exclusion;

- Euler will support who present with SEMH with behavioural related issues;

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

- Use national benchmarking to meet needs and ensure pupils return to their mainstream or an alternative mainstream setting;
- Targets will be set against national data sets (See D2).

Objectives

Euler Academy intends to provide an intensive education, social and mental health programme to improve a student's academic ability, emotional well-being, attitudes to learning and ability to self-regulate and manage behaviour in a positive and socially acceptable way. The bespoke, personalised curriculum will provide access for every student to achieve their true potential academically and socially in order they make a positive contribution in their community. Euler's approach to proven interventions and basic skills will be aimed at narrowing the gap in order its pupils leave closer to age related expectations; accelerate progress. Euler Academy anticipate a higher percentage of commissioned placements will be pupils in Key Stage 2, rather than Key Stage 1 (based on fixed term exclusions from Hull Local Authority). A profile of pupil growth/numbers is set out on the next page.

	2018/19	2019/20	2020/21
KS1 In Euler	7	14	14
KS2 in Euler	28	35	42
Sub-Total	35	49	56
KS1 outreach	7	7	7
Total	42	56	63

Venn Academy Trust have experienced practitioners that work with pupils and are experts in dealing with challenging behaviours. All staff at Euler will understand the rationale behind learning behaviours and CPD will be delivered across Venn Academy Trust with SLT leaders to ensure training schedules are planned in relation to needs of the setting and the trust.

Euler will undertake detailed assessment of each pupil's learning and personal development with the commissioning body and their parent(s)/carer(s) to write their Individual Education Plan (IEP) to meet those needs. IEPs will include daily, weekly and monthly targets that are constantly monitored & reviewed.

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

Euler expects all pupils will make accelerated progress and achieve to the best of their ability. We acknowledge many pupils will have encountered negative experiences of education and progress will need to be measured in small incremental steps. Throughout their placement (6-8 weeks) pupils will be prepared to return to mainstream education or undertake alternative appropriate advancement.

Strategies

Euler will:

1. Provide learning that is focused on basic skills but centred on the National Curriculum;
2. Teachers will support learning sequences and lessons that reflect pupil's prior knowledge and understanding taking into account progress to date;
3. Promote learning with clear learning objectives, differentiation that is personalised for each pupil;
4. Put in place clear accountability measures with key stakeholders such as commissioners and parents/carers;
5. Develop robust measures to support pupil's return either their mainstream school/academy, or an alternative mainstream provision, or an effective transition to alternative special provision.

The curriculum plan

Pupils who attend Euler will access the highest possible educational offer to promote and enable transition and reintegration back into mainstream provision at any appropriate point of readiness (during a year, or a key stage, or at key transition points – Year 1/2, Year 2/3, Year 3/4 or Year 6/7. Where pupils could stay beyond the placement early help will be applied to obtain an Education Health Care Plan.

Euler will provide a curriculum that is challenging, interesting and enjoyable. We will use data to plan lessons which are well-paced and reflect pupils' prior progress and attainment. We will focus on their individual targets to secure achievement. Euler will appoint inspirational teachers to provide the highest standard of education for all learners. Staff will monitor pupil targets daily and weekly to track individual progress securing success for their IEP with monthly review along with pupils, referring commissioners and parent/carers.

The curriculum will provide basic skill progression targeted at securing rapid and sustained progress and develop their social, emotional, mental wellbeing.

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

Therapeutic approaches/ Counselling

Euler will have a team of professionals from education, social care and health to provide individualised learning behaviour passports (LBP) personalised for each student. The main aim is to explore root causes/underlying issues that could be potential barriers for pupils and agree the approaches and interventions to be considered. Euler will employ a part-time educational psychologist, art therapist, speech and language therapist and social worker to work directly with pupils and their families. Pupils will have planned therapy or counselling by professionals or specific intervention/approaches signposted for pupils to complete as part of the placement.

As a result of acknowledging this need Euler will provide a range of therapists and specialist services to all pupils. This list is not exhaustive but will include:

- Speech and language therapists
- Art therapists
- Access to CAMHs
- Educational Psychologist
- Counselling and mentoring support
- Intervention teaching that is forensically focused on securing learner outcomes
- Access to behaviour and emotional well-being specialists

Euler acknowledge pupils performance within mainstream education has placed them at risk and in need of intervention, therefore staff will assess chronological age in line with social, emotional behavioural, difficulties as these may inform their behaviour and lack of learning in their present mainstream school.

Euler recognise inadequate literacy and numeracy skills mean many potential pupils will be unable to access 'mainstream' education, with that in mind will place high emphasis on basic skill teaching and progression.

Provision for learners

For curriculum hours please see the attached table at the start of the section.

English will take place daily Guided Reading and basic skills including SPAG. Pupils will be assessed against their phonic knowledge and understanding and have their chronological reading age assessed using the Reading Recovery intervention and baseline. High emphasis will be placed on handwriting. Pupils will be encouraged to read for pleasure and will access the library. Interventions will include reading interventions, Reading Recovery and small scale inference activities.

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

Mathematics will focus on key skills and number knowledge including verbal reasoning and number facts. Emphasis will be placed on securing pupils understanding of mathematical concepts to enable them to return to mainstream education effectively. CLIC Mental maths intervention strategy will be taught for 15 minutes every day to support number development. Maths will be taught for 5 hours a week including CLIC and reasoning sessions, other mathematical interventions will be included through basis skills.

Humanities, creativity and art will be taught for 2 hours a week through the wider world and creative arts curriculum.

Personal, Social and Health Education (PSHE) covers a wide range of important skills, knowledge and understanding, which are essential for pupils to be well-informed, sensitive and tolerant citizens, it will be taught for 3 hours a week.

Science will be taught through a broader cross curricular scheme of work at KS1 and 2 for 1 hour a week.

Computer Science and ICT will be taught as a separate subject and will also be a key element in all lesson planning and schemes of work, to ensure its coherent development across the curriculum, taught for 1 hour a week.

PE - the majority pupils at KS1 and KS2 will participate in a programme of sport and PE to promote pupils' healthy lifestyles, and supports pupils' mental health, confidence and access to non-academic success including competitive games and will be taught for 2 hours a week.

Resultantly the focus on core subjects of English and mathematics will be targeted at most effectively promoting pupils' progress in order to replicate pupils' mainstream curriculum enabling a smooth return to their commissioning setting.

Parental engagement

Venn can evidence successful involvement, and the continuing support of parents and carers recognising they provide the single, continuous support for pupils. We recognise this period can often be a stressful and uncertain time for parents and will take every opportunity to provide parents with information, help, support and guidance. A strength of our current practice is our home liaison work through our pupil advice liaison staff (PALS). This practice will transfer to Euler. We work outside normal school hours, in

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

the homes of our parent/carers offering parenting and behaviour management strategies.

Euler will provide regular meetings at key points and regular intervals to report on their child's progress. All meetings and contact will be face-to-face and where possible with the child present.

Flexible learning

Euler will provide each pupil with a prudently matched programme of high quality teaching & learning and additional support to ensure success. This will include small class sizes of up to seven to provide a much higher degree of personal support and challenge for each pupil. The curriculum will reflect each pupil's interests and prior attainment teachers will make use of assessment data to guarantee lessons are well-paced, challenging and motivating.

Euler will provide a flexible personalised working programme that will address the small number of pupils in particular circumstances that require flexibility in the nature and timing of provision. Working closely with commissioners, pupils and their parents/carers Euler will organise a programme of learning prioritising English and mathematics. See annex F for an example of a timetable for a KS2 pupil. The timetable provided shows a typical week at Whitehouse for a KS2 pupil. Euler will adopt the same approach whereby pupils will have small targeted lessons that reflect the education plan in D1. However, Euler anticipate the educational standard that its pupils enter at will be greater than pupils who have disengaged from education and become permanently excluded. Euler hopes to provide an early intervention offer that supports pupils before their attainment or progress falls below a level that places them significantly further away than their peers.

Euler will be ambitious organising different start or end of day times or home-based learning. Pupils will receive the standard 25 hours of provision but we will always review arrangements. Euler will provide a flexible school term to support pupils who may have previously missed significant periods of learning time. Including learning during holiday periods Euler will provide a free Breakfast Club from 8.00am every day and out of hours activities and learning opportunities on 4 evenings a week, weekends and over holiday periods.

D2 – measuring pupil performance effectively and setting challenging targets

D2 – measuring pupil performance effectively and setting challenging targets

Venn Academy Trust is able to demonstrate through its business development and growth plans how it secures school improvement and self-evaluation (annex C&D). The Trust upholds the highest standards for all staff through appraisal processes that are set using targets based on achievement and outcomes. All staff at Euler will be in receipt of the same appraisal process, support and training as all Venn Academy Trust staff. The Head of School Improvement will monitor teaching and learning of Euler through their role as the key commissioner of outcomes for Venn ensuring consistency and accountability. Similarly, the Euler Headteacher and Chair of Governors will sit on the Executive Leadership group where they are accountable to the Trust Board, Euler will be placed within the risk register and accountable to audit.

Venn has strong links with Tidal Teaching School Alliance to provide quality CPD to all members of staff. This will include staff from Euler.

Euler will;

1. Ensure all pupils make maximum progress in English and mathematics against their targeted starting and finishing point
2. Provide a broad and balanced curriculum with individual and independent learning activities
3. Challenge and support all pupils' learning with differentiated learning activities
4. Provide a curriculum that is diverse yet challenging to respect the needs of pupils in modern British society
5. Set standards that promote the highest outcomes for pupils.

Accurate assessment and return to mainstream school

Prior to pupil's attendance at Euler detailed records will be obtained about each pupil's progress, curriculum, interests and needs in order that teachers prepare lessons to promote pupil' progress. On entry pupils will participate in induction assessment designed to endorse and develop information obtained from their mainstream school. Testing will focus on Age Related Expectations, reading age, mathematical understanding and skills. Results will be clearly communicated to Euler staff to enable them to prepare lessons and support pupils. Regular and effective reporting will support each pupil who is accepted in to the academy. This will be to the commissioning school and parent/carers.

D2 – measuring pupil performance effectively and setting challenging targets

As a result of regular reporting and meeting with key stakeholders all collected relevant information and assessment will be shared prior to pupils returning to mainstream.

Establishing a baseline of pupils' current level of attainment

On entry to the academy our pupils will sit a series of baseline tests comprising:

- Attitudes to – self-concept, personal attributes, learning, school etc. Boxall
- Reading Ages
- Spelling
- Numeracy
- Data from previous settings – attendance/behaviour/ academic achievement/EHCP/ Other agency involvement/books

Euler will use statutory assessments/EP Reports & FFT Data to guide potential targets: Following baseline assessment and information gathering the individual learning behaviour pathway will be drawn up to cater for student's individual academic needs relating to personal interests to re-engage interest in education.

