



Department  
for Education

# Free school application form

## Special schools

**Published: July 2016**

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

**FRIARS EAST FREE SCHOOL**

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## Application checklist

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

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

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

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

Section I of your application	Yes	No
12. Have you sent: <ul style="list-style-type: none"> <li>• a copy of Section A (tab 1 of the Excel template); and</li> <li>• copies of the Section I Personal Information form for each member, director, and principal designate who has not submitted one of these forms within the past 365 days; and</li> <li>• a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days</li> </ul> by emailing scanned copies of Section I forms to <a href="mailto:due.diligence@education.gsi.gov.uk">due.diligence@education.gsi.gov.uk</a> stating the name of the school in the subject title, including a full list of members, trustees, and the principal designate (if appointed); and a copy of Section A?  (See guidance for dates and deadlines)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Declaration

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

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

- the requirements outlined in the [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); and
- the School Admissions Code, the School Admissions Appeal Code and the admissions law as it applies to maintained schools. 16 to 19 applicants do not need to follow these codes, but must have admissions arrangements and criteria which are fair, objective and transparent.

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

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

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

**Signed:**

**Position:** Chair of company / Member of company (please delete as appropriate)

**Print name:**

**Date:**

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

**Section A – applicant details**

See spreadsheet

**Section B – outline of the school**

See spreadsheet

## Section C – vision

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

#### Introduction

Friars East Free School (FEFS) is a proposed new free school for students aged 11-18 with a Statement of special educational needs or an Education, Health and Care Plan for moderate learning difficulties to severe learning difficulties, including students with autism. The school will have specialisms in Cognition and Learning & Communication and Interaction to include ASD, and will meet all requirements arising from the Children and Families Act 2014, SENDA 2001, Safeguarding Vulnerable Groups Act 2006 and the Equality Act 2010.

FEFS is scheduled to open in [REDACTED] Northamptonshire, in September 2018 when 27 students will be admitted to Y7 and 5 to Y12; details of this and the subsequent student growth pattern are shown in Section D Part 1. When full in 2022 there will be 145 students on roll including 10 in the sixth-form.

Northamptonshire County Council has encouraged Friars Academy to submit an application to open another Special School in the area to meet the overwhelming demand for additional places, to replicate the successful model at Friars Academy. Friars Academy is over-subscribed and its site does not allow for further expansion. The LA has supported the development of the application in terms of providing evidence of demand and in carrying out a feasibility study to find appropriate sites in the required area.

Friars Academy is currently a single academy trust which will become the Friars Multi Academy Trust. We are currently in the process of changing the Company's Articles so that the Trust will oversee Friars Academy and Friars East Free school. The proposer team is based around governors and senior leaders at Friars Academy, an Ofsted Outstanding academy for students of the same age range and with the same learning needs which uses the same curriculum model. The availability of proposers as specified in Section F is guaranteed.

#### Vision and Ethos

The ethos of both schools is summarised by: 'Every child Every chance Every day'.

Friars East Free School will work in partnership with parents, carers and the community to develop confident, responsible, happy, independent, creative and successful young people who will achieve beyond their own expectations and national expectation. The new school will have specialisms in Cognition & Learning, and Communication & Interaction, including ASD. Friars Academy meets the needs of pupils who have attainments well below the expected range of their peers and is well-placed to open FEFS.

Through high quality teaching and excellent pastoral care, students will make at least expected progress and grow in confidence by developing a sense of self-discipline and self-esteem within a secure and stimulating environment. The climate for learning will reflect respect for each other, for the school, for the local community and for the world in which we live.



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

As students move through the school, the opportunities for work in the outside environment will increase, supporting transitional capability via increased self-confidence, independence and overall personal development. Trustees, governors, teachers and support staff will endeavour to ensure that our students are ready for this, and for the transition to the next stages of their lives.

Parents and carers will play an essential and instrumental role in their child’s education and we strive to involve them at all stages through best-of-breed parent and carer communications which will include regular newsletters and a secure, bespoke area of the school website which will also support reporting in real-time.

**Rationale**

There is an overwhelming need for a new school of this type, confirmed by the LA and signalled by the support of the local learning community where the strong support for and popularity of this proposal is evidenced in Section E. Friars Academy is already significantly oversubscribed beyond its own total of 145 students on roll.

The LA document “*impact of increased demand for school places on schools and children’s services*” (2015) notes that ‘*Increased numbers of children and young people will also require increased numbers of special educational needs assessments, and the formation of Education Health and Care Plans for those who need them*’ and that ‘*those with special educational needs are over-represented within in-year admissions*’.

Pressure on secondary places, across school types, is now higher than with primary places.

LA pupil place projections through to 2025 across secondary school types show that the pressure on places in Northamptonshire is high in comparison with neighbours, involving a 22% increase in 10-14 year olds and an 11% increase in 15-19 year olds. This will bring a parallel increase in demand for places where provision is tailored to the needs of students with a Statement of special educational needs or an Education, Health and Care Plan for either moderate learning difficulties or severe learning difficulties, including students with autism.

**Student Profile and Commissioning**

Students will be admitted with a Statement of special educational needs or an Education, Health and Care Plan for either moderate learning difficulties or severe learning difficulties, including students with autism who have levels of attainment well below the expected level. Northamptonshire LA is fully supportive of this application, and has confirmed in a letter within the Annexes that it will commission all 145 places at FEFS.

[REDACTED]

LA support will ensure that the targeted number of students will be admitted each year, in keeping with our Statement of Provision. With the same LA c [REDACTED] as Friars Academy (Ofsted ‘Outstanding’) we expect the same pupil profile at 39% E6FSM and 5% EAL, and will make the same curriculum offer.

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

### Curriculum Model Overview

The eminently deliverable curriculum model will be that used to excellent effect in Friars Academy, an Ofsted 'Outstanding' school where the quality of teaching and achievement of students are Outstanding. This will be delivered to a closely similar intake profile using a staffing structure based on that of Friars Academy, using the same pedagogy and within the same taught day. Clearly there will be adaptations to meet individual needs, as happens at Friars Academy, details of which will only be determined when the identities of pupils about to be admitted to FEFS are known.

Ofsted ██████████ commented on the curriculum at Friars as follows: *"The curriculum provides students with a wide range of experiences that are matched closely to their personal and academic needs. At Key Stage 4 and in the sixth form, students follow a much personalised programme devised to meet their individual needs and to reflect their hopes for the future."*

*"The academy does a great deal to raise students' self-esteem and provides excellent opportunities for them to develop their moral and social awareness. It provides them with a good range of opportunities to learn about other cultures, including through welcoming a range of visitors to the academy."*

Please see Section D1 for a link to the full Friars Academy Ofsted report (2015).

Supporting students with specific learning difficulties in the areas of cognition, communication & interaction in order to achieve outstanding student outcomes requires precise diagnostics allied to carefully targeted interventions using particular teaching. Students will be taught using an individualised approach which will include 1:1 and small groups of variable size, typically 6 to 12 (and 3 to 6 in the sixth-form) to ensure that we meet the needs of all learners. For the same reason there may be vertical grouping in operation, using a 'stage not age' model of curriculum delivery which is currently used to excellent effect in Friars Academy.

In Key Stage 3 students will tend to remain with their class teacher. A predominantly class based approach will be used, giving advantages in terms of smoothing the transition from KS2 while allowing the inter-relationships between areas of learning to become explicit and aid understanding. Through KS4 there will be more specialist teaching, while in KS5 the choices available to students will include the Asdan Certificate of Personal Effectiveness and college transition and consortium days.

Targeted interventions at all Key Stages will be combined with strategies for accessing and developing areas of strength to build and reinforce self-confidence and an appetite for learning and success. An important aspect of this involves healthy, active minds, social and emotional aspects of learning, and in addition to focused social interaction time we will implement SEAL principles and mental well-being across the curriculum to ensure this is a major factor in securing both personal development and academic achievement.

The skills and dedication of HLTAs, TAs, Self-esteem Support staff and Parent Liaison & Support staff will play a key role in embedding SEAL principles, working alongside the expertise and commitment of the teaching team to ensure that the individual needs of all students are met. An efficient and highly effective back-office team will ensure that administrative functions operate smoothly from day one.

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

Students will have access to relevant ICT and computing applications thus maximising learning and promoting achievement as happens at Friars Academy.

A continuous focus on learning and emotional wellbeing, and additional time for relevant curriculum areas via enrichment time will also be employed to ensure that each student makes at least expected progress and achieves at the highest levels possible across the curriculum. Enterprise activities, work-experience and college taster days will also aid transition to the next phase of the students' lives.

As a result of the individualised learning within the high quality curriculum offer, we expect that students at FEFS will achieve up to 3 GCSEs (A\*-G) with Asdan Certificate of Personal Effectiveness Levels 1 and 2 at Post-16 level; thus students will acquire competencies and attributes that will enable them to become increasingly independent, active and contributing members of society. We will also offer bespoke off-framework qualifications where appropriate; additional details are set out in Section D.

### **High Expectation Targets**

Friars East Free School has high expectations of all who work and learn in the new school, and our ambitious targets reflect this. A selection of our ambitious targets is given below, please see also Subsection D2 **for the full set of targets**. We fully appreciate that the GCSE grading system will become numerical with grades 1-9 in future but for the purpose of this application we have used A\*-G indicators as this will facilitate evaluation and comparisons.

- 98% expected progress (KS3) in core subjects based on KS2 data
- 20% uptake in GCSE English, maths and science
- 50% uptake in GCSE drama
- 100% D-G in GCSE English, maths, science and drama
- 100% uptake in Entry Level English, maths, science, history, design technology
- 100% E1-3 in English, maths, science, history, design technology
- 100% uptake in Functional Skills, English and maths
- 50% uptake in Level 1 NCFE Podcasting and Art Award
- 100% pass in Podcasting and Art Award
- 100% uptake and success in AIM Personal Progress, Independent Living, Developing Life Skills
- 100% of the sixth-form entry achieving Asdan certificate in personal effectiveness
- 100% quality of teaching judged as 'Good' or better, at least 50% rated as outstanding (with independent external verification)
- Zero NEETs in Y13 at the end of KS5

An Ofsted inspection grade of Outstanding at the first Ofsted inspection in the 2020-2021 academic year (and thereafter) is our singular aim.

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

### **Safeguarding**

At Friars, safeguarding is Outstanding and we will apply the same policies, principles and procedures at FEFS. The new school will have a medical officer and access to a school nurse in order to safeguard the health of students. Please see Section D.

### **Key Features of Friars East Free School**

- 145 new high-quality places for students aged 11-18 with a Statement of Special Educational Needs or an Education, Health and Care Plan for moderate learning difficulties to severe learning difficulties, including students with autism whose levels of attainment are well below expected.
- an inclusive and tolerant environment which celebrates distinctiveness and individuality, making each student feel that their needs are understood and their strengths and talents valued
- specialisms in cognition & learning and communication & interaction with individualised provision based on small group sizes to ensure high levels of achievement and personal development
- teaching approaches in KS3 where students generally remain with their class teacher and one 'attached' teaching assistant among wider learning support
- specialist teaching available at KS4
- appropriate accreditation offered at KS4 and Asdan Certificate of Personal Effectiveness at KS5
- skilful use of learning technology to maximise progress for all students
- focus on social and emotional aspects of learning (SEAL) and healthy active minds to maintain well-being and the self-confidence to be tenacious learners who persevere and succeed
- transition support including opportunities for work in the outside environment to foster confidence and independence
- proposers with an impressive track record in leading, managing and governing this type of provision at Ofsted 'Outstanding' level
- supportive LA and local learning community - very popular with prospective parents and carers
- community involvement making a positive contribution to community cohesion

### **The Trust & Future Planning**

The focus of the Trust's attention if this application is successful will be to open FEFS on-time, on budget and with adherence to the above Vision, Ethos and associated Education Plan and Curriculum Model.

If approved into pre-opening, we will discuss further opportunities to establish new schools within the Trust with the LA and Regional Schools Commissioner. At all times the number of schools within the MAT will be manageable in terms of both geography and span of control.