Euler envisage the majority of pupils will have spikey profiles, with major gaps in their learning. Euler aims to provide the basic skills through intervention and personalised learning. Euler will assess and collect data for the annual calendar comprising:

- Half-termly data collections;
- Observations against learning behaviours;
- Reports identifying: progress and setting next steps;
- Half-termly professionals meeting – working collaboratively to meet each child's needs (Multi-Agency approach);

Half-termly intervention reviews to challenge teachers on pupil progress.

Achievement Targets

Euler accepts many of its pupils (if not all) will have significant gaps in their learning experiences and as a result may have special needs. Targets have been set to be both realistic and aspirational where possible as a result of quality first teaching and attainment measures at Whitehouse.

- 60% of Year 1 pupils' will achieve the phonics reading check with an aspirational target of achieving the national benchmark of 77%;

D2 – measuring pupil performance effectively and setting challenging targets

- We will aim to achieve the national standard of 50.5% of pupils working at expected standard for reading, 52.2% for writing and 54.8% for Maths. Euler will seek to close the gender attainment gap through these targets.
- Euler will set a combined reading, writing and mathematics target of no less than 60% at Key Stage 1 and 65% until year 5 and 70% at the end of Key Stage 2.
- Key Stage 2 reading, writing and Maths attainment target of 70%
- Key Stage 2 SPaG target of 70%
- Euler pupils will have an attendance target of 94.5%
- Using existing mechanisms, we will provide Year 6 pupils a support package to support transition for 100% of our pupils to Year 7.
- Ensure all teaching is judged 100% 'Good', with a strong aspiration that the at least 50% will be 'Outstanding'.

Attendance

There will be aspiration for 100% but we accept realistically this target will be 96%. The Academy will take every supporting action to help pupils achieve excellent attendance. Committed staff will actively monitor attendance; enquiring promptly about any absence, to support and inform parents. Where pupil's attendance is a factor Euler will have a target of 100% but reasonably expect that it will be in line with National levels of 94%. Attendance last year for Whitehouse was 91% and Bridgeview 92%. This year attendance is currently just over 93%.

Punctuality

Similarly Euler will expect 100% punctuality but set a standard target of 97%. In the Outreach team the Educational Welfare/Home School Liaison service will undertake daily monitoring and chasing of unexplained non-attendance. This is currently very good as all pupils are brought in to Whitehouse via minibus or taxi. Euler intends to provide a mini bus offer to support the transportation of pupils and promote good attendance and punctuality.

Behaviour

Euler will promote the highest aspirations of learning behaviour to all pupils utilising its vast experience and research of behaviour development. Whilst acknowledging challenging behaviour is the reason for attendance we will promote and publicise expectations for the highest levels of pupil behaviour and attitude (see annex E2 for our Behaviour policy). Behaviour targets will reflect pupil life challenges and they will

D2 – measuring pupil performance effectively and setting challenging targets

be assessed using the BOXALL scales, pupils will be supported by the delivery of the behaviour curriculum.

Euler will build on the work already taking place at Bridgeview, Whitehouse and Sullivan Centre utilising the policy that has been written for pupils and young people with social, emotional and behavioural difficulties and/or medical needs. Engaging, protecting and teaching them must be the starting point for all policies including incorporating the Safeguarding Pupils Policy.

It will be the primary aim that all pupils feel valued and respected and treated fairly. Venn provides a caring service and our values are built on mutual trust and respect. Euler will support behaviour in the manner in which all staff and pupils can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure. We do have rules, but our behaviour ethos will promote good relationships. We expect everyone to behave in a considerate way towards others. We will treat pupils fairly and applying our ethos in a consistent way.

All pupils referred to our service will be assessed on the Learning Behaviour Curriculum. This profile generates the behaviour target setting process. We operate a consistent policy that is analysed regularly to plot progress in behaviour. We operate a traffic light system. In green pupils can earn Euler (presentation effort attitude readiness listening) and behaviour points. In amber they can only earn behaviour points. In red they stop earning points. Three points can be earned each session.

Protocol

Good morning and good afternoon notes can be achieved for appropriate points.

- Fabulous day notes are given for appropriate points.
- A completed EULER sheet equates to one stamp on the Big R.
- A Fabulous Day equates to one stamp on the Big R
- Stamps on the Big R are accumulated to buy class rewards.
- Certificates and awards are given during weekly assemblies.

Routines

- Pupils listen carefully to instructions.
- Pupils are reminded they need to earn points.
- Traffic lights and points are non-negotiable.
- If a child is disruptive in class they are warned they are not earning points. All staff have an array of agreed behaviour strategies.
- All staff and pupils walk on the left.
- Staff move through doors before pupils.
- Staff supervise pupils everywhere.
- Stay back (detention) can be used as a sanction with parental permission.
- Positive handling is used. (see annex E6 for our policy).

D2 – measuring pupil performance effectively and setting challenging targets

- Parent/carers contacted if no note is achieved.
- Inappropriate behaviour is recorded in the pupil's behaviour chronology and discussed in daily debrief.
- Positive Handling Plans (see Positive Behaviour Policy, annex E2 and E6) are amended if necessary and filed in the classroom.
- Positive Handling Record and Response sheets are collated and monitored by the Behaviour Lead/Assistant Headteacher SENDCO; these are files in the admin office.
- Incidents involving injury must be reported on the official documentation and given to the Admin office.

The role of the staff

All staff have a duty of care to the pupils in our classrooms and cannot abdicate responsibility to support staff. It is the responsibility of all staff to ensure that the rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time. If necessary staff will liaise with the safeguarding officer and the Head to discuss involving parent/cares/external agencies. Progress reviews are completed every half termly in order to share progress of behaviour and learning.

Monitoring and review

The Head will monitor the effectiveness of behaviour on a regular basis, reporting to the Governors or Board. It is the responsibility of the Governing Bodies to monitor the rate of suspensions and exclusions, and to ensure that this policy is administered fairly and consistently.

Attainment and progress

Every 2 weeks pupils will undertake assessment against their starting point where appropriate; attainment will refer to national indicators, suitably scaled to reflect pupil's time at Euler. The overall aim will be to enable each pupil to achieve at the very highest point that they are able relative to their starting point. The curriculum will be highly centred on English and mathematics to secure pupil progress.

To secure outstanding attainment Euler will

- Focus on every pupil achieving maximum progress and the highest levels of attainment in all subjects, particularly English and mathematics
- Provide a broad and balanced curriculum, to enable pupils to transfer back into their own schools and support onward progression
- Provide each pupil with a curriculum reflecting interests, prior progress and stage of development
- Provide pupils with increasing choice reflecting their age and maturity

D2 – measuring pupil performance effectively and setting challenging targets

- Develop skills appropriate to age around personal and interpersonal competencies, including Emotional Intelligence, and PSHE
- All pupils will be acknowledged through their prior progress, understanding, attainment, skills and interests strongly recorded and sensitively shared with staff
- Hold all staff to account for the above targets and achieving outstanding outcomes for pupils
- Provide strong and extensive personal/pastoral support, mentoring and additional needs supporting learning and personal development thereby building aspiration and promote progress
- Place high priority on assessment focus with robust and challenging assessment practices based on each pupil making outstanding progress relative to their starting point and set against age related expectations
- Support effective testing to confirm pupil progress making appropriate use of recording and reporting.

Progress

- Progress will be measured from pupil starting points across each phase and stage and using FFT data from partner schools, 'on entry' assessment and other tests. Academic progress will be predicted using Age Related Expectations All pupils will have ambitious and achievable targets reflecting prior progress and attainment
- Pupils will initially attend for a 6-8week placement and therefore focus will be placed on their last main phase outcome. Euler accepts pupil attainment could be well behind mainstream counterparts and therefore the outcome of placement is to support a successful reintegration to enable pupils to achieve at or near to age related expectations. EYFS, Key Stage 1 and 2 data will be used to plot and track their progress to date and their finishing point. Pupils will be expected to make rapid and sustained progress to secure the highest standards of achievement this will be referred to throughout using FFT Aspire data tracking and self-evaluation.

Additional Targets

Euler will define a range of 'alternative' targets:

Well-being

Euler aims to support pupil well-being through implementing a coordinated programme of activities based on feedback from pupil councils, survey results, comments from academy staff and feedback from parents/carers.

Participation in extended activities

Pupils will undertake sport, creative activities and learning support promoting enjoyment resultantly participation will be the measure of success.

D2 – measuring pupil performance effectively and setting challenging targets

Participation in off-site activities

As a reward for excellent attitude and effort pupils will attend off-site to partake in a wide range of activities and pursuits aimed at developing resilience and confidence.

Monitoring of pupils learning

Euler will use Whitehouse Behaviour Curriculum, Bsquared and other assessment tools to set realistic small-scale targets for each pupil to secure quick progress against initial starting points. Where required the SEND Coordinator will begin to the assessment of an EHCP to support pupil's later transition to either mainstream or special settings. This will be as a result of communication with the EP, CAMHs team and key stakeholders.

Quality of learning

Self-evaluation will be a rigorous, continual and on-going process to inform planning for learning sequences and to provide information to all stakeholders. The quality of teaching will be at least good in all respects with much that is outstanding as a result of appointing the highest standard of practitioners. Pupils will undertake learning that is based on both what they need and additionally what they are interested in.

The Whitehouse PRU has a curriculum that embeds basic skills with particular emphasis on reading, writing and maths. This approach will be proven and will transfer to Euler. The curriculum plan outlined in D1 plus the daily timetable demonstrates how Whitehouse secures positive progress and outcomes for its pupils. However, many pupils at Whitehouse are often well behind their age related peers as a result of their behaviour impacting on learning and achievement. The focus at Whitehouse is always to secure achievement through small steps with behaviour as a high priority. Pupils negative attitudes to learning in mainstream can lead to permanent exclusion. Euler staff will be relentless in pursuing commitment to learning and will be achieved through a variety of proven strategies from shortened lessons, appropriate support use of control language i.e. scripts and focusing on the behaviours required. Learning sequences contain reflective practice in order pupils may consider how they have impacted on their own learning.

Euler will adopt aspects of the Whitehouse curriculum and embed best practice to secure outcomes for its pupils. This will include shorter focussed lessons, the Euler behaviour curriculum and supporting pupils to take responsibility for learning.

To secure the highest ambition of quality teaching and learning the 1 year and 3 year school improvement plan will promote accountability for learners and teachers supporting future target achievement. Robust systems will be in place including book scrutinies, planning, lesson observations, data analysis, professional discussions, progress meetings, reports, monitoring protocols and procedures. Self-evaluation will be directly linked to appraisal and the trust will undertake joint observations and scrutinies to validate and moderate judgements. Additionally the academy will use external consultants and other leaders from outstanding settings to validate judgements. All teachers will be involved in the Venn appraisal process linked to the teacher's standards, pupil's progress, personal development and school development.

D2 – measuring pupil performance effectively and setting challenging targets

Targets will be set yearly and reviewed each half term through professional discussions, observations, pupil progress meetings, book scrutinies. The moderation cycle for each teacher will be personalised depending on the development focus.

Venn can evidence the impact it has on learning throughout the Trust with significant outcomes for teaching. All teaching is judged to be at least good with some that is outstanding.

100% Good teaching

50% Outstanding teaching

Impact

Venn can identify the impact it has on pupils' development for a short period of time using Outreach data and evidence through returning to mainstream settings. In the time pupils are at Euler the impact the setting has on its pupils will be monitored and measured frequently. Feedback will be directed to key stakeholders and will support outcomes. Throughout the placement staff will observe pupils noting the impact of learning through home visits; data collection; books; EHCP or SEN plan; attitude test; interview with teachers; Headteacher; SENCO; parent/carers. All pupils will require a recent report by an Educational Psychologist or the Euler (EP) will complete on entry assessment.

The development plan (see annex D) clearly demonstrates the impact of self-evaluation processes throughout the Trust. The Head of School Improvement, the Assistant Head of Inclusive Practice and Trust Senior Leaders will not only hold Venn Academies to account but also staff and leaders at Euler. For example each academy undergoes a baseline assessment in the autumn term and rigorous self-evaluation which includes lesson observations, learning walks, moderation and scrutiny. Governors and Trustees hold all Headteachers accountable for outcomes of their individual academies and through the Executive Leadership group have the mechanism to challenge. This is evidenced through annual self-evaluation and school improvement documentation, appraisal processes and meeting minutes.

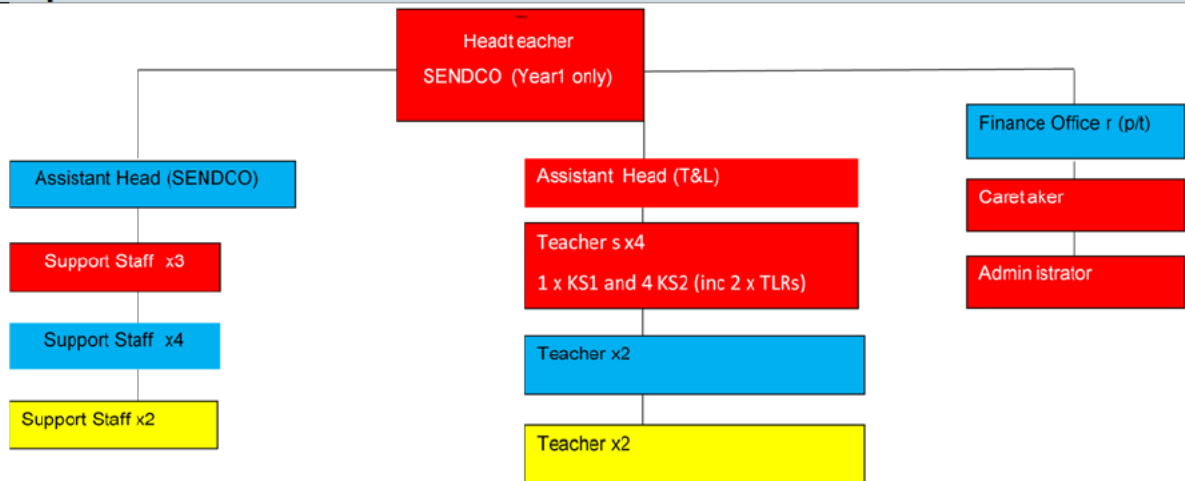
Learning behaviour passports

Pre-entry and on-entry pupils will complete a comprehensive assessment and information gathering process to inform the learning behaviour passport. The passport is a personalised learning plan comprising interventions, alternative approaches, therapies and directed work. Each student will work to both short term and long term goals. The short-term goals will be broken into small steps (learning steps). The learning behaviour passport will be a learning log of the pupil's achievements and progress in behaviour and learning. Information gathered will be shared with the professionals' team to determine individualised learning behaviour passport (LBP) for the pupil.

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	
Staffing Structure Bridgeview Whitehouse 2016	
Head	
Head of School Improvement ██████████ Assistant Head Assistant Head Assistant Head Lead Behaviour Manager	
Teachers x9	
Support Staff x24	
Partnership Manager /SENCO Senior Admin Officer Admin Officer Admin Assitant	Business Manager Senior Admin Officer Safeguarding Part Time Fiance Director
Site Facility Officers	
Site Manager Caretaker	

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



Social Worker and Educational Psychologist full time employed centrally within Venn

KEY:

YEAR 1

YEAR 2

YEAR 3

Proposed Staffing Structure – Euler Academy

The staffing structure of Euler Academy will comprise the following:

- Leadership team – Headteacher, Assistant Headteacher, Teaching & Learning and Assistant Headteacher, SENDCO
- 8 Teachers
- 9 Support Staff
- 2.5 Finance, administration and facilities
- Additional leadership capacity will be supplied by Venn alongside an Educational Psychologist and Social Worker. Within Venn's central services offer they will also provide HR, marketing, governance, CPD, premises, policy and finance support.

The main differences between Euler and Whitehouse's staffing structure is linked to a smaller leadership team as the Trust has capacity within its structures to support this area.

Staff will be appointed to reflect the vision and ethos of the school and the curriculum that will be offered to pupils. Consequently, we will seek to appoint a leadership team that will promote a culture of encouragement, support and challenge in order to support each pupil fulfils their full potential and achieves at the highest possible educational

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

standard.

How we would deliver based on 70% of income/pupil numbers?

Should the need arise to reduce our staffing in line with income levels we would do this initially by generating central efficiencies rather than reducing the number of teaching staff. We would not recruit to the second Assistant Headteacher post or the finance post. Due to the support from the Trust we would also look to complement staffing through fully utilising timetables / contact time which may result in some shared posts or part time posts. The Fair Access Panel and Hull group of Headteachers meet regularly and acknowledge that there will be a need for placements.

All contracts for support services are negotiated centrally to generate best value for all academies in the Trust and we would expect the same for Euler.

In our financial modeling we have also explored 2 additional models based on higher top up fees. Should the need arise our daily top up charge could increase to between [REDACTED] per day. Headteachers who will commission places are aware of the costings and that the price may fluctuate.

School leaders will therefore be capable of evidencing the following:

- A professional teaching qualification and experience in the management and delivery of education programmes for challenging and vulnerable young people
- Experience in developing stimulating teaching and learning programmes for pupils with special educational needs
- Knowledge and experience of personalised learning programmes and curriculum planning that integrates cognitive and non-cognitive learning styles
- An appreciation of the potential for non-formal and informal learning and its potential in enhancing the learning experiences of pupils
- Up to date knowledge of accreditation processes and qualification frameworks suitable for pupils in alternative provision

The key roles of the leadership team will be to:

- Lead and manage the school
- Ensure the achievement of excellent educational standards
- Promote and safeguard the welfare of pupils
- Develop and manage the timetable
- Introduce and manage a robust management information system to capture, record and store appropriate data
- Monitor, evaluate and provide feedback to staff and Governors on the performance of the school
- Develop excellent relations with the local community, members of Venn Academy Trust, parents' and pupils including extended learning opportunities

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

and holiday programmes to engage young people from across the community.

The Assistant Headteacher SENDCO will be a member of the leadership team they will work to raise levels of achievement for all learners at Euler Academy with particular focus on those with additional needs. The Assistant Headteacher SENDCO (supported by Venn SENDCO's) will co-ordinate and monitor the development of Individual Education Plans (IEPs) for all learners. They will actively promote the educational aims and ethos of Euler Academy.

The SENDCO will be expected to demonstrate the following:

- Experience of leadership within a school setting
- Qualified teacher status and evidence of a sound academic subject background and successful teaching
- Experience of working with SEN learners in an urban school or PRU
- An up to date knowledge of the code of practice and the statutory processes in place for SEN learners
- A knowledge of what constitutes good teaching and an understanding of how to improve the quality of teaching and learning with a particular focus on SEN learners
- A knowledge of how pupils think and learn and what young people with Social, Emotional and Behavioural difficulties experience
- A knowledge of how ICT can both enhance and extend learning and improve the administration of SEND
- A detailed knowledge of the specific SEMH needs of pupils that attend a pupil referral unit and evidence of strategies that can be used to support them
- Specific roles to be undertaken by the SENDCO will include: Supporting the identification of and disseminate the most effective teaching approaches for specific additional needs (e.g. ADHD, Dyslexia)
- Ensuring effective development of learner literacy, numeracy and ICT skills in all learning situations
- Implementing all whole school and subject areas policies for assessing, recording and reporting on learner achievement and use this information to set learner targets
- Ensuring a recognition of, and ability to deal with racial and gender stereotyping;
- Playing an active role in the promotion and delivery of extended learning enrichment activities
- Maintaining effective partnerships with parents/carers so as to promote learning and to provide information to parents about targets achievements and progress.

Teachers will be capable of demonstrating the following:

- A professional teaching qualification, excellent teaching skills and classroom management
- Experience in the delivery of education programmes for challenging and vulnerable young people
- Experience in promoting a culture of high aspiration, encouragement, support

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

- and challenge in order to achieve each child's full potential and the highest possible educational standards
- An empathy with young people and particularly the needs of vulnerable young people
- An ability to promote creativity, innovation and the use of appropriate new technologies to achieve excellence

- The key roles of the teaching and learning leaders will be to;
- Design personalised learning programmes for individual pupils
- Develop curriculum plans for specific subject areas
- Work with learning coaches and mentors to develop strategies to support individual pupils
- Deliver core aspects of the curriculum in an engaging and stimulating manner in order to ensure all pupils achieve a good level of literacy, numeracy, IT and personal and social skills
- Support and deliver outreach programmes in the home schools of part time pupils at the Academy
- Work with local employers to establish high quality work experience programmes for pupils.

Support Staff will be capable of demonstrating the following:

- An empathy with young people and particularly the needs of vulnerable young people
- The ability to work as part of a team to deliver agreed learning programmes;
- A level 3 qualification relevant to their role in the Academy
- A willingness to develop their skills and participate in further training.

The key roles of Support Staff will be to:

- Support individual pupils in their learning programmes with particular reference to □the development of literacy, numeracy, It and personal and social skills
- Promote a culture of encouragement, support and challenge in order to achieve each child's full potential and the highest possible educational standards□
- Assist teaching and learning leaders to plan support programmes for individual pupils
- Accompany pupils on field visits and other outreach programmes
- Participate in outreach programmes with particular groups in the community e.g. Travellers.