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

The Trust will also be happy to play a part in the wider work of MATs in terms of the National Schools Commissioner's core priorities in supporting other local schools, including via peer review and supporting one or more progression points once Friars East Free School has been established and is secure on its trajectory towards Ofsted 'Outstanding' status.

## Section D – Education Plan: Part 1

	<b>Current number of pupils (if applicable)</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
<b>Year 7</b>		27	27	27	27	27	27	27
<b>Year 8</b>			27	27	27	27	27	27
<b>Year 9</b>				27	27	27	27	27
<b>Year 10</b>					27	27	27	27
<b>Year 11</b>						27	27	27
<b>Year 12</b>		5	5	5	5	5	5	5
<b>Year 13</b>			5	5	5	5	5	5
<b>Totals</b>		32	64	91	118	145	145	145

While we are aware of the expectation that the school will fill within four years rather than five and remain flexible, we are looking to grow organically from Y7 and Y12 so that the Friars ethos of the school is strong in all year groups and remains undiluted.

## 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	Lessons per week	Mandatory/ Voluntary	Comments
Key Stage 3			
English	5	M	
Maths	5	M	
Science	3	M	
Design Technology	1	M	DT & Cooking – 1 x double lesson for ½ year
Cooking	1	M	
Art	1	M	
Music	1	M	
Ethics	1	M	
PSHCzRE	1	M	
SEAL	1	M	
Health & Well-being	1	M	
Drama	1	M	
PE	3	M	
Humanities	2	M	
Computing	1	M	
Assembly	1	M	
Social time	1	M	
Key Stage 4			
English	4	M	
Maths	4	M	
Science	3	M	Dependent on attainment level
Design Technology	2	V	Enrichment options
Cooking	2	V	
Art	2	V	
Music	2	V	
Ethics	1	M	
PSHCzRE	1	M	

SEAL		1	M	
College placement		4	M	Varied according to need
Work Experience		5	M	
History		1	V	
Drama		2	V	
PE		3	M	
Podcasting		2	V	
Enterprise/coffee shop		4	M	
Personal development curriculum		1	V	
Project work		4	V	
Cycling		3	V	
Transition		2	V	
Life skills		1	V	
Computing		1	M	
Sports Leadership		1	V	
Social time		1	M	
Key Stage 5				
College Placement		6	M	
Work Experience		6	M	
ASDAN		12	M	
Consortium offer		6	M	
Social time		2	M	

The core taught week is 23 hours, and the taught day is the same as that at Friars Academy.



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

### **Introduction**

Proposers have an open state-funded special school of the same age range with a strong track record (Friars Academy, Ofsted 'Outstanding'). The Ofsted report can be found at the link below:

[www.friarsacademy.org/wp-content/uploads/2015/06/Final-report.pdf](http://www.friarsacademy.org/wp-content/uploads/2015/06/Final-report.pdf)

The inspection took place in June 2015 at which time the overall judgement was Outstanding with the same Outstanding judgement applying to every category: leadership and management, behaviour and safety of pupils, quality of teaching, achievement of pupils, and sixth-form provision.

The ethos of both schools can be summarised by 'Every child Every chance Every day'. The curriculum is underpinned by social and emotional aspect of learning (SEAL); a focus on mental health and well-being; resilience and personal development coupled with a restorative approach to behaviour. Students take responsibility throughout the school as student council members, learning ambassadors, health champions, mentors, prefects and anti-bullying action group members. This level of participation is motivational and develops personal skills.

All students at Friars Academy have a Statement or EHCP and all students at Friars East Free School will also have a Statement or EHCP relating to the same learning needs. In both schools, students are/will be commissioned from the same LA and will have the same characteristics and therefore the same intake profile for the same number of students on roll.

The school will have specialisms in Cognition and Learning & Communication and Interaction to include ASD.

At Friars Academy 39% of students are E6FSM and 5% EAL, and we expect the students at Friars East Free School to reflect the same profile due to the closely similar context of the two schools and commissioning from the same LA for the same type of special school provision from the same area.

As a result of this the curriculum offer at Friars East Free School will mirror the Outstanding curriculum offer at Friars Academy with no material modifications, a curriculum which leads to Outstanding achievement for students. This context includes the position currently in place at Friars Academy whereby the specific needs of individuals are identified and met within the overall curriculum framework, such that diagnostics, planning, delivery, assessment and pastoral care will be of the same Outstanding quality leading to the same levels of progress in terms of both academic achievement and personal development.

Following from this, at KS3 our model is very much a primary one with the majority of the students' time spent with a teacher who is also the form tutor. As the students' progress through the school to KS4, they move to a more specialised timetable with an increased number of staff members who are subject specialists, and additional challenges are offered as appropriate to each individual. Alongside this, we will intersperse 'theme weeks' and National events days which provide opportunities for creative project based learning.

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

Groups in the school will predominantly be organised into appropriate age and ability although as cohorts change, some students will be grouped for social needs, nurture or other additional needs such as ASD within a 'stage not age' approach.

We will ensure that the approach at Friars East Free School is consistent with Friars Academy by adopting school policies and procedures from Friars Academy; shared CPD activities, one per term covering key developmental issues for FEFS which will emerge from rigorous monitoring and evaluation; joint lesson observations where every teacher is observed once per half-term; joint moderation; half-termly co-meetings for staff at both schools; also sharing of data using interoperable MIS leading to comparative analysis and early intervention whenever and however needed.

Trust oversight of the development of FEFS will involve an appropriate blend of support and challenge while holding the school to account for the aim of achieving an Ofsted 'Outstanding' judgement at the first inspection in the third year post-opening.

In addition to tracking across the two schools we will also continue to benchmark against similar high-performing special schools nationally as this will inform our reviews and the target setting process and ensure that there is no complacency in either establishment. The drive to achieve and maintain excellence will be unrelenting.

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

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

The proposers have an Ofsted 'Outstanding' school of the same type and age range with a strong track record.

For reasons set out in D1 above there is nothing that needs to be different in FEFS compared to Friars Academy.

FEFS will operate the same baseline assessments as Friars Academy and as explained above and below, Friars' SLT will work with FEFS on moderation activities to ensure parity in judgements across the two schools.

The schools will share the same tracking and target setting procedures; this has already led to high-expectation targets for FEFS (please see below). Data will be shared and closely monitored using interoperable MIS software at the schools and intervention strategies will be discussed and formulated between the two SLTs at joint meetings prior to implementation where required.

We will maintain a strong focus on teaching and learning, with 100% of lessons being judged good and at least 50% outstanding, this will drive progression.

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

The school will also approach neighbouring schools to set up a “buddy” system of peer review to disseminate excellence in teaching and learning assessment within the area. Another key feature of the highly successful approach to tracking which will operate at FEFS, as it does at Friars, involves tracking pupil progress via small steps to learning with regular review and appropriate intervention programmes tailored to individual needs. FEFS will track pupils’ acquisition of pivotal skills such as communication with others and functional skills.

Monitoring of progress will be based on the Ofsted framework and on a bespoke assessment of progress linked directly to the individualised curriculum provision. In addition, the school will measure pupils’ progress against behavioural targets in their individual plans and upon progress towards specific transition and person-centred objectives.

Parents and carers will be invited to termly meetings. Pupils and parents will be partners in the target setting process. This aspirational approach together with appropriate curriculum, support and specialist strategies will redouble assurance that pupils make appropriate progress. This rigorous approach will drive progress towards continuous improvement at FEFS particularly in terms of the trajectory towards Ofsted ‘Outstanding’ status in the first inspection, and towards correspondingly high levels of academic achievement, vocational skills, independence and transition to less supported settings for FEFS students.

### **FEFS High Expectation Targets**

This full set of targets includes and extends the selection given in section C:

- 98% expected progress (KS3) in core subjects based on KS2 data
- 20% uptake in GCSE English, maths and science
- 50% uptake in GCSE drama
- 100% D-G in GCSE English, maths, science and drama
- 100% uptake in Entry Level English, maths, science, history, design technology
- 100% E1-3 in English, maths, science, history, design technology
- 100% uptake in Functional Skills, English and maths
- 50% uptake in Level 1 NCFE Podcasting and Art Award
- 100% pass in Podcasting and Art Award
- 100% uptake and success in AIM Personal Progress, Independent Living, Developing Life Skills
- 100% of the sixth-form entry achieving Asdan certificate in personal effectiveness
- 20% of students travel trained in Y8 and 50% in Y11
- 100% quality of teaching judged as ‘Good’ or better, at least 50% rated as outstanding (with independent external verification)
- Attendance rate above 97%
- Zero NEETs in Y13 at the end of KS5
- 98% parents and carers satisfied or very satisfied in surveys

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

### NEETs and Transitions including at Post-16

In addition to the focus on behavioural and independence skills, the transitions process will start from the induction programme in Year 7, with a focus on career and economic understanding. EHC Plan reviews take place annually and will concentrate on the individual's goals rather than being centred around available existing services. In this way our high expectation aim to transform post-school success and independence for our students will be realised, by smoothing transitions into and out of the school and preparing students well for the next stage of their education and lives at all times.

This transformation will also be supported by adopting the same outward-facing collaborative stance as present in Friars Academy where, according to Ofsted in June 2015: *“The academy has very productive links with other educational establishments, including with other schools in the sixth form consortium. It works closely with a range of businesses and other agencies to extend students’ learning experiences.”* Ofsted also noted that Friars Academy is equally thorough in monitoring the progress, attendance and behaviour of students working off-site.

## 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

The staffing growth plan for FEFS, following the staffing structure at Friars Academy, is tabulated below:

Teaching Staff	Support Staff
<b>2018</b> Executive Head shared with Friars x0.5 Head of School x1 Deputy Head x1 Head of KS3 x1 Head of KS5 x1 Teachers x4	<b>2018</b> (TTO = term time only 0.77 fte) TA x6 TTO HLTA x 1 TTO Technician x1 TTO@0.4 Self-esteem Support x1 TTO Parent Support Liaison x1 TTO Work Experience Officer x1 TTO@0.4 SBM shared with Friars x0.5 Secretary/ Finance Asst x1 Admin Assistant/Reception x1 TTO Site Manager x1 Facilities Manager x1 TTO Vehicle Manager x1 TTO Network Manager x1 TTO Medical Officer x1 TTO School Nurse x1 funded by NHFT

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

<p><b>2019</b>          Executive Head shared with Friars x0.5          Head of School x1          Deputy Head x2          Assistant Head x1          Head of KS3 x1          Head of KS5 x1          Teachers x8</p>	<p><b>2019</b>          TA x10 TTO          HLTA x3 TTO          Technician x1 TTO@0.4          Self-esteem Support x1 TTO          Parent Support Liaison x1 TTO          Work Experience Officer x1 TTO@0.4          SBM shared with Friars x0.5          Secretary/ Finance Asst x1          Admin Assistant/Reception x1 TTO          Site Manager x1          Facilities Manager x1 TTO          Vehicle Manager x1 TTO          Network Manager x1 TTO          Medical Officer x1 TTO          School Nurse x1 funded by NHFT</p>
<p><b>2020</b>          Executive Head shared with Friars x0.5          Head of School x1          Deputy Head x2          Assistant Head x2          Head of KS3 x1          Head of KS5 x1          Teachers x12</p>	<p><b>2020</b>          TA x14 TTO          HLTA x5 TTO          Technician x1 TTO@0.4          Self-esteem Support x1 TTO          Parent Support Liaison x1 TTO          Work Experience Officer x1 TTO@0.4          SBM shared with Friars x0.5          Secretary/ Finance Asst x1          Admin Assistant/Reception x1 TTO          Site Manager x1          Facilities Manager x1 TTO          Vehicle Manager x1 TTO          Network Manager x1 TTO          Medical Officer x1 TTO          School Nurse x1 funded by NHFT</p>
<p><b>2021</b>          Executive Head shared with Friars x0.5          Head of School x1          Deputy Head x2          Assistant Head x2          Head of KS3 x1</p>	<p><b>2021</b>          TA x18 TTO          HLTA x5 TTO          Technician x1 TTO@0.4          Self-esteem Support x1 TTO          Parent Support Liaison x1 TTO</p>

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

Head of KS4 x1 Head of KS5 x1 Teachers x15	Work Experience Officer x1 TTO@0.4 SBM shared with Friars x0.5 Secretary/ Finance Asst x1 Admin Assistant/Reception x1 TTO Site Manager x1 Facilities Manager x1 TTO Vehicle Manager x1 TTO Network Manager x1 TTO Medical Officer x1 TTO School Nurse x1 funded by NHFT
<b>2022</b> Executive Head shared with Friars x0.5 Head of School x1 Deputy Head x2 Assistant Head x2 Head of KS3 x1 Head of KS4 x1 Head of KS5 x1 Teachers x19	<b>2022</b> TA x22 TTO HLTA x7 TTO Technician x1 TTO@0.4 Self-esteem Support x1 TTO Parent Support Liaison x1 TTO Work Experience Officer x1 TTO@0.4 SBM shared with Friars x0.5 Secretary/ Finance Asst x1 Admin Assistant/Reception x1 TTO Site Manager x1 Facilities Manager x1 TTO Vehicle Manager x1 TTO Network Manager x1 TTO Medical Officer x1 TTO School Nurse x1 funded by NHFT

Beyond the Exec HT and SBM we do not expect to share staff in the formal sense but there will be joint work across the two schools as described in this section in order to ensure congruity across the schools in terms of joint moderation activities, joint observations, joint meetings.

**Notes**

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

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

When appointed, the Deputy Headteacher will pick up on and support the Head of School, other SLT members, teachers and learning support staff on standards and progress, with a role in overseeing the removal of barriers to learning which spans the traditional academic-pastoral divide.

One of the Assistant Heads will be responsible for Teaching and Learning, the other for Additional Needs.

TAs and HLTAs will be trained in-house where appointments are made with excellent staff for whom training needs analysis reveals any relevant requirement.

Relevant administrative support staff have dual roles which, particularly in the early life of the school, will smooth operational effectiveness and add to vfm.

Trustees, governors and all staff in teaching and support teams will receive safeguarding training and updates at the relevant level, including the Prevent Duty and FGM Duty. The safeguarding framework will be the same as the Outstanding approach adopted at Friars Academy.

Staffing at FEFS will at all times be sufficient to deliver the curriculum, and as the LA has guaranteed to commission all the places shown in Part 1 there is no possibility of reduced student numbers.

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

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

As a special free school with no faith character and no particular world view beyond our high expectation ethos, we are implicitly and explicitly welcoming to all students who work and learn at FEFS. Northamptonshire County Council is well aware of how Friars Academy operates in precisely this manner and is very supportive of proposals for FEFS. We will offer the warmest of welcomes to students and their parents or carers and will meet learners' needs to enable high achievement and personal development. We will uphold the Public Sector Equality Duty and meet all requirements of the Equality Act 2010 together with all relevant equality legislation.

The FEFS school community will be tolerant and will therefore respect the views of others, this will extend to the wearing of discreet religious symbols from all faiths as long as health and safety of the wearer or of other students is not compromised.

We will make it clear that parents and students do not have to justify their decision to exercise their right to withdraw from any aspect of RE in PSHCE.

We will adhere to the Prevent Duty, FGM duty and promote British Values as required and promote the spiritual, moral, social and cultural development of students. The implementation here for British values and SMSC will mirror that at Friars Academy and be implemented in a cross-curricular manner as well as via PSHCE. SLT will carry day-to-day responsibility for the whole-school duties.

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

FEFS will foster positive relationships with parents and families and actively request feedback about the views of parents, carers and students concerning how well the school meets their expectations and their child's/children's needs. The school website for parents and carers and governors will ensure that the school adheres to regulations shrouding the publication of school information. We value the opinions of students and parents, and will engage constructively to respond to their experiences and views.

We will work with local charities including The Daylight Centre for the homeless and NC TLC and businesses - Ensafe who are our lead Enterprise adviser, TNT, Co-Op and Morrison's for example who provide work experience and support to enhance the provision for our students and to make mutually beneficial contributions to community cohesion. We also support, through our Enterprise work, a student Balemaul, to attend school in Northern Ethiopia.

All students, no matter what their family's socioeconomic status, their gender, sexual orientation, racial/cultural background, and adherence to a faith or no faith, will be encouraged to make the fullest use of their talents and the opportunities at FEFS and this will be made explicit in our website content and literature to ensure everyone is aware of the welcome awaiting them at FEFS. Through our Ethics curriculum, students are encouraged to question and understand different Faiths and views. We host a multi faith event where students are given opportunities to talk to a range of adults from different ethnic and religious backgrounds.

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

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

Friars East Free School will admit students that have a Statement or EHCP naming the school with places commissioned by the LA.

#### **Types of need the school will cater for and how the school will cater for these needs**

Students will have moderate learning difficulties to severe learning difficulties, including students with autism. The school will have specialisms in Cognition & Learning and Communication & Interaction to include ASD.

The school will cater for the needs of students by applying an engaging curriculum that meets the individual needs of the students, alongside excellent pastoral care to ensure personal development and academic achievement are both maximised.

*“The curriculum provides students with a wide range of experiences that are matched closely to their personal and academic needs. At Key Stage 4 and in the sixth form, students follow a very personalised programme devised to meet their individual needs and to reflect their hopes for the future. The academy does a great deal to raise students' self-esteem and provides excellent opportunities for them to develop their moral and social awareness.*”



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

*It provides them with a good range of opportunities to learn about other cultures, including through welcoming a range of visitors to the academy.” (Friars Academy Ofsted, 2015).*

The student cohort will be managed every year to meet increasing demands or complexity and reviewed / evaluated to enable groupings to be established which allow for aspirational learning, social enhancement and engagement.

We will work closely with Occupational Therapy and Speech & Language Therapists as happens at Friars Academy. Programmes will be identified following information from the EHCP and trained staff will deliver the appropriate levels of support.

FEFS will also have a pupil support zone where identified students access protective behaviours, self-esteem and behaviour support which mirrors Friars Academy. PSHCE and SEAL are particularly important for both schools and underpin the ethos and delivery of the curriculum to all students. Health and well-being are also a priority area with students involved with identification of strategies to support their own well-being and mental health. Health walks linked to all subject areas will ensure that this remains a focus throughout the year and for all students.

We will employ a range of staff to meet the needs of the students including a medical officer who links with the school nurse to ensure that any medical or first aid needs are met effectively. All teaching assistants will also be able to be involved in personal care. Our Family support worker engages with parents and carers to ensure that there is good communication between home and school so that needs are fully met. We also have regular contact home using a school planner, a text/email service and 1-1 phone calls home.

Friars Academy is a restorative approach school which allows for behaviour issues to be understood and for students to take ownership and responsibility for their behaviour. FEFS will adopt this approach. In this arrangement, relationships policy ensures that all students' needs and levels of understanding are taken into account so that situations can be moved forward. Parents and carers will be involved where relevant and informed at all times.

This level of parental engagement will ensure that we are fully meeting the needs of the students at all times. Friars is an AFA (Achievement for All) Academy with Quality Mark, and we have developed a number of strategies to ensure that links are established and effective such as structured conversations which have proved very beneficial. These will be put in place for FEFS to benefit from the same best practice strategies.

**Strategies to Assess and Meet the Needs of All Pupils**

Our strategies to assess and meet the needs of all pupils will be derived from the excellent practice at Friars Academy as follows. The curriculum is broken down into five learning blocks whereby targets are set at the beginning of a block and assessed at the end with a celebration of success. These are interspersed with Theme weeks which allow for cross curricular learning and for learning to be applied in different settings in order to consolidate the understanding prior to building on it.

Annual targets are set at the beginning of the year following baseline assessments. These are then tracked across the year with specific focus at the end of a learning block.

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

If a student requires additional input, this is identified and measures by way of an intervention strategy are put in place to enable 'catch up'.

*"Teachers make very good use of assessment information and keep detailed records of students' learning. They make sure that students are very clear about what they are meant to learn and devise detailed targets that underpin their academic and personal progress. Where teachers give students a choice about which targets to work towards, they emphasise the importance of choosing challenging targets that will really stretch them."* (Friars Academy Ofsted, 2015).

Reading will be a particular focus due to the impact on all subjects and therefore Phonics groups will be established with regular input in small groups. Formative assessment is used to celebrate progress and, diagnostically, to apply relevant interventions to ensure that pupils are making progress. Reading is tested, rewarded and identified as a homework item.

Qualified teaching staff will ensure that assessment and the subsequent support where needed are of high quality and impact on progress, which will in turn impact on self-esteem and confidence in a positive reinforcement cycle that leads to higher standards of attainment. We will also work closely with the local mainstream primary school, as happens at Friars Academy, to ensure external moderation of work outside of FEFS takes place alongside the sharing of good practice.

Assessment will be ongoing in lessons (AfL) with good use of assessment for learning strategies which are monitored during learning walks to ensure impact on learning. Key stage meetings will also be used to identify any student that may be struggling either academically or socially so that targeted support can then be identified and input maintained. Tracking of progress using a computer-based MIS system that will be interoperable between schools and can be accessed online has enabled regular, consistent tracking of progress which in turn has impacted on early identification and positive outcomes for students.

**Strategies that represent best practice, making use of the teaching specialisms and SEN expertise of members of staff.**

FEFS will appoint a range of primary teachers including secondary specialist teachers which will enable the development of learning at an accelerated pace while taking into account the basic emotional needs of FEFS students. Initially on arrival students will be very much class based with some specialist teaching. This specialist teaching increases over time as students develop their knowledge, understanding, skills, confidence and independence.

We will link with all Special Schools within Northamptonshire and schools within the Maplefields Teaching Schools Alliance, which Friars Academy is a strategic partner, to ensure that good practice is shared and developed. Friars Academy is responsible for appointing and developing all Specialist Leaders of Education within the Alliance and as such we are able to support all staff to ensure best practice and this will of course include FEFS.

*"Teachers throughout the academy have high expectations for students' literacy development at all Key Stages, they regularly record their work by writing and using information and communication technology. Special events further motivate students' reading and writing."* (Friars Academy Ofsted, 2015)

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

A poetry club, reading club and reading reward certificates and trips within enrichment time will ensure a keen focus on basic skills along with development arising from high quality regular phonics and English lessons.

*“The teaching of mathematics is outstanding. Teachers make very good use of practical equipment to support students’ calculation and to help explain new skills. They often demonstrate new work thoroughly on the interactive white boards and provide many opportunities for students to use and test out their knowledge of numbers.”* (Friars Academy Ofsted, 2015)

Functional skills will permeate throughout the curriculum areas and will be identified in planning for all staff. The reinforcement of the skills and transfer between subjects is key to skills being retained over time.

Transition is a key area for the students at all times of their school life. A member of the SLT at FEFS will have responsibility to ensure that the needs of the students in this arena are met giving by support including via ‘social stories’, transition times, visual clues and good communication with home. Summer school for our incoming Year 6 students along with a full transition programme ensures a settled start to Friars Academy.

We have excellent links with the local family of schools and further education establishments. Throughout Key Stage 4 students are given opportunities for work experience and College taster days to ensure a smooth transition post 16.

### **How we will engage with other Agencies**

FEFS will engage with outside agencies in order to enhance the outcomes for our students. Each intervention with an agency will be directly linked to a diagnosed individual need of a student. A member of FEFS SLT will coordinate the input for students with regard to external agencies. This member of staff will also be involved with the Annual review process and oversight of the EHCP’s therefore maintaining consistency and enabling targeted provision to be identified to have most impact for each student. The list below highlights some of the agencies involved:

- School Nurse – drop in service for mental health and well-being. Attendance at core group and Child protection conferences
- Visually impaired team – individual 1-1 support as identified
- Teacher for the deaf - individual 1-1 support as identified
- Autism Outreach support – identified through annual reviews, parental request and staff recommendation
- CAMHS - individual 1-1 support as identified. May be linked with work in school.
- CPLD team – support for the child and family
- SALT (Speech and Language therapy) – identification of need followed by programmes written by external agency and delivered by Friars staff
- Occupational health and physiotherapy – through identified health needs. Programmes written by external agency and delivered by Friars staff
- Educational Psychologist – through identified needs to support as necessary

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

- Drama/music therapist – as necessary
- Virtual Schools – support with LAC students.