Outreach will work with schools to support Key Stage 1 pupils and have provision in-house. Euler staff will, where possible work alongside schools to sustain Year 1 and 2 pupils in their own setting, if unable to or due extreme problems being presented they will come into Euler to begin an assessment for Whitehouse. Outreach will be able to support 7 pupils. The Assistant Head of Inclusive Practice (within Venn) who leads the Venn Outreach offer will work alongside Euler staff to enhance the Euler outreach offer.

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

In Euler there will be 7 pupils to 1 teacher and support staff aiding learning. The Headteacher will lead a team of Key Stage 1 and 2 teachers supported by two Assistant Headteachers. It is anticipated there will be a mix of experienced and less experienced staff from both mainscale and the upper pay scale.

There will be 2 teachers in Key Stage 1 who will be supported by 3 Level 3 support staff. In Key stage 2 there will be 6 teachers providing a ratio of classes of 7:1 with 6 Level 3 support staff.

To deliver the social emotional curriculum Euler will employ, through the NHS speech and language therapy, art therapy and other emotional based healthcare specialists.

The Trust employs a full time educational psychologist as well as a social worker to support pupils and families - Euler will access this provision.

Site facility and office staff will be employed to undertake the core responsibilities of running the school, it is intended to employ the following:

1 Caretaker

1 Administrator

1 part time finance/administrative officer

Venn Academy Trust will support Euler with cooks and cleaners as part of the core offer.

Euler expects to recruit to key posts including the Headteacher, 1 Assistant Head, specialist teachers/behaviour specialists and support staff. Euler will build upon and strengthen the team recruiting additional teachers and support staff in response to the additional intake of pupils from year 2.

Euler Academy will have 2 Assistant Headteachers to lead in-house provision for teaching and learning and be responsible for SEND, safeguarding, child protection and LAC (Designated Teacher for Looked After Pupils). Other teaching staff will undertake transition/reintegration and there will be a Euler Assistant Headteacher SENDCO.

Teaching staff recruited will ideally be primary educated with a proven track record of good to outstanding teaching practice. It will be a requirement to have experience, understanding and skills of working with vulnerable young pupils with challenging behaviour. Through the Trust all staff will be trained to instil learning behaviour culture and the curriculum. Subject leadership will be shared equally across the teaching staff and linked to individual skills and knowledge.

The curriculum will consist of mainly English and mathematics to support pupils successful reintegration back into their, or an alternative mainstream setting. The curriculum will focus primarily on basic skill acquisition and therefore Euler will require an English and mathematics coordinator who will be paid a TLR.

Other coordination roles will be given to teachers as part of their pay and conditions. Venn Academy Trust employs a sports coach to lead physical education.

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

Euler's learning support assistant will be trained with a clear understanding of both external and in-house roles to support pupils, families and school settings. Expectations will support non-teaching staff to hold relevant experience of working with vulnerable pupils with challenging behaviour. Euler will seek to employ through the apprenticeship scheme or through the Trust, employees will be trained and skilled on the job.

In the first 2 years it is planned to commission (buy in) services from the educational psychology service, social care and therapists/ counsellors (NHS). The Academy will work with other agencies that support the student in their school settings, for example Northcott Outreach, IPASS, SALT, Physio therapists, etc. Through the Trust, Euler will have access to CAMHS depending on the need of the student. The Trust will employ a social worker and an educational psychologist to work across the trust settings (top sliced from all trust members/provisions). It will be expected therapists and counsellors will be funded through commissioners.

Euler's provision for Key Stage 1 pupils will be mainly outreach based providing support, guidance and strategies to schools to effectively deal with challenging behaviours within their setting. If a child is considered to be high risk of exclusion a placement may be offered by Euler, however it is considered best practice to support the child within their school setting. Only pupils that are at risk of exclusion or need a full assessment of their needs will be offered a support placement. The working model will be similar to Whitehouse PRU in which outreach workers will complete a baseline assessment about the child through observations and discussions with parent/carers and other professionals. Through this baseline assessment the school, parents and outreach worker will agree a support plan for the child. It is expected that the outreach teacher/ worker will provide expertise

In Key Stage 1 it is intended that this phase will support pupils through an outreach offer as it is considered imperative where possible to allow this group of pupils to remain with their host school. Where the relationship between the host school and the pupil has broken down they will be brought in to Euler to undertake an assessment for their next stage, for example either to reassess for a next school place or assessment for an EHCP.

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

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The relationships with host schools, plus the practice of our staff will drive a culture of accountability and mutual respect. Through our tailored curriculum that is strongly centred on basic skills and age related outcomes pupils will be held to account to learn whilst encouraged to explore and understand in the context of a strong Social Moral Spiritual Cultural (SMSC) provision so that learning, citizenship (including the teaching of fundamental British values) and the understanding of the needs of others are the cultural norm. Euler will take into account all world faiths.

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

The school calendar and curriculum overview for the year will be aligned with a 'cultural calendar' enabling us to use religious festivals to engage pupil's interest and understanding of how faith is linked to culture, community and identity. Through this our pupils will develop a broad knowledge of their locality and acquire an appreciation for their own culture and that of others so that tolerance and harmony is embedded.

The majority of pupils referred to Euler Academy will have partially or completely disengaged from mainstream education. Their home life may be chaotic containing a lack of structure or rules. There could be parental or family issues that impact negatively on their ability to function in a mainstream setting, or a medical, health or safeguarding issue. Through the provision of The Whitehouse, Venn Academy Trust has experience of working with a wide spectrum of learners and offers an inclusive service. The Whitehouse was designated as outstanding by Ofsted in February 2013 and acknowledgement was given to the quality of leadership and data tracking:

“The leadership of teaching and performance is excellent. The school’s system for tracking the progress of pupils is meticulous. Any pupil at risk of underachieving is quickly identified and procedures are put in place to prevent this happening. The leadership of teaching and performance is excellent. Procedures to check the quality of teaching are extensive and thorough and enable leaders to provide detailed and helpful information to support teachers in improving their practice. There is a good link between teachers’ performance and pay. The staff support each other exceptionally well. They share the best ways to ensure that pupils achieve as much as they can by working and planning together very well. Leaders ensure that additional funds, such as the pupil premium, are used to good effect by providing extra resources for pupils known to be eligible for free school meals, such as tablet computers. Staff review the progress of identified pupils and it is clear that the way the funding is being used is making a positive difference.”

Incorporating SMSC into the Curriculum

Venn regards the spiritual, moral, social and cultural aspect of education as a core entitlement for all pupils. It is provided in all formal and informal settings and permeates every aspect of the academy's work, although there are many ways of interpreting the terms Spiritual, Moral, Social and Cultural (SMSC) development. Through the school's SMSC curriculum British values are promoted.

The development of SMSC is an inherent part of the way Venn and Euler will work. It is embedded in the culture of the setting, modelled by staff and pupils throughout the day, taught overtly in PSHCE and RE lessons and is recognised and celebrated alongside academic achievement. Venn and Euler will and do use the Hull City Council RE/PSHCE curriculum as well as Philosophy for Children approach and scheme. This is addition to the 'Expect Respect' toolkit. See Annex E5 for SMSC curriculum planning detail.

SMSC and PSHE will be delivered within themed weeks throughout the academic year. Staff will deliver combined classes/assembly presentations facilitating themes into creative project work in core curriculum time and in additional activities. For example,

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

an Olympic themed topic would encourage pupils to learn about different cultures and people from these, to link sport into Olympic based activities, health, hygiene and nutrition will be explored to support pupils to learn about keeping and staying healthy. Historical contexts will be explored of featured countries and additionally art work will explore the themes of the Olympiad. Basic skills will be promoted throughout the themed topic to support the work of Euler and to develop pupils learning in order they can return successfully to their mainstream setting.

Euler will promote British Values of democracy through the creation of pupil's voice and the provision behaviour system. Pupils will be encouraged to learn about other cultures that are different to their own so that they can form respectful views of people who have different views, opinions or perspectives. The behaviour system will be based entirely on the successful Pearl Point and Traffic Light system that has run at Whitehouse for a number of years. Euler will teach pupils to become resilient, tolerant and respectful of their peers, adults and the rule of law. The rule of law will be promoted through partnerships that exist with local services, partners and staff and families, further encouraged through pupil voice. Venn has an extremely cultured background working with a range of sport, artistic, dramatic and cultural organisation and professionals. Euler will access ALL of these to support pupils into developing into confident well rounded individuals.

Safeguarding

Our duty to safeguard pupils (far beyond child protection matters and pupils participating in unsafe activities such as crime) will enable them to live their lives safely and in a way that contributes to our community and their families. Our work to prevent radicalisation as well as our work to safeguard pupils at risk of sexual exploitation will be embedded into everything we do.

Euler will utilise the SEN-Inclusion policy, behaviour policy and Think Triangle policy to maintain the safety and well-being of pupils (See annexes E2, 3 and 4).

Venn staff have undertaken CPD on Female Genital Mutilation, sexual exploitation, e-safety, radicalisation and communicated this in curricular with learners at all settings in the Trust.

All staff will have additional safeguarding training (CSE, FGM and Prevent) in addition to the general L1/L2/L3 Safeguarding Training delivered by Hull LA/Hull Safeguarding Pupils Board. Staff will hold weekly staff safeguarding meetings where pupils will be reviewed from each of our staff team and where appropriate the host school (SENDCO, Teacher etc). Tidal teaching School Alliance will support through its existing offer all safeguarding and child protection training.

In addition to our statutory requirements (e.g. safer recruitment etc.) we will ensure the work we do to keep pupils safe is the very best it can be. We will use a range of vehicles to ensure our pupils understand how to keep safe themselves including a comprehensive programme for pupil induction and on-going learning time. Learning time is our key vehicle for the delivery of SMSC and PSHE and will be delivered by our

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

own staff and visitors from local agencies. These sessions we build upon key safeguarding themes initially addressed in induction including;

- Being safe and keeping safe online
- CSE
- Prevent (Radicalisation)
- Substance misuse
- Criminal justice

In addition to induction and tutor time opportunities to engage pupils deeply and creatively with safeguarding themes will be embedded into the curriculum within the teaching of both core and vocational subjects. Pupils will create projects, presentations, digital content and mobile apps in response to these key themes.

The Governing of Euler, Bridgeview and Whitehouse will support the ethos of safeguarding pupils and also protecting the adults within the school. We believe that it is not enough to assume that adults within the school have an understanding of what is expected of them in terms of conduct. As such the Governing Bodies adopted this policy which clearly outlines the parameters of acceptable behaviour which is intended to both support and protect all adults.