Our KS4/Work related learning leader coordinates the transitions programme at KS4 and establishes positive links with the agencies below ensuring that the students are:

- Prospects – support with Transitions and EHCP planning
- Northampton College/Tresham/Moulton College – Support for transition and taster experiences for different roles.
- The Beehive – Support with transition and life experiences
- Consortium – a varied programme of courses to support the individual learners post 16
- Enterprise partners – business links and support for future aspirations and work

**Safeguarding and Meeting Health Needs**

As indicated above, students will have access to healthcare professionals. The new school will have a medical room and will employ a medical officer to support students' health, lead on first aid and for administration of medications. A school nurse will be funded by NHFT. Health and well-being are a priority area with students involved with identification of strategies to support their own well-being and mental health. Health walks linked to all subject areas will ensure that this remains a focus.

All staff have a responsibility for Safeguarding at Friars and this will be a feature at FEFS also. In addition to an SLT SL, when full we will have 4 DSL's who will coordinate regularly to ensure that all of the students are well looked after. FEFS SLT will have responsibility for ensuring that the Prevent and FGM duties are adhered to fully.

To ensure this complete adherence to statutory requirements and best practice is achieved, staff will have continuous online access to guidance from key documentation which they must follow as set out in our safeguarding policy, and to other professionals in terms of individual students' needs:

**Access to Guidance:**

- Working together to safeguard children: A guide to inter-agency working to safeguard and promote the welfare of children
- Safeguarding Children and Safer Recruitment in Education
- Keeping Children Safe in Education
- Revised Prevent Duty Guidance (HM Government)
- Mandatory Reporting of Female Genital Mutilation
- Safeguarding Children in a Digital World (Becta)

**Access to Professionals:**

- Social workers – individual support work as appropriate with the child and the family ensuring their safety and well-being.
- Education Entitlement team – support with attendance matters

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

- Police – a linked PCSO will regularly visit FEFS as happens at Friars, working with identified students and their families as required.

At FEFS all our students will feel safe and secure as they grow in confidence and develop a sense of self-discipline and self-esteem within a secure and stimulating environment; where there is respect for each other, for the school, for the local community and for the world in which we live.

As proposers, the Trust (as well as the new school) will continue to enjoy good relationships and close liaison with the LA team, in particular [REDACTED].

## Section E – evidence of need

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

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

##### Contents

- **Summary of Key Evidence**
- **Need for More School Places:**
  - Analysis of need and forecasts originating via Northamptonshire County Council
  - Evidence of (financial) support from Northamptonshire County Council
  - Parental Demand (for the first two years of operation)
- **Marketing and Promotion of Friars East Free School Summary**
- **Summary of Community Engagement**

##### Summary of Key Evidence

There is a clear rationale for establishing a new school for students aged 11 –18 years that have a Statement of Special Educational Needs or an Education, Health and Care Plan in the Wellingborough vicinity of (east) Northamptonshire.

The whole county of Northamptonshire is currently experiencing a period of substantial population growth. There has been an increase of 23.4% in the annual number of births in the county for the period 2001 – 2012. The school age (5 –18 year olds) population has risen by 4.3%, from 94,753 to 98,761 in the period 2005 – 2015. It is expected to rise by a further 7.5% by 2020.

Essentially, there are currently, in summer 2016, 12 special schools operating in the county of Northamptonshire and 22 units of resourced or designated special provision attached to mainstream schools. However, the pupil numbers in special schools in the county have increased at both primary and secondary level since the year 2010. Growth has been at a faster rate than mainstream schools – increasing by 22% for secondary provision (source: Northamptonshire County Council 2016).

##### **Need for More School Places – Analysis of need and forecasts originating via Northamptonshire County Council**

Data from the national SEN2 return for 2015 suggested that Northamptonshire had a higher proportion of pupils with special needs placed in mainstream settings (including unit/provisions) than the average for the East Midlands region. Indeed, since early 2014, there has been a significant increase in the number of children attending special schools in the county. A total of 1,275 were on roll in January 2014, increasing to 1,358 the following year and 1,394 in January 2016 – an increase of 9.3% in two years. Ultimately, Northamptonshire County Council forecast that its cumulative Year 11 group in September 2016 within its special schools will be 7.7% larger than then previous intake, in September 2015.

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

Table E1 below which has been published in the Northamptonshire County Council document *Securing a sufficiency of special educational provision in Northamptonshire* outlines the geographical distribution (i.e. their resident address) of pupils across the county currently attending special schools and units/provisions:

*E1 Area of residence of pupils currently (in 2016) attending special schools and units/provisions in the county of Northamptonshire*

<b>All (12) Special Schools operating across...</b>	<b>Total</b>
Corby	<b>64</b>
Daventry	<b>101</b>
East Northants	<b>169</b>
Kettering	<b>242</b>
Northampton	<b>452</b>
South Northants	<b>96</b>
Wellingborough	<b>242</b>
Incomplete information	<b>28</b>
<b>Total</b>	<b>1394</b>

Table E1 indicates that a third of pupils with special needs resident across the county live in the Wellingborough locality and the surrounding East Northamptonshire locality.

Northamptonshire County Council's School Organisation Plan 2016 – 2021: *Local places for local children* outlined how a recent review of SEND provision identified gaps in the locality. The Organisation Plan outlined how Northamptonshire County Council is therefore actively developing actions/opportunities to utilise the expertise in existing special schools to create additional specialist provision in appropriate locations.

These actions are expected to reduce the number of pupils with SEND whose needs are met in independent specialist provision and to increase the proportion of pupils whose additional/special educational needs are met in-County. The Organisation Plan reports that discussions with special school headteachers in February 2016 resulted in a number of further localised pressures for school places for SEND children being identified. One of the key priorities/pressures identified was a shortage of secondary school places at Friars Academy in Wellingborough.

The Northamptonshire County Council document *Securing a sufficiency of special educational provision in Northamptonshire* was published in summer 2016 as an annex to the broader Organisation Plan 2016 – 2021. The document analyses the demand for places in special schools, SEN-units and resourced provisions within Northamptonshire, based upon information trends. Essentially, the document reported how there has been a 20.3% increase in the number of pupils in the county's special secondary schools since 2010 – 2011.

It also states that "...plans are underway for a new free school called Friars East Free School to serve the Wellingborough area. Current plans are for a 145 place school to

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

*open in September 2018 which will be added into our analysis [of securing sufficient places for children with special needs] if and when plans and schedules are confirmed". Sourced from that document, Table E2 indicates the projected (increasing) demand for special secondary places in forthcoming years.*

*E2 Projected demand for special secondary places (11 – 16 years) in Northamptonshire in forthcoming years*

School Year	7	8	9	10	11	Total
2015/16	<b>151</b>	150	150	153	142	<b>746</b>
2016/17	<b>152</b>	155	150	151	153	<b>761</b>
2017/18	<b>174</b>	156	155	151	151	<b>787</b>
2018/19	<b>169</b>	178	156	156	151	<b>810</b>
2019/20	<b>177</b>	173	178	157	156	<b>841</b>
2020/21	<b>186</b>	181	173	179	157	<b>876</b>

Table E2 demonstrates a 17.4% increase in the secondary special school population over the next five years, increasing by 130 places from 746 in 2015 – 2016 to 876 in 2020 – 2021. The document outlines how for each year, a proportion of the Year 11 group stay on into a Sixth Form and how *“most [pupils] will complete two years of further study, though in the past a significant number have undertaken a Year 14 before leaving school”*. Indeed, Table E3 indicates the projected (increasing) demand for Y12 and Y13 (Sixth Form) places in forthcoming years.

*E3 Projected demand for special school Y12 and Y13 places in Northamptonshire in forthcoming years*

School Year	12	13	Total
2015/16	<b>84</b>	56	<b>141</b>
2016/17	<b>85</b>	75	<b>160</b>
2017/18	<b>96</b>	76	<b>172</b>
2018/19	<b>94</b>	87	<b>181</b>
2019/20	<b>94</b>	85	<b>179</b>
2020/21	<b>99</b>	85	<b>184</b>

Table E3 demonstrates a 30.5% increase in the special school Y12 and Y13 population over the next five years, requiring 43 additional pupil places.

Ultimately, with regard to the two key localities (for the purposes of this application) of (a) Wellingborough and (b) East Northamptonshire *Securing a sufficiency of special educational provision in Northamptonshire* estimated the following projected increase in pupils requiring a place at special schools in forthcoming years – see Table E4 below.



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

*E4: Projected increase in numbers of pupils requiring a place at special schools in the (a) Wellingborough locality and (b) East Northamptonshire locality in future years*

School Year	East Northamptonshire	Wellingborough	Total
2016-17	181	243	424
2017-18	189	254	443
2018-19	197	265	462
2019-20	204	275	479
2020-21	212	284	496
2016 - 2021	43	42	85

**Need for More School Places – Evidence of (financial) support from Northamptonshire County Council**

The proposers for East Friars Free School are in constant communication with Northamptonshire County Council as the planned school has been identified as fundamental to fulfilling the Local Authority’s need to develop further places for pupils with special needs aged 11 – 18 years.

**Northamptonshire County Council has confirmed that it will commission and fund all places at the proposed new school.**

**Northamptonshire County Council is committed to the establishment of Friars East Free School, and to providing top up funding / commissioning places for its first two years of operation – i.e. 2018 and 2019.**

NCC has already supported three applications for new SEN provision since the inception of the free schools programme, which have been approved by the Education Funding Agency to provide a total of 375 new pupil places:

- Daventry Hill School – opening in September 2016
- Green Oaks Free School in Northampton – opening in September 2017
- Corby Free School – opening September 2018

However, in 2013 the pressure for places for children with special educational needs and disabilities in Wellingborough was continuing to be evident when it was reported how Northamptonshire County Council proposed to expand the *primary* pupil numbers at Rowan Gate Primary School, in Wellingborough, by creating a site at the former Hayway Infants and Nursery School, in Rushden.

More recently, the *Northampton Chronicle and Echo* reported on the 7<sup>th</sup> July 2016 how Northamptonshire County Council’s *Race to the Top* strategy involved plans to create 12,000 new schools places for the locality by 2020. The strategy incorporated a need for six new secondary schools for the county and outlined how “*specific pressures on SEND provision have been identified at Friars Academy in Wellingborough*”.

The *Race to the Top* strategy concluded that “[the county] *will need 25 new primary schools and 6 new secondary schools by 2020 and we plan to work closely with partners, including the Education Funding Agency, academy trusts, free school*

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

*proposers and borough and district councils to create the new school places where they are needed”.*

**Need for More School Places – Parental Demand (for the first two years of operation)**

*E5: Number of children Northamptonshire County Council would place at Friars East Free School in its first two years of operation*

<b>Local Authority</b>	<b>Number of children it would place at Friars East Free School in 2018</b>	<b>Number of children it would place at Friars East Free School in 2019</b>
Northamptonshire	32	32

Friars East Free School has a commitment in writing (see letters of support in annexes) from Northamptonshire County Council to commission 64 places in its first and second year of operation – see Table E5 above. The school has a commitment from Northamptonshire County Council that they;

- (a) would expect to purchase a minimum of 145 places at Friars East Free School, and
- (b) would pay the required levels of top up funding at a (top up) cost of £10,000 per pupil pre aged 16 years and £11,000 per post 16 years pupil.

Additionally, structured community engagement undertaken by the Friars East Free School project team in summer 2016 indicated that there are enough;

- (a) firm registrations of interest in the school and,
- (b) expressions of parental/community support for the school exist to make its establishment in the eastern vicinity of Wellingborough, once again, a viable undertaking.

The majority of the parents/carers – who have children with special needs and disabilities – and who have registered an interest in their children attending Friars East Free School

Table E6 presents the number of parents and carers who have requested via our community engagement phase that Northamptonshire County Council would ideally name Friars East Free School on their child(ren)’s Education, Health and Care plans.