This will:

- keep pupils safe by clarifying which behaviours constitute safe practice and which behaviours should be avoided;
- assist adults working with pupils to work safely and responsibly and to monitor their own standards and practice;
- support the school in giving a clear message that unlawful or unsafe behaviour is unacceptable and that, where appropriate, disciplinary or legal action will be taken;
- minimise the risk of misplaced or malicious allegations made against adults who work with pupils and young people;
- Safeguard against the incidence of positions of trust being abused or misused.

The Safeguarding Pupils policy should be applied consistently by all adults within the Academy. Euler will foster within pupils the right to a safe, caring environment in which to grow and develop. The child protection and safeguarding procedures will play a vital role in developing the kind of environment in which pupils feel confident in discussing things that may be troubling them. It also provides a structure which deals effectively with concerns and incidents of harm.

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

Aims:

We aim to create opportunities to enable pupils and young people to have optimum life chances in adulthood by ensuring that we have effective child protection procedures which will:

- Provide a safe and secure environment for all pupils and young people.
- Provide an environment in which all pupils feel valued, respected and confident.
- Ensure that all pupils know who to talk to if they have any concerns and that they will be listened to and be protected.
- Develop pupils' knowledge and understanding of how to protect themselves.

- Develop pupils' knowledge and understanding of the skills and qualities they need to protect themselves and stay safe, free from abuse.

The Euler Safeguarding Pupils Policy and Procedures will be read in conjunction with the Local Safeguarding Pupils Board (LSCB) Guidelines and Procedures (accessible via: <http://www.proceduresonline.com/hull/scb/>).

In accordance with the Pupils Act 2004 it is a statutory responsibility for key agencies coming into contact with pupils and young people, to make arrangements to ensure that in discharging their functions, they have regard to the need to safeguard and promote the welfare of pupils (Section 11, Pupils Act 2004). Where private or voluntary organisations come into contact with or offer services to pupils they should, as a matter of good practice, take account of this guidance and follow it as far as possible.

The following national guidance should also be referred to:

- The Pupils Act (1989)
- The Pupils Act (2004).
- Every Child Matters
- Working Together to Safeguard Pupils: A Guide to Inter-Agency Working To Safeguard and Promote the Welfare of Pupils (HM Government 2013).
- Human Rights Act 1998
- Keeping Pupils Safe in Education: Statutory guidance for schools and colleges (DfE 2014)
- Criminal Justice & Court Services Act 2000
- The Protection of Pupils Act 1999
- The Sexual Offences Act 2003
- What To Do If You're Worried A Child Is Being Abused (Department of Health, Home Office, Department for Education & Skills, the Lord Chancellor's Department, the Office of the Deputy Prime Minister & the Department for Culture, Media & Sport 2006)
- Safeguarding Vulnerable Groups Act 2006
- AMA Guidance for Safer Working Practice for Adults who Work with Pupils and Young People (2009).
- Information sharing: A guide for practitioners and managers (HM Government 2006)

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

Euler, Bridgeview Whitehouse Sullivan Centre recognises its responsibility under this framework and is totally committed to ensuring that our pupils are safe from all forms of abuse and neglect.

We will take seriously our responsibility to ensure that pupils feel safe and are able to adopt safe practices.

This is facilitated by our commitment to:

- Social and Emotional Aspect to Learning (SEAL) curriculum
- Emotional Well-being, including the employment of a TA dedicated to Emotional Well-being and counselling service
- Restorative Practices
- School Council
- Pupil Voice

Child Protection

Child protection is a part of safeguarding and promoting welfare. This refers to the activity which is undertaken to protect specific pupils who are suffering, or are likely to suffer, significant harm. Effective child protection is essential to safeguard and promote the welfare of pupils. However, all agencies should aim to proactively safeguard and promote the welfare of pupils so that the need for action to protect pupils from harm is reduced.

We aim to identify where early interventions are needed to support families in need. We do this by closely monitoring pupils and highlighting any emerging problems and information share with other agencies to support early intervention/assessment.

Pupils in Need

Pupils who are defined as 'in need', under section 17 of the Pupils Act 1989, are those whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health or development will be significantly impaired, without the provision of services. This includes those pupils with a disability. Local authorities have a duty to safeguard and promote the welfare of pupils in need.

Female Genital Mutilation (FGM)

The BVWHU Child Protection Coordinator has been trained on Female Genital Mutilation will support training out to staff. All teachers will be trained on this subject as part of their Level 1 Safeguarding refresher training and this. All staff will receive a copy of the briefing to read and familiarise themselves with. Currently there are no unknown families in our school from areas known to practice by FGM. If any concerns are brought to the attention of Euler we will report those concerns to the appropriate agency in order to prevent this form of abuse taking place, as per the Serious Crime Act, 2015.

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

Possible Extremist Radicalisation

As part of wider safeguarding responsibilities school staff will be alert to: Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out.

- Graffiti symbols, writing or art work promoting extremist messages or images
- Pupils accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings
- Pupils voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views

Unlike other referrals, any referral made in connection with possible extremist radicalisation does not require parental consent.

Child Sexual Exploitation (CSE)

CSE occurs when a child or young person or another person, receives 'something' (eg food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child or young person performing sexual activities, or another person performs sexual activities on a child or young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to Pupil's Social Care Access & Assessment team.

Significant indicators:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity)
- Entering and/or leaving a vehicle driven by an unknown adult
- Possessing unexplained amounts of money, expensive clothes, or other items
- Frequenting areas known for risky activities
- Being groomed or abused via the internet and mobile technology and,
- Having unexplained contact with hotels, taxi companies, and fast food outlets

Significant Harm

Some pupils are in need because they are suffering, or likely to suffer, significant harm. The concept of significant harm is the threshold that justifies compulsory intervention

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

in family life in the best interests of the child, and gives the Local Authority a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.

Information for Visitors

All visitors to the school deemed to have direct contact with any child will be given a copy of the school's expectations relating to Child Protection. This will include procedures relating to the sharing of concerns with the Child Protection Co-ordinator. A notice informing of the name of the Child Protection Co-ordinator is displayed in the reception areas of both the main school building and the Foundation Stage unit.

Induction

It will be the responsibility of the Child Protection Coordinator to ensure that all staff are aware of the Local Safeguarding Pupils Board guidelines and procedures together with any updates from recommended procedures to be followed. As part of our induction process, planned and monitored by the Partnership Manager, all new members of staff will be informed of the school's Child Protection procedures by the Senior Administrative Officer. This arrangement encompasses all adults engaged within the school.

When new staff join the school they will be informed of the safeguarding arrangements in place. They will be given a copy of the following policies and told the name of the Child Protection Coordinator.

Every new member of staff, including volunteers and temporary staff will have an induction period that will include essential safeguarding information. This programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record information and issues of confidentiality. The induction will remind staff of their responsibility to safeguard all pupils in school and the remit of the role of the Child Protection Coordinator.

A holistic approach will be the foundation to this provision, indeed a key factor in breaking the link between social disadvantage and underachievement will be high quality provision from the start. Our staff will provide cohesive and incremental approaches to developing core skills in numeracy and literacy regardless of faith, worldviews or none. Needs will be identified on admission and this will be the foundation to ensure all pupils make good, or better, progress hence raising standards throughout the school.

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

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Meeting the needs of our pupils

Euler will work with pupils at risk of exclusion that will include those with social, emotional and mental difficulties. Euler will work alongside the host school and together we will provide an outstanding education for pupils who SEMH and related behaviour needs. In many cases this will be for a short period of a 6-8week placement however, in some cases may be for a term or perhaps even 12 months. The placement will be tailored to the pupil and agreed with the host school with the primary objective being to reintegrate pupils back into their mainstream setting. Euler will support primary aged pupils displaying social, emotional and mental health difficulties in their mainstream school within the Hull and East Riding area. Pupils will be in danger of receiving either a fixed-term exclusion from school or have escalating behaviour difficulties that are placing them at serious risk of exclusion. Additionally, they could be at risk of failure at school through disaffection. If at the end of a placement (whatever length) a pupil is not ready to return to mainstream they will remain at Euler.

The host school will access support for a named pupil by completing the PRU's Referral document (see section E2). Parental consent, in writing, is required, and their views are welcomed. Once the school and parents have completed and submitted a referral form, a member of the PRU team will visit the school to observe the child and talk to school staff. A report on the observation and discussion will be written up before a decision is made. School and parents/carers will be notified via letter, on the appropriate decision. The main aim of the PRU support is to help the pupils make positive changes in their behaviour so that they can remain at their school. Any decisions regarding possible changes on the long-term educational provision of pupils' will be fully discussed with parents and the school.

Outreach support will be provided on a weekly basis and involve a member of the PRU working directly with the named pupil in their school. These sessions are aimed at discussing and exploring behavioural issues specific to that child. An outreach worker will commence 10 session of support with the child. Sessions will vary in length (according to a number of factors) and may involve in-class support or the child being withdrawn for either one-to-one or small group sessions. Following the 10th session, a review of support takes place between outreach worker, school and parents/carers.

PRU placements will be a short-term preventative measure. Pupils will attend the PRU base every day.

We will meet these needs in the following ways:

- Employing high quality staff with mix of skills and attributes
- Through delivery of the basic skill curriculum personalised to each student
- Through highly developed partnership working and excellent communication with parent/carers and schools and agencies involved in the referral
- Creating a calm purposeful learning environment
- Ensuring a smooth transition to our school through the admissions and referral process

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

- Communicating regularly, effectively and consistently with the pupils, families and schools
- Maintaining up to date accurate records and data on progress, attendance, behaviour and using school based data to inform pupil's individual learning plans.

In the first 2 years it is planned to commission (buy in) services from the educational psychology service, social care and therapists/ counsellors (NHS). The Academy will work with other agencies that support the student in their school settings, for example Northcott Outreach, IPASS, SALT, Physio therapists, etc. Through the Trust, Euler will have access to CAMHS depending on the need of the student. The Trust will employ a social worker and an educational psychologist to work across the trust settings (top sliced from all trust members/provisions). It will be expected therapists and counsellors will be funded through commissioners

Ensuring Good Behaviour and Attendance – meeting the needs of each pupil

The behaviour of pupils will follow the guidelines and policy of the outstanding Whitehouse behaviour policy, see annex E2. Euler will build on the evident outstanding practice of Whitehouse to support the attendance of all pupils at the proposed Euler Academy. Currently Whitehouse are achieving 93% attendance as a result of a first day absence policy, home visits, high expectations by all staff communicated to pupils, the home school agreement and referral contracts.

The Trust will use its fleet of mini buses to provide travel to and from Euler as part of its core offer. This is to reduce travel costs and ensure pupils attend regularly. All absence will be monitored by staff on a daily basis to create a culture whereby good attendance is seen as an absolute.

Attendance Management (see also D1)

Our school will establish the very best approach to managing student attendance. Euler acknowledges some pupils may have negative perceptions to attendance we will adopt a relentless attitude to promote excellent attendance at Euler. This will support reintegration and develop good life skills to promote good working practices and enable them to succeed in future education and employment. Parents of pupils who are absent from school will be contacted on their child's first day of absence in the morning and subsequently receive a home visit that day after school by their teacher or senior leader.