*E6 Number of parents (and/or students if post-16) who have requested that Northamptonshire County Council name Friars East Free School on their EHC plans*

<b>Year of Entry</b>	<b>Number of carers who stated – through the <u>supplementary</u> community engagement exercise – that they would ideally like to secure a place at Friars East Free School aligned to having a EHC</b>
2018	5 in September 2016
2019	5 in September 2016
2020 onwards...	6 in September 2016

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

37 carers, parents and members of the community responded via the community engagement survey (see further methodology details below). The majority were carers of children with special educational needs and disabilities. The most frequent type of additional needs of a child was Autism, followed in frequency by a behavioural difficulty. Eight respondents were local (special) educational professionals.

36% of the carers/parents believed that– in their opinion – the quality and performance of existing local secondary schools *could be better* or was *poor*.

Finally, the most frequent type of proposed public/community use for the special secondary school was as an after school club for children with special needs (100% of respondents), followed in frequency by use as a holiday playscheme (91% of respondents).

### **Marketing and Promotion of Friars East Free School Summary**

The figures included in Table E6 were attained in summer 2016 via the Friars East Free School community engagement team undertaking structured community consultation – including with local parents and carers of children with special needs and disabilities. The Friars East Free School community engagement team who carried out demand gathering activities on-line and special schools located within the Northamptonshire locality discovered significant support for the educational provision that it proposes to offer.

The Friars East Free School community engagement team received a briefing at the outset of the application process which reinforced and emphasised the ethos and vision of the proposed new special school. The community engagement team was briefed on how to explain the key features of the proposed special school to parents and carers and to local stakeholders, including professionals that work in the localities special needs sector.

Marketing materials including a specific information flyer (see annexes) were designed to provide a depiction of the proposed Friars East Free School, and the key characteristics that will underpin it. In addition, the website for the proposed school to which parents, carers and stakeholders could refer, incorporates a prominent 'About Us' section describing key features such as the plans for the first year intake and its proposed ethos and vision. When the Friars East Free School community engagement team were undertaking face-to-face canvassing with prospective parents, carers and members of the local community, the information flyer was always handed to them. The information flyer contained specifics about the type of education provision which the special school will offer – including an explanation that the school will:

- Offer 145 high quality places commissioned by Northamptonshire County Council for students aged 11 – 18 years who have a Statement of Special Educational Needs, or an Education, Health and Care Plan for moderate to severe learning difficulties, including students with autism
- Be modelled on the Ofsted Outstanding Friars Academy
- Open in September 2018, with 27 places in Year 7 and 5 places in Year 12, growing to full capacity in 2022.
- Have specialisms in cognition and learning, plus communication and interaction with individualised provision based on small group sizes to ensure high levels of achievement and personal development

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

- Have a thematic approach in KS3 where students generally remain with their class teacher

### **Summary of Community Engagement**

In summer 2016 Friars East Free School implemented the following processes in order to attain (a) community support and (b) registrations of interest in their proposed school:

- Undertaking of an online community survey and registration of interest process, via the dedicated website for the proposed special school
- Supplementary face-to-face canvassing using structured materials – including a requisitely informative flyer (see annexes) – in order to attain firm registrations of interest from parents and carers
- Ensuring engagement with sections of the Wellingborough, Rushden and east Northamptonshire community
- Promotion through the local media (local papers and radio) which promoted the ambition to establish Friars East Free School within east Northamptonshire
- Attaining support from local special primary schools, including the sending of their parents and carers a text message informing them about the proposed option for their children's secondary education

We attained a number of firm registration of interests from parents and carers including through members of the Friars East Free School community engagement team canvassing local parents and carers; special needs support groups and community members both (a) via the online survey/registration of interest response form and (b) face-to-face engagement. That supplementary face-to-face engagement was undertaken at the following locations and settings:

- The main potential pipeline special primary school, located in the east Northamptonshire area: Rowan Gate Primary School in Wellingborough and Rushden
- Via support and advocacy groups including ADHD Matters Wellingborough, Northamptonshire County Council Portage and SEN Early Years Service and the National Autistic Society Northamptonshire

The website: [www.friarseastfreeschool.org.uk/](http://www.friarseastfreeschool.org.uk/) provided prospective parents, carers and members of the local (special needs) community with the opportunity to (a) learn more about the proposed special school (b) to provide their feedback about the localised special educational needs sector and (where applicable) to register their interest in their child attending the school via a dedicated webpage:

[www.friarseastfreeschool.org.uk/register](http://www.friarseastfreeschool.org.uk/register)

Parents, carers and stakeholders who wished to learn more about the proposed establishment of Friars East Free School – potentially before registering their interest – were directed to the website for more information about the proposed special school. The Friars East Free School community engagement team also sent out communications through social media including via the school's Facebook page.

Those parents who were keen to learn more about Friars East Free School were encouraged to research and/or contact Friars Academy to get a flavour of how it operates and their general approach to educating children with moderate to severe learning difficulties.

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

Regular updates and communications are being – and will continue to be – sent to those who have registered an interest in Friars East Free School.

The Community Engagement Survey Form – see annexe – invited parents, carers and members of the community to provide the following details and feedback (where applicable for both):

- Name
- Number and date(s) of birth of child(ren)
- Postcode
- Contact e-mail
- Suggestions as to how Friars East Free School could be used as a community resource

Responses on Facebook about the proposed Friars East Free School can be viewed in the annexes and online: <https://www.facebook.com/Friars-East-Free-School-513182622204152/>

### Summary of strategy to generate community engagement

The open, inclusive and educationally sound ethos of the proposed Friars East Free School attracted registrations of interest from across the locality we propose to reach and serve. Underpinning and seeming through our entire marketing strategy was the need to communicate to parents and carers – and the east Northamptonshire community – that the school will enhance (a diversity of) choice, continue to improve academic standards and develop community cohesion for local families whose members include children with special educational needs and disabilities.

The table below summarises the methods and marketing/communication actions undertaken by the Friars East Free School community engagement team, in summer 2016.

Distribution of flyers and face-to-face canvassing	Approximately 1,500 hard copy and electronic information flyers (and accompanying posters) which explained the ethos of Friars East Free School and which promoted the school website were distributed to: <ul style="list-style-type: none"><li>• Local primary special schools/early years settings including those that offered provision for children with special needs and disabilities</li><li>• Groups that support families with children with special needs and disabilities including insert <u>comprehensive</u> list via stakeholders database</li><li>• At local places of worship (including churches)</li><li>• Wellingborough library</li><li>• Waendel Leisure Centre</li></ul>
Electronic canvassing and registration of interest collation	The Friars East Free School website hosted a registration of interest page during the period leading up to the application. The link to this page was widely distributed (including via global text message), to parents whose children attended local special primary schools. The web-site link was also published on the information flyer (see annexes).

<b>E1 – provide valid evidence that there is a need for this school in the area</b>	
	<p>Additionally, Friars Academy itself posted information about the proposed school on its own website, i.e.:</p> <p><a href="http://www.friarsacademy.org/friars-east-free-school-announcement/">http://www.friarsacademy.org/friars-east-free-school-announcement/</a></p>
Facebook/Social Media	<p>The local community was informed about the proposal via the Friars East Free School Facebook page:</p> <p><a href="http://www.facebook.com/Friars-East-Free-School-513182622204152/">www.facebook.com/Friars-East-Free-School-513182622204152/</a></p>
Promotional/Open Events	<p>The Friars East Free School community engagement team organised and facilitated two Open Events (1) at Friars Academy on Friday 8<sup>th</sup> July 6.00pm – 7.15pm and (2) at Rowan Gate Primary School on Monday 19<sup>th</sup> September 2.15pm – 3.15pm, in order to inform local carers, parents, pupils with special educational needs and community members about the proposed school. The event was attended by approximately twenty parents, carers, pupils and professionals.</p>
Text campaign promoting the school	<p>A number of local special primary schools, mainstream primary schools and appropriate support/advocacy groups were invited to send a text message to their parents that incorporated the Friars East Free School website and outlined how support could be registered.</p>
Word of mouth	<p>Our experience was that once the local community – in particular the Wellingborough and east Northamptonshire community – learnt about the proposal for Friars East Free School, they spread the word to others – including local carers – and we subsequently received communications offering encouragement and support, plus registrations of interest.</p>
Local media	<p>A press release was issued in June 2016 which helped generate media coverage and registrations of interest.</p>
Please tick to confirm that you have provided evidence as annexes: <input checked="" type="checkbox"/>	

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

<b>E2 – valid evidence of need for non-statemented pupils/pupils without an education, health and care (EHC) plan</b>
<p>Friars East Free School can confirm that the school only plans to accept admissions for pupils with an EHC plan.</p>

**Section F – capacity and capability**

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

Name	Where they live (town/city)	Member of core group	Role(s) (pre-opening team, member, trustee, Head of School designate, local governor once 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)
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[REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED]
[REDACTED] [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

1

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

**Introduction**

This Free School Application is being proposed by Friars Academy, a single academy trust. We are in the process of amending the Articles and applying to become the Friars Multi-Academy Trust (FMAT). FMAT is being formed so that Friars Academy and Friars East Free School can become academies within the Trust, together with other outstanding special schools that will join FMAT in the future. [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED] We have both the capacity and capability to manage the necessary work streams and activities through pre-opening, and will procure the services of additional free school specific marketing, project management and legal consultants with a successful track record in guiding free school proposers through the pre-opening process.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

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

[Redacted text block]

- Project Development Grant management
- Education Brief
- Governance Plan
- Budget updates
- Head of School Designate recruitment
- Further recruitment - SLT, MLT, T, Support Staff
- Marketing and liaison with prospective parents, open events, drop-in surgeries
- Policy formulation
- Scheme of Delegation
- Preparation for DfE EA requests including 3-year Development Plan
- Safeguarding and Prevent Duty
- Preparation for Pre-registration Ofsted visit
- Preparation for the DfE Readiness to Open Meeting including Risk document
- Liaison with EFA ref site (Schedule of Accommodation) and ICT procurement
- Financial projections
- HR, MIS and financial systems
- Funding Agreement communications

**Recruitment**

[Redacted text block]

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

The Trust will appoint the Head of School Designate at least two terms in advance of FEFS's opening date. [REDACTED]

[REDACTED] We are therefore very confident of operating a high-quality process which will include the paper application, references, a structured interview, written exercises and a presentation to find an outstanding candidate who shares the Trust's vision and ethos.

We will advertise nationally for the Head of School role using online media and also via the school's website. We are confident that this will attract a strong field resulting in the appointment of a highly capable school leader with a strong track record reflecting the level of experience and expertise needed to open, and then develop a new Special Free School to achieve an Outstanding judgement in its first Ofsted inspection.

We expect that the Head of School Designate will hold [REDACTED], but this will not be a bar to appointment as we are aware of guidance from DfE which states that NPQH is not mandatory for Academies or Free Schools, and we would not want an automatic exclusion from the selection process for outstanding school leaders from the independent sector, or those that have been successful Deputy Headteachers in Special School settings that have yet to take the qualification. The selection process will take into account the resignation deadlines for serving Headteachers, which will also be consistent with the shorter period for Deputy Head of Schools. The 2017 timeline for the recruitment of the Head of School Designate is as follows. This is consistent with carrying out a thorough process and also with the Headteacher resignation deadline.

07 September	Sign off on the Job Description, Person Specification, related Selection Criteria, and details of the selection process
08 September	Advertise the Head of School job nationally including online and via the school's website
20 September	Closing date for applications
21 September	Shortlisting
22 September	Invitations to interview and reference requests e-mailed / posted
27 September	Interviews
28 September	Job offer subject to references, DBS check, confidential occupational medical questionnaire and funding agreement
01 January 2018	Head of School Designate in post

Should we be unhappy with the field for the first round of interviews, we will close the process and re-advertise immediately. If the second round is unsuccessful we will consider the use of specialist search companies.