For pupils who are persistently absent, or a refusing to attend school we will work with the LA and all external agencies to ensure pupils are supported and parents/carers are challenged as appropriate.

Strategies include:

- Home visits from staff to implement personalised timetables of attendance

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

- Liaison with CAMHS professionals and other counselling services
- Fixed Penalty Notices for Parents
- Legal monitoring and court action against parents

Euler will additionally undertake the following to secure improved attendance:

- an attendance policy in place
- making use of electronic (online) registration both in school and at off-site centres with a hand held device linked to our MIS.
- using the correct and appropriate attendance codes
- making use of historical data on the student by setting baseline targets and live data on the MIS system dashboard to monitor daily attendance trends and monitored by teaching staff
- have a first day contact system in place
- raising the profile of attendance through displaying attendance league tables throughout the school linked to our reward system
- involving parents immediately of non-attendance and poor punctuality
- reports and consequences for both the student and parent/carer if attendance is below the agreed targets
- targeted support working with teachers
- using rewards and incentives to encourage attendance and punctuality
- positively reintegrating absentees
- visits to the home
- making use of attendance checks
- incorporating attendance into transition planning at the point of admission to the school and when re-integrating back into mainstream
- younger pupils will receive regular visits at their host school to promote good attendance
- Euler will contact the school daily to enquire about KS1 pupils attendance and if they are absent undertake a home visit

Rewards

Euler will establish a Rewards system to promote high levels of student behaviour and attitude. Staff will record pupil's rewards and sanctions on a daily basis. Numbers will be collated to produce weekly, half-termly, even termly totals to show success and progression. Euler will have a credit system that can be used to reinforce certain attitudes to learning that Euler would want promote in their pupils. Staff awarding credits to a student will be specific about why the credit was given.

E – effort

U – understanding

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

L – learning

E – excel

R – resilience

Pupils will be taught strategies to self-regulate and manage behaviour by learning from different situations. Different models will be used depending on the age of the student. Younger pupils may need adult support to verbalise what has happened, for example TELL.

T – Time – the student is given time

E – Explain – the student or the adult explains what happened. Link it to feelings and actions

L – Listen – important to listen to each other

L- Learn – what do we need to do next time? Learn from it, plan for it.

Social, emotional and mental health difficulties

We will work with all health professionals specifically CAMHS to improve the service offered to our pupils and some families. We will also build on our good relationships with local counselling services and other external agencies to ensure the work we undertake with these pupils is not limited to teachers and support staff only.

In the first 2 years it is planned to commission (buy in) services from the educational psychology service, social care and therapists/ counsellors (NHS). The Academy will work with other agencies that support the student in their school settings, for example Northcott Outreach, IPASS, SALT, Physio therapists, etc. Through the Trust, Euler will have access to CAMHS depending on the need of the student. The Trust will employ a social worker and an educational psychologist to work across the trust settings (top sliced from all trust members/provisions). It will be funded through commissioners.

Safeguarding

In addition to our statutory requirements (e.g. safer recruitment etc.) we will ensure the work we do to keep pupils safe is the very best it can be. We will use a range of vehicles to ensure our pupils understand how to keep safe themselves including a comprehensive programme for pupil induction and on-going learning time. Learning time is our key vehicle for the delivery of SMSC and PSHE and will be delivered by our own staff and visitors from local agencies. These sessions we build upon key safeguarding themes initially addressed in induction including;

- Being safe and keeping safe online
- CSE
- Prevent (Radicalisation)

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

- Substance misuse
- Criminal justice

In addition to induction and tutor time opportunities to engage pupils deeply and creatively with safeguarding themes will be embedded into the curriculum within the teaching of both core and vocational subjects. Pupils will create projects, presentations, digital content and mobile apps in response to these key themes.

The role of the SEND coordinator

The SEND coordinator will be a member of the leadership team they will work to raise levels of achievement for all learners at Euler Academy with particular focus on those with additional needs. The SEND coordinator will coordinate and monitor the development of Individual Education Plans (IEPs) for all learners. They will actively promote the educational aims and ethos of Euler Academy. Euler will be able to access curricular from mainstream settings within the Trust, support for behaviour from Whitehouse and Bridgeview staff as well as access to support for professional development. Venn has lead behavioural trainers for accredited courses (Team Teach/Leading for Learning). The Assistant Headteacher SENDCO will support all staff to embed the policy, procedures and practice.

The SENDCO will be expected to demonstrate the following:

- Qualified teacher status and evidence of a sound academic subject background and successful teaching;
- Experience of working with SEND learners in an urban school or PRU;
- An up to date knowledge of the code of practice and the statutory processes in place for SEND learners;
- A knowledge of what constitutes good teaching and an understanding of how to improve the quality of teaching and learning with a particular focus on SEN learners;
- A knowledge of how pupils think and learn and what young people with Social, Emotional and Behavioural difficulties experience;
- A knowledge of how ICT can both enhance and extend learning and improve the administration of SEND;
- Specific roles to be undertaken by the SENDCO will include:
 - o Supporting the identification of and disseminate the most effective teaching approaches for specific additional needs (e.g. ADHD, Dyslexia);
- Ensuring effective development of learner literacy, numeracy and ICT skills in all learning situations;
- Implementing all whole school and subject areas policies for assessing, recording and reporting on learner achievement and use this information to set learner targets;
- Ensuring a recognition of, and ability to deal with racial and gender stereotyping;
- Playing an active role in the promotion and delivery of extended learning enrichment activities;
- Maintaining effective partnerships with parents/carers, host schools to promote learning and to provide information relating to their child.

Section E – evidence of need

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

Introduction

The City of Hull is situated in the East Riding of Yorkshire, towards the southern extreme of the Yorkshire and Humber region. Some 25 miles from the North Sea, the city sits on the River Hull at its junction on the north bank of the Humber Estuary.

A compact, densely populated urban area, the city has a resident population of 256,123, of which 62,500 are pupils and young people aged 0 to 19. By 2035 the population is expected to reach 278,000.

The English Indices of Deprivation (2010) placed Hull amongst the 7 most deprived local authority areas in the country and, according to End Child Poverty, one third of pupils and young people live in 'income deprived' households. Hull does not have any relatively affluent suburbs and semi rural environments that help to alleviate this situation for many other local authority areas.

The health of the people of Hull is generally worse than the England average. Long term unemployment is significantly worse than the England average.

Widely regarded as a unique city with a proud heritage, Hull has served as a market town, military support post, trading hub, fishing and whaling centre and industrial metropolis. The city grew rapidly during the second half of the 19th century as the port became a focus of international trading. The port continues to be a significant influence within the local and regional economy.

The city is experiencing rapid, major social changes as its population becomes increasingly diverse. Hull is a destiny as opposed to an exchange or interchange and its tight urban boundary makes it difficult to compare with the region and indeed other local authority areas. Its density suggests similarities to London Boroughs, although its ethnic make up does not. 11% of the city's population comes from ethnic groups other than White British.

In recent years the city has been transformed through exciting developments including the KC stadium, the deep, the BBC centre at Queen's Court and Hull's new transport interchange which includes the highly successful St Stephens retail development. The physical landscape of the city is continuing to change rapidly creating an attractive and vibrant city with developments planned on Quay West, the Marina and the eastern bank of the River Hull.

Significant investment is being channelled into primary and secondary schools to build on Hull's recent successes in improving educational attainment. The University of Hull is expanding and every year attracts hundreds of research awards and overseas pupils to the city.

Developing the need

Current provision in the city at primary level is low Hull has 71 primary schools and academies and 11 secondary schools within its context. There is 1 primary PRU to

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

meet the need of 22,239 primary age pupils. Through its work with primary schools and academies Venn recognises there still remains a cohort of pupils for whom the current pattern of provision is not able to meet all of their needs and they continue to be disengaged from education.

Profile of the Existing Alternative Provision in Hull

The city has 6 pupil referral units. Most of the provision is for the secondary sector, primary provision is limited. If the provision is there, it will inevitably fill. This means that some pupils who would be taught in mainstream provision elsewhere are out of mainstream school in Hull, with a possible impact on their likely outcomes. Pupils who are using alternative provision either part time or full time should receive this as part of a full-time educational offer. Exceptionally a child may be part-time but this should be as part of a reintegration programme towards full time.

Whitehouse PRU

Whitehouse is co-located with Bridgeview and the Sullivan Centre. They are all part of Venn Academy Trust located in west Hull. Whitehouse is a 30 place, 5-11 primary PRU. The authority commissions all 30 places at the PRU to fulfil the estimated requirement for permanently excluded pupils. In January 2016, there were 31 pupils, about half of whom were permanent exclusions. In the last academic year, Whitehouse supported 115 pupils through outreach funded by the LA. The PRU also offers a range of other opportunities for schools to purchase, such as training, Team Teach etc.

Ofsted grade: Outstanding

Ashwell Academy

Ashwell is part of the ICA group of academies. It is located near the edge of the city in the north. Ashwell is a 40 place, 11-16 secondary PRU. Hull commissions 40 places, 3 places are commissioned by other LAs. In January 2016 there were 54 pupils on roll, of whom 15 were dual registered. 51 of those pupils were from Hull schools.

Ofsted grade: Special Measures

The Rise Academy

The Rise is centrally located although also operates in other places. The Rise is a 50 place, 11-16 secondary PRU. It was originally just for Key Stage 4. Hull commissions 56 places, 7 places are commissioned by other LAs. In January 2016 there were 152 pupils on roll. 145 of the pupils were from Hull. These numbers include the Y11 EAL provision delivered by The Rise.

Ofsted grade: Good

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

Aspire Academy

Aspire is a free school alternative provision and has not yet been inspected by Ofsted. It is located in the east of the city. It is part of the SALT group of academies. Aspire is a 150 place, 10-16 provision. Hull commissions 100 places, 15 places are commissioned by other LAs, 18 places are directly purchased by schools.

Ofsted grade: Due inspection new setting

Sullivan Medical Centre

The Sullivan Centre is a specialist educational setting for pupils whose medical needs prevent them from attending mainstream school. Sullivan Pupil Referral Unit for Medical Needs admits pupils aged 5-11 years old who have been referred for specialist education due to their medical needs. One of the key aims is to remove the barriers to learning which these pupils face, by offering a range of services catering for their varied needs and circumstances. The purpose-built, state-of-the-art building has facilities for pupils who are too ill to attend mainstream school but who are not in hospital.