## F1 (b) Skills gap analysis

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
Free Schools Legal Expertise	Pre-opening team	We will use the project development grant to retain the services of our legal advisers ██████████, who are experienced in developing Master and Supplemental Funding Agreements and managing lease arrangements for free schools.
Free Schools project management	Pre-opening team	The Trust will procure the services of a Free Schools experienced project manager to guide the core team through the pre-opening process so that the project is efficiently delivered to the processes and expectations of the DfE and EFA.
Local Governance	Friars East Free School Local Governing Body	During pre-opening, we will identify candidates to serve as local governors, and plan that the LGB is in place by the August prior to the School's opening. Governors will be appointed by the Trust Board and will be given training to ensure that they can carry out their full duties.

**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**

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**Governance structure**

The governance structure diagram for the new Friars Multi-Academy Trust (FMAT) is in keeping with accepted academy trust models and in line with meeting requirements arising from the Academies Financial Handbook.

**Roles and Responsibilities- The Trust and Governors**



<u>Individuals/bodies</u>	<u>Direction of accountability/reporting</u>
FMAT Members	
FMAT Board of Directors	
FEFS Local Governing Body	
FEFS Head of School	

**Governance Overview**

Sound governance is critical to provide the challenge and support necessary for the effective running of our schools. FMAT is committed to ensuring that the appropriate lines of accountability, reporting procedures and, where necessary, interventions are put in place in order that this occurs effectively. Our Members are aware of their powers and obligations under Company – namely (but not exclusively) appointing and removing Directors, voting rights and the ability to change the constitution of the Company. Members will meet twice a year. The FMAT Board will be responsible for the strategic direction of the Company, in addition to their legal duties as company directors, as summarised below:

- Legal responsibilities including returns to Companies House and Charity Commission, DfE, EFA and provision of information to Ofsted
- Funding agreements with the Secretary of State for Education
- Overall strategic vision, performance and development
- Establishing and holding to account the Local Governing Body
- Agree Local Governing Body Terms of Reference
- Overall financial management and Financial Regulations
- Hold land and assets in Trust
- Legal Employer role and recruitment of Heads of School and SLTs
- Risk management and establishing and monitoring of Key Performance Indicators
- Reviewing and developing policies
- Overseeing training and continual professional development of staff across FMAT



**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**

These responsibilities together with those of the LGB and Head of School will be set out in the Scheme of Delegation, which the Board of Directors will develop and review annually. Matters within the responsibility of the Head of School that can involve the Local Governing Body are complaints, appeals over exclusions, and appeals for admissions. In addition, Governors may be involved in HR issues relating to potential redundancy, grievance, discipline and performance management where any member of staff has exercised a right of appeal. The FMAT Board will meet twice a term.

The FMAT Board will carry out robust monitoring and review of the performance of FEFS twice a term when it reaches steady state, and more frequently in its early years. This will include a review of data, the school's self-assessment, 6-weekly Head of School report and conversations with the Head of School and SLT, and regular visits to the school to observe quality of lessons, attitudes and behaviours of pupils and staff.

[Redacted text block]

**Committee Structure**

There will be two committees which will sit prior to the FMAT Board meetings - the Finance, HR, Estates and Audit Committee and the Teaching and Learning Committee. Directors, and invited Governors with the relevant experience to sit on the Committees, will be asked to complete a training needs analysis survey prior to constituting and delivering a tailored programme of training. This training will include preparation for the work of the following areas so that they can exercise their function when required:

- Curriculum and Standards
- Finance and Audit
- Premises
- HR and Discipline
- Admissions

[Redacted text block]

**Governing Body Constitution and Responsibilities**

[Redacted text block]

- [Redacted text]
- [Redacted text]
- [Redacted text]

**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**

- [REDACTED]
- [REDACTED]

**Local Governing Body Role**

A non- exhaustive list of the key responsibilities of the FEFS LGB is set out below, to be determined with the FMAT Board through the Scheme of Delegation:

- Appointing a Chair, Vice Chair and Clerk
- Working within the Trust’s Scheme of Delegation
- Acting as a critical friend, holding the Head of School to account for performance against targets and meeting statutory requirements
- Overseeing student safeguarding to ensure it meets requirements and supports well-being for children with special educational needs
- Communications regarding key elements of school strategy
- Student and staff discipline, including student attendance
- Holding a termly meeting

**Recruiting Governors**

Our plan for recruiting highly capable local governors to the FEFS LGB will provide the School with strength in depth in terms of experience and expertise, for example one of those recruited may be a local solicitor with school case experience. This will also provide for accountability at a local level. Vacancies with related skill sets will be advertised and applicants are interviewed to determine the best individual for each of the roles. Sample application form content is given below:

**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**

**APPLICATION FOR SCHOOL GOVERNOR ROLE**

**Data Protection Act:** This information is being collected for the purposes of the recruitment and selection procedures. When you complete this document you are providing your consent for the employer to hold and use personal information for these purposes. The information you provide may also be disclosed to relevant statutory bodies for their purposes. If you have a query or concern regarding this, please contact the Trustees of the school in the first instance.

1. **Name of School**

2. **Type of Governor**

3. **Personal Details**

Surname	<input type="text"/>	
Forenames	<input type="text"/>	
Previous/other names	<input type="text"/>	
Current address	<input type="text"/>	Email <input type="text"/>
		Mobile <input type="text"/>
		Home Tel <input type="text"/>
Postcode	<input type="text"/>	

4. **Skills and Knowledge**

Area of Expertise		Further details/comments
Education	<input type="checkbox"/>	<input type="text"/>
School Improvement	<input type="checkbox"/>	<input type="text"/>
Curriculum	<input type="checkbox"/>	<input type="text"/>
HR / Recruitment	<input type="checkbox"/>	<input type="text"/>
Marketing	<input type="checkbox"/>	<input type="text"/>
Finance	<input type="checkbox"/>	<input type="text"/>
Legal	<input type="checkbox"/>	<input type="text"/>
ICT Hardware/Software	<input type="checkbox"/>	<input type="text"/>

**The Role of the Head of School Designate**

Attracting and recruiting a high quality Head of School is central to the success of Friars East Free School, and how they work with the Executive Headteacher to provide outstanding education and care. Prior to this application we did not seek to identify a Head of School Designate. As a result we aim to recruit our Head of School through open recruitment via national advertising with a view to the successful applicant starting in January 2018.

The Head of School Designate will play a central role in the latter part of the pre-opening phase and the final job description will be amended in light of the progress made during the early pre-opening phases. To reflect the size of the school, the degree of challenge in establishing and directing a new special school, and to demonstrate our commitment to their professional development, [REDACTED]

[REDACTED] They will also be involved in meetings with key stakeholders, shaping the Education Brief and working with buildings professionals, parental engagement and preparation, and

**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**

attendance at remaining pre-opening events including the ROM and Pre-registration Ofsted visit. The Head of School Designate will be closely involved in the selection of SLT, teachers and support staff within our schedule for these appointments.

**Conflicts of Interest**

We will establish a Conflict of Interest policy and register of interests which will ensure that no person can have influence on decisions that could benefit them personally, or benefit a family member or friend or workplace associate. This will be adopted from the policies which the Friars Academy Trust has developed. Performance management, and in particular responsibility for executive functions, will retain independent challenge by avoiding any potential familial, friendship or collegiate relationship between reporting levels and those with roles involving critical oversight such as Trust Chair of Board, Executive Headteacher, Chair of Governors and Head of School. In addition to those already involved in the project we will seek to recruit openly to the LGB from its wider local community.

Operations will remain at all times in keeping with the highest standards of governance and leadership via our Conflict of Interest policy as mentioned above, which draws from national guidance as found in sources such as NCVO 'Responsibilities and Duties of Trustees' (Chapter 6), Croner 'School Governor Legal Guide', The Academy Headteachers' Handbook 'Governance', and National College 'Achieving Excellence in Academy Leadership'. We are also aware of the Nolan Principles and will adhere to them at all times.

Should FMAT wish to buy-in any external services, the Board will manage a thorough procurement process in accordance with the Academies Financial Handbook. Any Directors that are potentially conflicted from such decisions will not take part in Board conversations, votes or procurement processes. Any potential conflicts of interest will be recorded at each FMAT Board Meeting and Local Governing Body Meeting.

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

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

In accordance with the DfE Free schools applications: *criteria for assessment Special schools* - published July 2016, this is a type 2 application:

*'A state-funded special school or group of schools, with a strong track record that wants to replicate its existing special school for children with similar needs.'*

The criteria state that for a type 2 Applicant, no information is required for Section G and financial plans. If a Budget is subsequently required to evidence that our curriculum and staffing structure is financially viable, we will be pleased to provide one.

## **Section H – premises (use Excel spread sheet)**

See spreadsheet

## Annexes

**Letters of support**



Northamptonshire County Council

██████████ ██████████  
██████████ ██████████  
██████████ ██████████

██████████

**Re: Request for confirmation of the support of Northamptonshire County Council for the establishment of a special free school in Rushden Northamptonshire.**

As you are aware from the discussions we have had, there is considerable pressure on the current special schools within the county. The number of children accessing special schools has increased over the past four years from 1037 to 1296. Projections indicate an increase in the county’s population of approximately 15% (100,000) between 2009 and 2019; indicators suggest that there is likely to be an increase in the population across all age groups. Current provision is at full capacity and there is no secondary specialist provision in Rushden, which results in children with complex needs facing bus journeys to access appropriate schooling elsewhere. The evidence is therefore compelling that there is currently a shortage of specialist placements for children, which is likely to increase and this is particularly pertinent to the Rushden area.

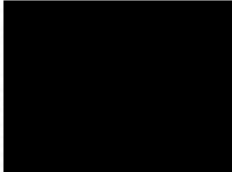
In view of this the local authority would commission places at a secondary special school in the Rushden area for pupils who have profound and multiple learning difficulties, severe learning difficulties and autism spectrum disorders. The local authority would be prepared to fund to the capacity of approximately 145 pupils in the following year groups 7 to 13 as well as providing top-up funding based on the individual needs of the pupil. A reasonable average top up rate to use in your modelling is £10k per pre aged16 pupils and £11k per post 16 aged pupils. This is with the caveat that the EFA will fund the population increase in the local authority, reflecting this in the authority’s High Needs Block funding allocation at the appropriate time.



We have been impressed to the extent to which your consortium have engaged with the local authority in order to identify need, as well as entering into discussions with Wellingborough Borough Council, parent groups, the local schools and colleges, special school heads, Nene Commissioning and a number of local voluntary groups. The local authority is therefore in full support of your application to the DfE to open a special free school in the Wellingborough area.

Please do not hesitate to contact us if you require any additional information.

Yours sincerely

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[Redacted]

[Redacted]

[Redacted]

It was a pleasure for me to spend some time at Friars Academy yesterday. From the moment I turned up at reception, I was struck by how friendly all of the children and staff were, which is a credit to the school. I particularly enjoyed meeting and being questioned by the Prefects on a variety of subjects and hope I gave satisfactory answers!

Also, it was great to see how calm and how well children were concentrating in the lessons we dropped in on and I particularly enjoyed viewing the artwork on display which I thought was of a very high standard. I left feeling very positive about my visit and the great work that happens at Friars and I wish you the very best for the rest of term and for the new school year, which will soon be upon us.

If there are any issues you would ever like to raise with me, such as any support I can give for your free school bid, please do not hesitate to contact me. I would be delighted to hear from you and will do what I can to try and help. Thank you again and best wishes.

Yours sincerely

[Redacted signature]

[Redacted]

[Redacted]





Re: Free School Bid

Thank you for your letter regarding your Free School bid to enable increased capacity for students with special educational needs in the Wellingborough area.

I support your application wholeheartedly. Maplefields Teaching School Alliance works mainly with schools in the north of the county, including Friars, and we are very aware of the need for the new school to help meet the growing demand for places in the Wellingborough area. We work to provide school to school support as well as providing initial teacher training and continuing professional development for all school staff. Within our work with the schools, the 'squeeze' on places for pupils with special educational needs and disability is very apparent. This is particularly so for those pupils with moderate and severe learning difficulties and those with autism. Parents, the local community and school staff are identifying the need for a new school to meet the growing demand and especially in response to the new housing and therefore growing population, in the surrounding area.

Friars, a strategic partner of the alliance is already an outstanding provision with a strong leadership team and track record, and as such is well placed to initiate, organise and support the development of the new provision.