Ofsted grade: Good

Boulevard Centre

The Boulevard Centre (formerly Schoolgirl Mums Unit) is an outstanding PRU, supports and teaches young mothers to continue their schooling while pregnant and post-birth. With a capacity for 32 pupils, up to the age of 19, there is also a 28-place day nursery for pupils aged between birth and two. Hundreds of young mothers have been helped to achieve qualifications equivalent to A-levels at the school over the past two decades.

Ofsted grade: Outstanding

The city currently commissions one 30 place primary PRU and Venn acknowledges the current primary provision to support a total number of 22,239 pupils is low.

Context and rationale

In comparison to last year for the full academic year in primary schools for the Autumn Term 2014/15 there have been 206 fixed term exclusions involving 128 pupils and 4 permanent exclusions.

The exclusion rates in Hull are growing significantly with a greater proportion of boys compared to girls. They are nearly all white working class males who reside within the estates surrounding Hull schools.

In the 2015/16 academic year September to June 337 pupils were excluded for a fixed term period. Of this number 83.4% were white British boys compared to 15% girls,

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

1.6% EAL boys and 5% of these pupils were in receipt of an educational healthcare plan (ECHP). Schools acknowledge the increase of low-level disruption is significantly impacting on teaching and learning. Resultantly schools are excluding or permanently excluded pupils, as they are unable to address these concerns.

Methods

The evidence contained in this section was generated by Venn and with input from key managers at Hull City Council via a range of meetings and following the review of various DfE reports.

The staff consulted were as follows:

- Letter of demand from commissioning schools were sent to partner schools to identify those supporting the application, demand for a high quality alternative provision in Hull schools and signed confirmation that they were informed and consented to the funding methodology in year three.
- All Hull Primary Headteachers of which 41 responded positively to the proposed academy.

Findings

The table on the next page highlights the summary demand for alternative provision in Hull.

**Hull Children, Young People and
Family Services, Performance Team,
Exclusions by KS1 and KS2.
Unvalidated***

Fixed Period Exclusions	Key Stage 1		
	Number on Roll	Number of Exclusions *	% of Roll
2014/2015	12649	48	0.38
2015/2016	12765	32	0.25

Fixed Period Exclusions	Key Stage 2		
	Number on Roll	Number of Exclusions *	% of Roll
2014/2015	11732	158	1.35
2015/2016	12208	305	2.50

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

Permanent Exclusions	Key Stage 1			Key Stage 2		
	Number on Roll	Number of Exclusions *	% of Roll	Number on Roll	Number of Exclusions *	% of Roll
2014/2015	12649	1	0.01	11732	3	0.03
2015/2016	12765	8	0.06	12208	13	0.11

(Annex: Alternative Provision Data – July 2016: the data is collected locally from schools and extracted from the Capita One system. Historic exclusion figures pre 2014/15 are official figures published by the DfE).

Primary Schools	2013/2014						2014/2015				
	Permanent Exclusions		Fixed Period Exclusions (Total)		Fixed Period Exclusions (Pupils)		Permanent Exclusions		Fixed Period Exclusions (Total)		Fixed Period (Pup)
	No	%	No	%	No	%	No	%	No	%	No
North Lincolnshire	0	0	128	0.9	64	0.45	x	x	267	1.84	111
Lincolnshire	36	0.07	558	1.05	313	0.59	37	0.07	583	1.08	316
East Riding	6	0.02	273	1.08	102	0.4	6	0.02	2.05	0.8	93
Hull	x	x	164	0.7	102	0.43	6	0.02	216	1.07	128
Stoke-on-Trent	8	0.03	297	1.27	153	0.66	9	0.04	365	1.53	188
Yorkshire and Humber	40	0.01	5190	1.11	2330	0.5	60	0.01	5380	1.13	2470
England	870	0.02	45010	1.02	21650	0.49	920	0.02	49650	1.1	23630

Published Exclusion Data

Source - DfE Statistical Release

Collecting Evidence from Commissioners

The sample letter on the NSN website has been sent out to all partner primary schools in Hull. The letter requests Headteachers support by signing and returning the letter to the NSN via our project team, confirming how many pupils they will refer to the school from September 2018 and confirmation of the base rate being paid from their budgets in addition to the top-up fee. There have been various presentations to partner schools and there are further meetings planned to consult with partner schools on the curriculum, location and referral process.

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

In addition the project team has been working closely with Hull LEA and the Regional Commissioner to assess the feasibility and viability of the Euler Academy. The RSC has also provided her support to our application see annex B.

Again, further evidence there is a clear need for a high quality Alternative Provision, managed by parties that have a vested interest in ensuring that pupils and young people have a better solution than permanent exclusion. The figures make that case strongly.

The Euler Academy Free School will recruit 56 pupils in September 2020/21, subject to the pending demand from commissioning schools. Year 1, it is predicted we will recruit 35 pupils and 49 pupils in year 2. Please see table below.

As at 19.9.16 Euler had received 11 letters of support to buy places and also to contribute a daily top up fee for each pupil who accessed Euler's provision. Copies of the letters are available in annex B and a summary table is outlined below.

Commissioning Schools				
School name	Ofsted	2018/19 No of places	2019/20 No of places	2020/21 No of places
Oldfleet	Good	2	2	
Highlands	Outstanding	2	2	
Spring Cottage	Outstanding	2	2	
Mountbatten	RI	4	4	
Stoneferry	Good	2	2	
Thorpepark	Good	4	4	
Longhill	Good	4	4	
Greenway	Good	4	4	
Clifton	Outstanding	2	2	
Cavendish	Good	2	2	
Cleeve	Good	2	2	
Chiltern	Good	3	3	
St Charles	RI	2	3	
Bricknell	Outstanding	2	2	
Gillshill	Outstanding	4	4	
St Vincents	Inadequate	4	4	
Christopher Pickering	Good	2	1	
St Anthonys	RI	4	4	
Parkstone Primary	Good	4	4	
St Nicholas		2	2	
Total		55	55	5
Target		35	49	5
% reached		157%	112%	98%

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

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

x

E2 – clear plans to manage referrals**Promoting successful transition and reintegration**

Venn holds strong and collaborative relationships with all schools/academies in the Hull area that will be important to ensure smooth transfer from Euler to mainstream provision; this includes referrals to the Fair Access Panel. Euler will promote the aim of establishing a successful return to mainstream education.

Referrals for Euler will be completed by schools and sent to Venn Academy Trust. The Admissions Board for Venn will comprise of the HT for Whitehouse and HT of Euler and external representatives from the local primary Headteachers association who decide if pupils meet necessary criteria for Whitehouse Outreach service or a placement at Euler Academy.

Schools will commission individual placements or agree a yearly contract with Euler Academy.

The yearly agreement will initially comprise of the following:

- up to five short term student placements (6 – 8 weeks);
- a named Euler external learning support worker to support reintegration and transition work with the school and Euler academy;
- access for pupils to work with other professionals identified through learning behaviour pathway and transition plan;
- supportive links to the social worker, therapeutic and counselling team.

It is expected through the trust (Whitehouse, Bridgeview and Euler) and Tidal Teaching School Alliance we will provide CPD opportunities for schools relating to learning behaviours and working with challenging behaviour in the classroom and Team Teach Training.

Admissions protocol

Short term placements will initially be for a 6 – 8 week period. Admissions protocol will involve: observation of the student in their current education setting; home visit; data collection; books; EHCP or SEN plan; attitude test; meeting with either KS1 or KS2 teacher; Headteacher; SENCO; parent/carers.

All pupils will require a recent report by an Educational Psychologist or Euler (EP) will complete an entry assessment. All information gathered will be shared with the

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

professional's team to determine individualised learning behaviour passport (LBP) for the student.

Engagement prior to admission

Euler will promote early intervention for commissioners and parent/carers and once it has been agreed a pupil requires support the Outreach team will establish contact and hold a meeting to discuss the needs of the particular pupil, their present curriculum and progress. Parent/carers will form an important part of this early engagement in order to seek their involvement, advice and support. Wherever possible, early assessment and observation will take place via our Outreach team in pupil's mainstream school.

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- a named Euler external learning support worker to support reintegration and transition work with the school and Euler academy;
- access for pupils to work with other professionals identified through learning behaviour pathway and transition plan;
- supportive links to the social worker, therapeutic and counselling team.

It is expected through the trust (Whitehouse, Bridgeview and Euler) will provide CPD opportunities for schools relating to learning behaviours and working with challenging behaviour in the classroom and Team Teach Training.

Pupils receiving part-time/full-time support will remain on their current school role and therefore will be dual registered. All short term placements will be initial for 6 to 8 weeks, however this can be extended dependant on the needs of the pupil. Learners will be supported by outreach staff who will liaise with the community academy/school, parents/carers and Euler teachers and support staff.

Following referral and an offer for placement or outreach support, partnership working is crucial to success and therefore a partnership agreement will be sought from all parties. This ensures clarity of roles and responsibilities identifies clear expectations and demonstrates commitment.

Baseline assessments and testing along with the family/carers views and the learner's views will inform the development of individualised learning behaviour passport (LBP) personalised for the pupil. The pupil's learning behaviour passport will be shared with all stakeholders and reviewed regularly.

There is an expectation that a vast majority of the learners will return to the commissioned school/academy funding the placement. During the admissions process discussions will involve the reintegration plan that will support a successful

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

pathway back into mainstream provision. In some instances, Euler will support schools/academies with referrals to the Fair Access Panel.

Initiating a Referral

The Euler Academy will welcome an initial phone call should a commissioning school wish to seek advice and guidance prior to initiating a referral. A follow up visit may also be arranged as a pre-requisite to referral and this will be facilitated with a phone call.

Referral Pathway:

Referrals may be made at any time throughout the academic year; however the referral and Admissions Board for Venn will sit fortnightly to agree provision/ placements.

Referral Panel and Moderation will consist of:

- Head of Euler/ Head of Whitehouse
- SENCO
- Independent Headteacher form HAPH
- Camhs representative

This will include the following information:

- Completion of the Euler Referral form which will capture basic information including that of the pupil, family and academy / school
- Standardised Assessment and Analysis indication of widening of attainment gap and/or inappropriate behaviour is impacting on learning and progress
- Copies of Behaviour Plans, IEP's/EHC Plans and their impact and/or progress
- Completed learner's profile including strengths and areas of concern

It is anticipated that the referral process can be completed using existing data management systems i.e. SIMS. The exporting of data and pupil information will facilitate a simple and quick referral process which reduces duplication.

Completing a Referral

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

The referral process is designed to be 'paperless' and does not require the repetition or duplication of information already held by an academy or school. Euler academy will have a central admissions officer in which all referrals will be sent to following the guidance below.