Friars Academy offers a creative, flexible, broad and balanced curriculum which is tailored to meet the needs of each student. The school work very hard to help their young people to develop confidence, take on responsibility and become independent, creative and successful. Students are encouraged and supported to aim high in terms of their aspirations and their outcomes are excellent as a result. They are supported very well through transition with well-planned careers advice to enable them to take next steps into training and employment within the local community.

The planned new school with specialisms in Cognition & Learning, and Communication & Interaction will be able to meet the growing need in the area.

I wish you every success with your application and give you my complete support.

Yours sincerely,

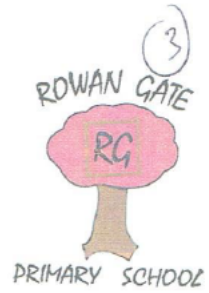


National Teaching School designated by  
National College for Teaching & Leadership



Registered Business Number: 8068464

# ROWAN GATE PRIMARY SCHOOL



## Free School Application

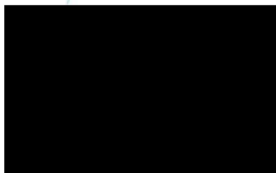
I am happy to confirm my approval and support of your bid application to the DfE to open a new free school to accommodate pupils with special educational needs, including autism, ages 11 - 19, in the Wellingborough area.

This was discussed at our governors meeting last night. As a team, we are acutely aware of the need for more special school places within the locality and as you know this school has indeed expanded in the last year to accommodate the growing demand for primary school places. It is essential that more secondary places are made available to meet the needs of this growing cohort.

With a large number of our pupils meeting the demographic and desiring to attend Friars Academy, both now and in the future, the governors, leadership team and I are delighted that Friars Academy are forward planning to be able to meet this essential need.

I whole heartedly support your bid and I wish you every success. I hope that both our schools will continue, as we have done so far, to work together to ensure that pupils get the education they so deserve.

With best wishes,





[REDACTED]

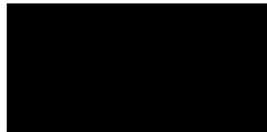
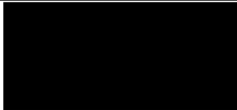
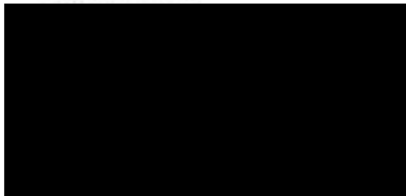
At Wrenn we fully support your application to the Department for Education to open an 11 - 19 secondary school for children with special educational needs in the Wellingborough area.

It is absolutely critical that there is a first class provision for our SEN children locally without them having to travel many miles for up to an hour in a mini bus that can often be traumatic for individuals. The community needs a new centre to compliment the outstanding education at Friars Academy to accommodate the ever growing SEN needs of our children.

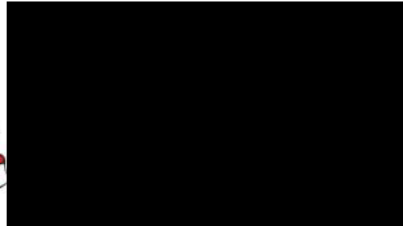
I envisage the Friars East Free School to be a place that will provide exceptional specialised care for children where they can thrive in their learning through exploration, have opportunities to succeed in an enjoyable environment and develop the social skills and confidence that allows them to flourish in adult life.

I am also excited about working in partnership with your Free School where we can jointly provide the right education environment for the individual needs of our students. My students who may need specialist attention and your students who would flourish in a small mainstream setting, will get the right care at the right time in their lives. Surely this is what education is about: giving opportunities for ALL students to be able to achieve beyond their potential in a caring safe environment within their local community.

I believe the proposed new Friars East Free School will change the lives of our SEN students and provide the community with a much needed option in an outstanding MAT to meet the growing demands within Wellingborough.

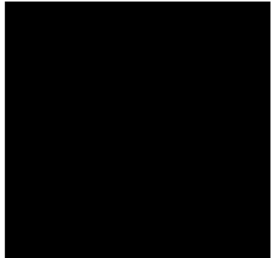


**Park Junior School**  
Together We Make A Difference



To whom it may concern,

I would like to offer my vote of support towards the Friars East Free School. This is a much needed facility and would build upon the success of Friars Academy within Wellingborough.



# Croyland Primary School



[Redacted text]

[Redacted text]

[Redacted text]

[Redacted text]

I am excited to provide this letter of support for the Friars EAST Free School. From first-hand experience, and the voices of the pupil's and parents that were once mine, and are now yours, It simply means that more children, who are highly vulnerable, will experience an outstanding education; they will have inclusion and opportunity and nurtured and cared for.

There is an ever growing need for your specialism and it is not ideal that are most vulnerable Year 6 children are travelling to Northampton and beyond for their secondary specialist education because of a lack of school places. Such distances have hindered parents who do not have transport, being partner in their child's education. This is not how it should be.

[Redacted text]

I support wholeheartedly your application and know without hesitation that the pupils who come your way will thrive through your exclusive practices. I look forward to hearing of a success application.

[Redacted text]



I am very pleased to hear that Friars Academy intends to submit an application to the Department for Education in September to open a new 11-19 secondary school for children with special educational needs in the Wellingborough area. I am very happy to support your application in any way that I can.

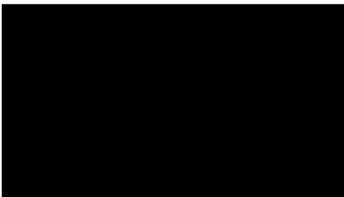
Your track record to provide outstanding provision across the town will be a solid base for you to build on to extend your provision.

Your vision is clear & I am sure that you will be able to provide:

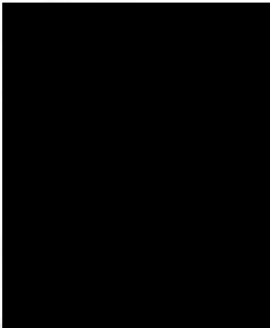
- An inclusive and tolerant environment which celebrates distinctiveness and individuality, making each student feel that their needs are understood and their strengths and talents valued
- A focus on social and emotional aspects of learning (SEAL) to maintain well-being and the self-confidence to be tenacious learners who persevere and succeed
- Transition support including opportunities for work in the outside environment to foster confidence and independence
- Community involvement making a positive contribution to community cohesion

Best of luck with your application

Yours sincerely



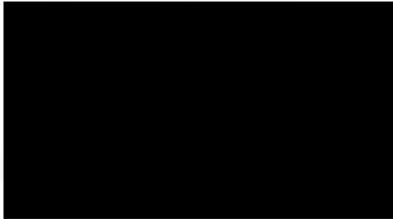
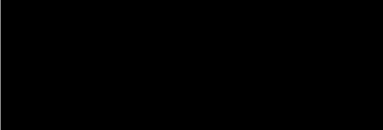
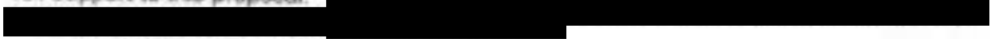




Thank you for your letter regarding your proposal to open a Free School for students aged 11-19 with a Statement of Special Educational Needs or an Education, Care & Health plan for moderate to severe learning difficulties, including students with autism.

We agree that there is a growing demand for places in Wellingborough and an increased option to support local students would be of benefit to all.

The Trust is in full agreement with your vision for the Friars East Free School and give our full support to this proposal.



## Marketing

### Website

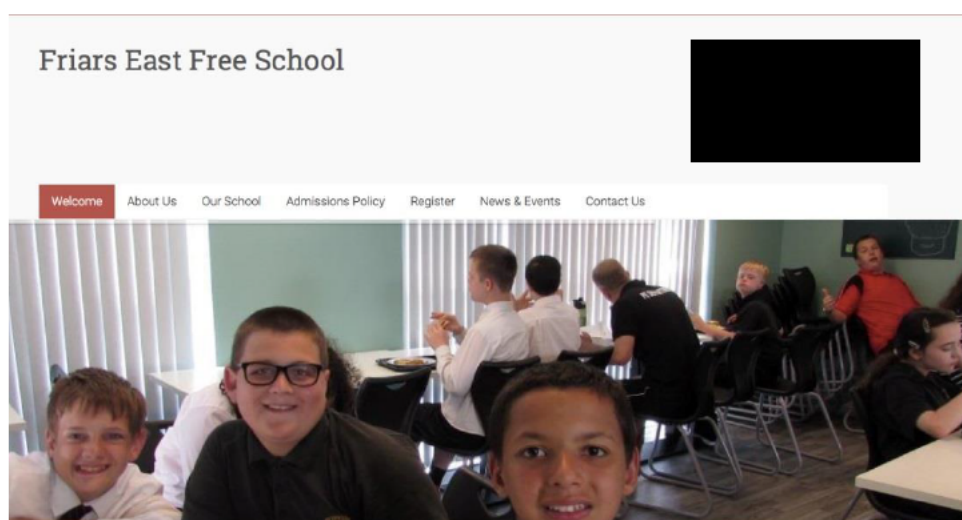
A newly designed website clearly explained the school's vision, promoted the school's events and encouraged parents and members of the local community to register their interest. The full website can be viewed at

[www.friarseastfreeschool.org.uk](http://www.friarseastfreeschool.org.uk)

### Visits to the school's website

To date there have been 3,482 visits to the website.

### Example pages from the school's website



## Welcome

### Friars East Free School

Friars East Free School is a proposed new school offering 145 high-quality places commissioned by Northamptonshire County Council for students aged 11-18 with a Statement of Special Educational Needs or an Education, Health and Care Plan for moderate to severe learning difficulties, including students with autism. The school will have specialisms in Cognition and Learning & Communication and Interaction to include ASD, and will meet all requirements arising from the Children and Families Act 2014, SENDA 2001 and the Equality Act 2010. The new school will help meet the growing demand for places in the Wellingborough area of Northamptonshire, and will be modelled on the Ofsted Outstanding Friars Academy.

Friars East Free School is scheduled to open in the Wellingborough area, Northamptonshire, in September 2018, subject to approval by the Department of Education, with proposed 27 places in Year 7 and 5 places in Year 12, growing to full capacity in 2022. The school will be operated by a new multi-academy trust established by Friars Academy with its strong track record in SEN, and will offer exceptional care and opportunity for young people in the community to learn, explore, enjoy and develop their skills in a safe and highly supportive environment.

If you are a parent of a child for whom you would consider Friars East Free School, [please register your support](#).

If you do not have a child starting secondary school in 2018 or beyond but support this proposed school, please email us at [\[redacted\]](#)

Thank you – your support will help make our vision for this much needed school become a reality.

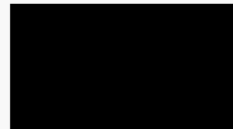
Friars East Free School Team



## Vision

Friars East Free School will work in partnership with parents, carers and the community to develop confident, responsible, happy, independent, creative and successful young people who will achieve beyond their own expectations. The new school will have specialisms in Cognition & Learning, and Communication & Interaction, including ASD.

Through high quality teaching and excellent pastoral care, students will make at least expected progress and grow in confidence by developing a sense of self-discipline and self-esteem within a secure and stimulating environment. The climate for learning will reflect respect for each other, for the school, for the local community and for the world in which we live.



## Register

There is an overwhelming need for a new school of this type, confirmed by the the commissioner of special educational needs places Northamptonshire County Council. Friars Academy is already significantly oversubscribed beyond its own total of 145 students on roll.

LA pupil place projection shows a need for 100 places in Northampton for 11-16 year olds and an 11% increase in places where provision is needed for children with special needs or an education, health and care plan, including students with higher than primary level needs.

**You can help make this happen!** The plans for Friars East Free School will only become a reality with the support of the community. In our application to the Department for Education, we need to demonstrate the level of support for the school, particularly of parents with child(ren) due to start secondary school in September 2018 or 2019.

If you are a parent or carer of a child for whom you would consider Friars East Free School, please register your support by completing the form below.