It will be a secure portal and in addition to the information held on individual pupils the following is also required;

- Details of interventions and programmes/plans already put in place and a brief account of impact / outcomes
- Indication of the nature and level of support requested i.e. early intervention, outreach support, advice and guidance, Euler short assessment placement
- A brief report/pen portrait of the learner including strengths, areas of concerns any additional information or reports appropriate to the referral including safeguarding
- Any medical reports, official diagnosis, social care or professional assessments

The above requested information will be attached to the online form to provide a comprehensive profile of the learner.

All referrals will be made to this single central secured portal. A brief check will be made to ensure the referral is complete and notification will be via an email.

For effective partnership working it is crucial that parent/carers approve and consent to the referral for Euler Academy. Parents/carers need to fully engage with this process and commissioning schools can request a visit prior to initiating a referral for a pupil.

Step By Step Process

Referrals are to be made electronically via a secure portal. The process is as follows:

- The academy/school will complete the online referral form, a link with a secure password will be sent via the admissions team
- All fields on the form will need to be completed before the link will send back to the admissions team. All relevant documents will need to be attached e.g. Pen portraits, behaviour database, 1:1 notes, criminal record, list of evidence and Common Transfer File (CTF) if the academy/school are using SIMS.
- Once received the admissions team will be notified and will access the secure portal and check the validity of the data before sending to the Moderation panel.

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

- The academy/school will be then notified that that the referral has been forwarded on to the moderation panel and they will have a decision within 10 working days (TTO)
- The moderation panel will meet once a week.
- An outcome letter via email will be sent to the academy/school. The academy/school will also be sent a copy of the appeals process
- If early intervention or outreach support is offered to the academy/school a named outreach worker or teacher will be allocated to the pupil
- Home visit will be completed by Euler to complete family views and attitudes regarding behavioural and learning needs
- If a place has been offered to the academy the CTF goes to Pre Admission status on SIMS then will be transferred as dual role to Euler Academy and the commissioning school/academy

Criteria for Euler early intervention, outreach and/or Placement

Where assessments and supporting evidence clearly demonstrates the pupil:

- Is at risk of exclusion or are excluded from mainstream academies or schools;
- Has one or more areas of significant concern where disaffection with mainstream education is evident (habitual school refusers, non-attendance as the result of school phobia, they have emotional and behavioural difficulties that have seriously impeded school attendance);
- Where evidence suggests early intervention can have immediate impact and child is back on track (outreach/short/part time placement is deemed appropriate);
- Where evidence suggests appropriate Behaviour Strategies and Plans are not having a positive impact and there is evidence of acceleration in the nature and/or frequency of the incidences of inappropriate behaviour;
- Where the child has a statement of Special Educational Needs or a Statutory Education, Health and Care Plan which names the Free School;

Where referral and evidence is moderated at being below agreed criteria:

- The Referral and Moderation Panel will provide a written response on the outcome and offer advice and guidance and identify possible Continuing Professional Development needs for the SENCO and or other staff members who may not be sufficiently meeting the learning requirements of the learners.

Over Subscription Criteria

Schools will commission individual placements or agree a yearly contract with Euler Academy. Euler provision aims to be flexible in its approach to referral requests and

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

will therefore strive to offer support, i.e. outreach provision, part time placements and early intervention through guidance and support. In the event that the demand for placements means that Euler will be over subscribed the Admissions Board will take into account the following criteria and consider alternative support for the academy/school through in-house and outreach support.

In the case of over subscription the following criteria will be applied:

- Special Educational Needs on a Statutory Education, Health and Care Plan
- Looked After pupils or pupils who were previously looked after
- Where there are specific medical and/or social circumstances that can only be met by the child attending Euler– written evidence required

In the event that there is more than one application for a place where both applications satisfy the same criteria geographical location will be taken in to consideration.

Appeals Process

Commissioners have the right of appeal against the refusal of a place Euler academy. Commissioners wishing to appeal must follow the procedure contained within the appeals procedure which is available from the Euler website or by request.

The commissioner of any child who is refused a place at the Euler has a right of appeal to an independent appeals panel. The commissioner must make an appeal in writing to the Moderation Panel, clearly setting out the nature of the appeal. Upon receipt Euler will then formally log it and within 10 working days a formal Appeal Meeting will be convened.

The Appeal Panel will consist of three members, one of whom will be fully independent of the management and running of the Euler Academy. The panel will consider the circumstances of the case put before them. Both the Euler and the commissioner must abide by the decision that the panel makes.

Further objections will be referred to the EFA but the decision of the Independent Appeals Panel will be binding for Euler and the commissioner until the EFA have reached a decision. At that point the EFA decision will be binding on both Euler and Commissioner.

Section F – capacity and capability

F1 (a) Skills and experience of your team

F1 (a) Skills and experience of your team			
<p>Following communication with our [REDACTED] she has offered her support to this application for Euler Academy, see annex B.</p> <p>Our named individual in charge during the pre-opening is [REDACTED]. Simon's CV can be found in annex A. [REDACTED] will be our programme manager and offers vast experience of opening new schools, see annex A.</p> <p>Euler will have a Project Steering Group (PSG) throughout the pre-opening phase which will steer the school through to opening ensuring major milestones and tasks are delivered on time and to budget. The PSG will comprise of the following individuals; CEO, Headteachers of Whitehouse and Boulevard, Finance Director, a Trustee with PRU and new school experience, a proposed governor of Euler and our Project Manager. Others such as HR, marketing etc will be invited to meetings as required.</p> <p>Appointing the Principal/Headteacher Designate</p> <p>Our Principal Designate (PD) is the most critical appointment to Euler Academy, they will be a key appointment and one we will ensure we get right.</p> <p>The Venn Board, Headteacher from Whitehouse PRU and the Sullivan Centre and the Trust CEO will all be involved throughout the recruitment exercise whether through input into documentation and subsequent approval or participation in the final interview process.</p> <p>The process of appointment is outlined below:</p>			
Task	Date	Person responsible	Comments
Develop and agree PD job description/person specification and application pack	June/July 2017	CEO	
Advertise PD vacancy	September 2017	HR	National press
Agree interview panel	September 2017	CEO	Head of Whitehouse, Trustees, CEO and FD to be involved in the day.
Interview process	October 2017	HR	Consisting of open competition/national advert. Assessment day, desk based exercise, financial exercise,

F1 (a) Skills and experience of your team

			presentation and interview
Appointment of PD (and associated contractual admin)	October 2017	CEO	
PD takes up post	January 2018	PD	

We recognise in order to gain the trust and support of parents; LA's and schools having the PD in post sooner rather than later is critical to ensure success from day one. Our leader will be passionate about education and making a positive impact with pupils who are extremely vulnerable. They will have experience of working in a similar setting and a school leadership role and will be able to demonstrate the ability to hit the ground running from the moment they are appointed and accept the position.

Appointment of the PD two terms in advance of opening we believe will provide the necessary time to prepare the school for opening. This coupled with the on going support of our project steering group and Trust Executive Leadership will ensure we are ready to open and make a difference from day one in September 2018.

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)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

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)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

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)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

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)
			[Redacted]	
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]

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 [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

Skills/experience missing	Where is the gap? i.e. pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
Marketing & Communications	Pre-opening	<p>We currently access the provision of marketing and communications support via our preferred supplier agencies. Dependent on the need of the communication activity, timing and cost this will drive which company takes this forward.</p> <p>Alongside the use of an agency if/when required we are exploring the possibility of recruiting a marketing assistant during pre opening and into the first two years of operation so we can focus on pupil demand and strong communication/links with schools in the city and neighbouring areas.</p>

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

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

Our RSC has confirmed her support for Euler Academy and that we have the capacity to deliver this new school (see annex B).

Proposed governance structure, roles and responsibilities

As Euler forms an integral part of our business development and growth strategies recently approved by our RSC we are clear on our direction of travel and proposed structures and responsibilities.

Governance will be clustered on the basis of category of school i.e. Alternative Provision, Mainstream or Special and there will flexibility on whether there is a Governing Body per school or per cluster of schools. The flexibility will arise out of the priorities and needs of each school and will be discussed and agreed at Board level with input from governors and the Trust executive leadership. For Euler they will be linked extremely closely with Whitehouse one of our Outstanding AP academies to provide additional accountability and rigour in the first three years. Following a recent review of governance within the Trust it is proposed that should the Euler application be successful Whitehouse and Euler would have one local governing body. Based on the mix of schools in the Trust, type of provision, curriculum offer; staffing arrangements, location and quality of governance Trustees see an obvious link for the two schools.

Our scheme of delegation will see Euler work as a supported school in its first three years of operation. Following a successful first Ofsted we would anticipate moving this to a non-supported school and therefore have more delegations.

A supported school within Venn will have targeted support and intervention from day one based on the needs we identify at its readiness to open meeting and subsequently (once open) at our half termly improvement reviews. The Principal will be clear about how he/she can earn greater autonomy within the Scheme of Delegation through the outcome of the reviews but also from within the executive leadership team meetings/discussions. A joint development plan between Euler, Whitehouse and the Trust will exist using existing (and where required) new resource to embed best practice and provide appropriate levels of challenge. Venn will enable the focus to be on teaching and learning from day one with the central office managing some of the support services such as finance and HR.

Managing conflict of interest

The governance structure which exists and would exist for Euler we believe will avoid and minimise any conflict of interest.

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

There will be independence at the Trust and Governing Body level, minutes of meetings will be publicly available but most importantly structure will be in place prior to opening to cover areas such as; declarations of interest, procurement and financial policy and procedure. The Trust and governors would also seek to have independent challenge through its membership as well as the purchasing of high quality school improvement support where required.

We can confirm that there will be no financial transactions between Members/Trustees and the academy. Any transactions which took place between Venn and Euler will be at cost and in line with the academies financial handbook principles.

Section G – budget planning and affordability

G1 – budget planning and affordability

Venn Trust is in a healthy financial position including the cumulative revenue balances for each of the 5 schools. The Trust's finances are scrutinised by the Trust Board and local governing bodies and members are aware of the financial risks and uncertainties that need to be carefully managed over the coming years. The Trust Board, CEO, Head of PRU and finance director will focus on managing the funding and expenditure of the individual schools to ensure they remain in a healthy financial position.

Whitehouse has a predicted in year surplus in 16/17 of [REDACTED] and a year end carry forward of [REDACTED]. The financial position of Whitehouse is supported by the carry forward and the unit is forecast to remain in surplus over the next 5 years, although this will depend on the existing High Needs funding arrangements remaining substantially the same.

Section H – premises (use Excel spread sheet)

See section H of excel spreadsheet

Annexes

Annex A – CV's

Annex B – Letters of support

Annex C – Venn Strategic Growth Plan

Annex D – Venn Trust Development Plan

Annex E – Policies

E1 – Boxhall

E2 – Behaviour policy

E3 – SEND Policy

E4 – Think Triangles

E5 – Incorporating SMSC into the Curriculum

E6 – Use of Force by Staff

Annex F – Whitehouse Sample Timetable



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