If you do not have a child starting secondary school in 2018 or beyond but support this proposed school, please email us at [redacted]

Thank you – your support will help make our vision for Friars East Free School a reality.



## Making our vision a reality!

**Let's make our vision a reality** We are delighted to announce that our bid for the Friars East Free School will be submitted to the Department for Education in September 2016.

Friars East Free School will open in September 2018, subject to approval by the Department for Education, with a proposed 27 places in Year 7 and 5 places in Year 12, growing to full capacity in 2022. The school will be operated by a new multi-academy trust established by Friars Academy with its strong track record in SEN, and will offer exceptional care and opportunity for young people in the community to learn, explore, enjoy and develop their skills in a safe and highly supportive environment.

**We need to demonstrate support from the local community to make this happen.**

Please complete our online form to show your support, especially if you have children starting secondary school in 2018 or 2019 – it will take less than a minute!

**[Click here to show your support](#)**

Do you have friends with children starting secondary school in 2018 and beyond? Please let them know about our proposed new school!

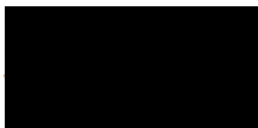
**Friars East Free School School Team**

## Come and meet the Team

We are organising an open day event in July for parents/carers who have children starting Year 7 and Year 12 in 2018 or 2019. This event will provide an opportunity for you to meet the Team and find out more about this new Secondary School in the Wellingborough area of Northamptonshire.

**Event details are as follows:**

**Friday 8th July from 6pm to 7.15pm**



We look forward to meeting you there!

## Facebook

The school's Facebook page can be viewed at

[www.facebook.com/Friars-East-Free-School](http://www.facebook.com/Friars-East-Free-School)

## Example posts from the school's Facebook Page

**Friars Friars East Free School**  
16 June · 🌐

There is overwhelming need for more school places for children with special educational needs in the Wellingborough area, and we are working closely with Northamptonshire County Council to ensure this demand can be met by proposing to open the Friars East Free School as soon as possible.

Friars East Free School will work in partnership with parents, carers and the community to develop confident, responsible, happy, independent, creative and successful young people who will a... [See more](#)



**Friars Friars East Free School**  
16 June · 🌐

Welcome to Friars East Free School!

Friars East Free School is a proposed new school offering 145 high-quality places commissioned by Northamptonshire County Council for students aged 11-18 with a Statement of Special Educational Needs or an Education, Health and Care Plan for moderate to severe learning difficulties, including students with autism.

Friars East Free School is scheduled to open in the Wellingborough area, Northamptonshire, in September 2018, subject to approval by the Department of Education, with proposed 27 places in Year 7 and 5 places in Year 12, growing to full capacity in 2022.

The school will have specialisms in Cognition and Learning & Communication and Interaction to include ASD, and will meet all requirements arising from the Children and Families Act 2014, SENDA 2001 and the Equality Act 2010.

The new school will help meet the growing demand for places in the Wellingborough area of Northamptonshire, and will be modelled on the Ofsted Outstanding Friars Academy.

Find out more about the school here:  
[www.friarseastfreeschool.org.uk](http://www.friarseastfreeschool.org.uk)

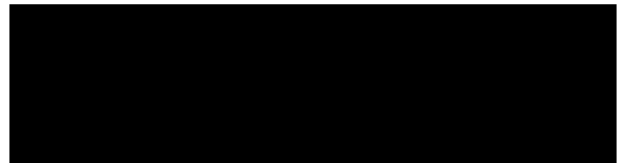
**Friars Friars East Free School**  
19 June · 🌐

Have you registered your support for this new school yet?

There is an overwhelming need for a new school of this type, confirmed by the commissioner of special educational needs places Northamptonshire County Council. Friars Academy is already significantly oversubscribed beyond its own total of 145 students on roll.

The plans for Friars East Free School will only become a reality with the support of the community. In our application to the Department for Education, we need to demonstrate the level of support for the school, particularly of parents with child(ren) due to start secondary school in September 2018 or 2019.

If you are a parent or carer of a child for whom you would consider Friars East Free School, please register your support by completing the form on our website:  
<http://www.friarseastfreeschool.org.uk/register/>



**Friars Friars East Free School**  
21 June · 🌐

**DATE FOR YOUR DIARY!**

Come and meet the team and find out more about our proposed new secondary school at the following event:



Please share with your friends or bring them along too.  
We look forward to meeting you there!



**PR**

Press releases were sent to a variety of local press and radio stations.

**FRIARS EAST FREE SCHOOL  
PRESS RELEASE**

**New secondary school for children with special educational needs proposed for  
Wellingborough area to meet demand for more school places**

An application will be submitted to the Department for Education in September 2016 for a new school offering 145 high-quality places for students aged 11-18 with a Statement of Special Educational Needs or an Education, Health and Care Plan for moderate to severe learning difficulties, including students with autism.

Friars East Free School is scheduled to open in the [REDACTED], Northamptonshire, in September 2018 with a proposed 27 places in Year 7 and 5 places in Year 12, growing to full capacity in 2022.

The school will have specialisms in Cognition and Learning & Communication and Interaction to include ASD, and will meet all requirements arising from the Children and Families Act 2014, SENDA 2001 and the Equality Act 2010. The new school will help meet the growing demand for places in the [REDACTED], and will be modelled on the Ofsted Outstanding Friars Academy.

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

Friars East Free School will work in partnership with parents, carers and the community to develop confident, responsible, happy, independent, creative and successful young people who will achieve beyond their own expectations. Through high quality teaching and excellent pastoral care, students will make at least expected progress and grow in confidence by developing a sense of self-discipline and self-esteem within a secure and stimulating environment. The climate for learning will reflect respect for each other, for the school, for the local community and for the world in which we live.”

Friars Academy would like to invite all parents and carers, especially those with children due to start Year 7 and Year 12 in September 2018 and 2019, interested in this new secondary school to attend their open event where they can meet the team and discover more about the proposed new school. The event will be taking place on **Friday 8<sup>th</sup> July** from 6pm to 7.15pm at Friars Academy, [REDACTED]  
[REDACTED]

The Trust are also inviting parents and carers, and members of the community to register their interest on the dedicated website, as this will help demonstrate evidence of local demand for the application to the Department for Education. Parents and supporters can register their interest and find out more about Friars East Free School at [www.friarseastfreeschool.org.uk/register](http://www.friarseastfreeschool.org.uk/register)

Parents and supporters can also join the School's online community on Facebook where they can keep up-to-date with the school's progress.

-----ENDS-----

### Leaflets and Posters

Leaflets and posters were distributed around the local community.

## Friars East Free School

New 11-18 co-educational SEN School for  
Cognition & Learning, and Communication & Interaction



Friars East Free School is a proposed new school offering 145 high-quality places commissioned by Northamptonshire County Council for students aged 11-18 with a Statement of Special Educational Needs or an Education, Health and Care Plan for moderate to severe learning difficulties, including students with autism. The new school will help meet the growing demand for places in the Wellingborough area of Northamptonshire, and will be modelled on the Ofsted Outstanding Friars Academy.

Friars East Free School will open in September 2018, subject to approval by the Department for Education, with 27 places in Year 7 and 5 places in Year 12, growing to full capacity in 2022. The school will be operated by a new multi-academy trust established by Friars Academy with its strong track record in SEN, and will offer exceptional care and opportunity for young people in the community to learn, explore, enjoy and develop their skills in a safe and highly supportive environment.

**We need your support to make this happen!**  
Please complete the short form on the 'Register Your Support' page at:  
[www.friarseastfreeschool.org.uk](http://www.friarseastfreeschool.org.uk)

## Friars East Free School

New 11-18 co-educational SEN School for  
Cognition & Learning, and Communication & Interaction



- Inclusive and tolerant environment which celebrates distinctiveness and individuality, making each student feel that their needs are understood and their strengths and talents valued
- Specialisms in cognition & learning and communication & interaction with individualised provision based on small group sizes to ensure high levels of achievement and personal development
- Thematic approach in KS3 where students generally remain with their class teacher and one 'attached' teaching assistant among wider learning support
- A variety of accreditation offered at KS4 & 5, personalised to student needs by specialist teachers
- Appropriate use of learning technology to maximise progress for all students
- Focus on social and emotional aspects of learning (SEAL) to maintain well-being and the self-confidence to be tenacious learners who persevere and succeed
- Transition support including opportunities for work in the outside environment to foster confidence and independence
- Positive contribution to community cohesion

**We need your support to make this happen!**  
Please complete the short form on the 'Register Your Support' page at:  
[www.friarseastfreeschool.org.uk](http://www.friarseastfreeschool.org.uk)

# COMMUNITY ENGAGEMENT QUESTIONNAIRE

## Proposed Friars East Free School

### 1. Background:

I support the establishment of Friars East Free School and am a

**Parent/carer of children with special educational needs**

Answer all questions 2. - 12.

I support the establishment of Friars East Free School and am a

**Parent of child(ren) who do not have special educational needs**

Just answer questions 9. - 12.

I support the establishment of Friars East Free School and am a

**Community Member/Local Resident**

Just answer questions 9. - 12.

I support the establishment of Friars East Free School and am a

**Teaching/Educational Professional**

Just answer questions 9. - 12.

I support the establishment of Friars East Free School and am a

**Local Business/Employer**

Just answer questions 9. - 12.

I support the establishment of Friars East Free School and am an

**'Other'**

Just answer questions 9. - 12.

Please specify:

**2. Number of children – including with special educational needs – due to attend a secondary school in the future:**

Number with special educational needs



Number **without** special educational needs

3. Date of Birth 1:

Gender: Male  Female

Child has special educational needs: Yes  No

If Yes, nature of child's special educational needs:

Date of Birth 2:

Gender: Male  Female

Child has special educational needs: Yes  No

If Yes, nature of child's special educational needs:

Date of Birth 3:

Gender: Male  Female

Child has special educational needs: Yes  No

If Yes, nature of child's special educational needs:

Date of Birth 4:

Gender: Male  Female

Child has special educational needs: Yes  No

If Yes, nature of child's special educational needs:

**4. Faith:**

No religion  Rather not say

Buddhist  Christian   
Hindu  Jewish   
Muslim  Sikh   
Other

Please specify:

**5. Would you consider Friars East Free School as a first choice option for your child(ren) if it is approved?**

Yes

No

**6. A contact telephone number is:**

Note: you would only be contacted by telephone if the school is approved in to pre-opening, so as to offer you an early opportunity to apply for the school.

**7. Name: Mr/Mrs/Miss/Ms/Dr.:**

**8. Postcode:**

**9. What is your *personal* view on your local educational provision for children with special educational needs?**

They are excellent

They are good

They are satisfactory

They could be better

They are poor

**10. Please state up to 3 issues that you would like those behind Friars East Free School to take on board?**

Can't think of any for the moment

1.  
  
2.  
  
3.

**11. How would you suggest Friars East Free School could be used as a community resource?**

Out of school usage of facilities for children

with special needs and disabilities

Public use of sports facilities

After School Club(s)

Holiday Playscheme

Community Events – including arts and cultural events

After school meetings of local voluntary groups and committees

Adult learning and training courses

No suggestions at this time

**12. My e-mail is:**

**@**

Note: you would only be contacted by e-mail to confirm (a) confirm the application has been successful and (b) (only) if a parent to offer you an early opportunity to apply for the school (if applicable).

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**1** The Data Controller is Place Group Limited, who has been appointed to collect information provided. Any personal information provided may be shared with representatives of partner organisations and the Department for Education in order to develop plans for the proposed Friars East Free School

## CVs



	<p>[REDACTED]</p> <ul style="list-style-type: none"><li>[REDACTED]</li><li>[REDACTED]</li></ul>	<p>[REDACTED]</p>
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<p>[REDACTED]</p>	<p>[REDACTED]</p> <ul style="list-style-type: none"><li>[REDACTED]</li><li>[REDACTED]</li></ul>	
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■	<p>[Redacted]</p> <ul style="list-style-type: none"><li>■ [Redacted]</li></ul>	
■	<p>[Redacted]</p> <ul style="list-style-type: none"><li>■ [Redacted]</li></ul>	



[REDACTED]		
	<p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
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