



Department
for Education

Free school application form

Special

Published: July 2016

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

Learn@ Specialist Academy

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2. <i>Information about what if anything you will need to change about your curriculum in response to these differences (e.g. if the new school will be in an area with much higher EAL, will that change your approach to literacy?)</i>	Error! Bookmark not defined.
3. <i>How the curriculum at the new school will improve students’ skills and outcomes in independent living, employability, healthy lives and participation in society. If your curriculum plans rely on wrap-around facilities (e.g. independent living practice placements flats), you should mention that here.</i>	27
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5. <i>An overview of what else will need to be different about the curriculum at the new school (e.g. are there any changes to the subject choices you’ll offer because the labour market near your new school will be different?);</i>	
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2. <i>Demonstrate how you will ensure the new school and your current school is consistent in their approach to assessment, target-setting, behaviour etc. including non-</i>	

academic targets for students' skills and outcomes in independence, employability, healthy living and participation in society, and in how you involve pupils themselves and their families in decisions about their support, ambitions, and progress.

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2. <i>How the curriculum will prepare children for life in modern Britain including through the teaching of spiritual, moral, social and cultural (SMSC) education. Consideration must be given to relevant issues, for example how the school will teach PHSE, adhere to the Prevent Duty and have appropriate policies on safeguarding and welfare;</i>	
3. <i>How the school will promote fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs, and how it will develop in pupils the skills to participate in society and be active citizens in their communities;</i>	
4. <i>How the school will aim to attract pupils from different backgrounds and different communities so that they all feel welcome and play a full and active role in the school.</i>	
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The application form explained

Before completing your application, please ensure that you have read both the [how to apply to set up a free school guidance and the criteria for assessment](#) carefully. Please also ensure that you can provide all the information and documentation required.

Sections

Declaration

The declaration must be made by a company member on behalf of the company/trust. The declaration section is found on page 8 of this form. All applicants are required to complete this section in full.

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

For sections D, F and G, the information you need to provide will depend on the type of group you are. Please refer to the relevant section of the [how to apply to set up a free school guidance and the criteria for assessment](#) for the information your group should include in these sections.

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

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

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

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

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

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

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

Section H asks for information about premises, and suitable site(s) you have identified. This requires the completion of the relevant section of the Excel application form.

Section I is about your suitability to set up and then run a free school. The form is available [here](#).

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

Submitting Sections A to H

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

FS.applications@education.gsi.gov.uk. Your email must be no larger than 9MB in size. If your documents are larger than 9MB, please send multiple emails clearly indicating that the emails are connected (e.g. email 1 of 3).

The Word template should be between 50 and 100 pages long (depending on which type of group you are); formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes are excluded from the page limit and should be restricted to CVs for key individuals. Please do not include photographs, images and logos in your application.

The contents of the budget Excel template and Excel application form are excluded from the page limit.

Please include the name of your school in the file name for all Word and Excel templates.

You also need to submit two hard copies (of Sections A-H and the budget plans) by a guaranteed method such as 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT. You may also hand deliver if you prefer.

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

Submitting Section I

Section I, i.e. the Personal Information form, is required for each member, director, and principal designate who has not submitted forms within the past 365 days; together with a list of those members, directors, and principals designate who have submitted Section I forms within the past 365 days. These need to be submitted by email alongside a copy of Section A (from the Excel template) to due.diligence@education.gsi.gov.uk stating the name of the school in the subject title.

Data protection

Personal data is collected on the Word and Excel templates in order to consider an application to set up a free school and will not be used for other purposes. For the purposes of the Data Protection Act, the Department for Education is the data controller for this personal information and for ensuring that it is processed in accordance with the terms of the Act. The department will hold all personal information you supply securely and will only make it available to those who need to see it as part of the free school application process. All personal information supplied in these forms will only be retained for as long as it is needed for this process.

Application checklist

Task to complete	Yes	No
1. Have you established a company by limited guarantee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where appropriate)?		
Section A: Applicant details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Budget planning and affordability	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Section H: 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. Independent schools only* : Have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>

7. Independent schools only* : Have you provided a link to your school's most recent inspection report and completed an externally validated self-assessment and governance assessment?	<input type="checkbox"/>	<input type="checkbox"/>
8. Independent schools only* : Have you provided the documents set out in the criteria document specifically around your current site?	<input type="checkbox"/>	<input type="checkbox"/>
9. Re-applications only : Have you changed you application in response to the written feedback you received, if you are re-applying after being unsuccessful in a previous wave, as set out in Section 4.4 of this guide?	<input type="checkbox"/>	<input type="checkbox"/>
10. Have you sent an email (of no more than 9 MB in size**), titled: Free School Application - School Name: [insert] with all relevant information relating to Sections A to H of your application to: FS.applications@education.gsi.gov.uk before the advertised deadline?	<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 rd 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"> • a copy of Section A (tab 1 of the Excel template); and • copies of the Section I Personal Information form for each member, director, and principal designate who has not submitted one of these forms within the past 365 days; and • a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days by emailing scanned copies of Section I forms to due.diligence@education.gsi.gov.uk stating the name of the school in the subject title, including a full list of members, trustees, and the principal designate (if appointed); and a copy of Section A? (See guidance for dates and deadlines)	<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
- for children with an education health and care plan ('EHCP') naming the school, the requirements pertaining to children with SEN within the special educational needs and disability (SEND) code of practice, including the duty to admit a child where the school is named in an EHCP;
- for schools where the Secretary of State agrees in the funding agreement that they can also admit non-statemented pupils with special needs, the school must, in respect of these pupils, comply with the School Admissions Code, the School Admissions Appeals Code and the admissions law as it applies to maintained schools. 16-19 applicants do not need to follow these codes but must have admissions arrangements and criteria which are fair, objective and transparent.

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

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

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

Signed: 

Position:  (please delete as appropriate)

Print name: 

Date: 26th SEPT 2016.

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

Completing the application form

Section A – applicant details (use Excel spread sheet)

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

- complete the Section A tab in the Excel spread sheet; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

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

- complete the Section B tab in the Excel spread sheet; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

Section C – vision

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

Please:

- use the space provided below; and
- provide one version of this section, referring to individual schools or circumstances if you are applying for more than one school;
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

C1.1 The Learn@ group of Special Schools and PRU's proposes to establish a day, co-educational specialist school in the Central/East of Bristol called Learn@ Specialist Academy. It will admit pupils between the ages of 5-18 years with a Statement of Special Educational Needs or an Education and Health Care Plan, with primary need types of Social Emotional Mental Health (SEMH) or Speech Language Communication Needs (SLCN) (ASC higher functioning), whilst both need types require different teaching techniques the key feature for both is the need for strong behaviour interventions. The proposal is for a medium sized school with 112 pre sixteen and 24 post sixteen places. The Local Authority agrees that there is a need for this type of provision in the Central/East of Bristol. A profiling of SEMH growth section E (a) shows this exceeds the capacity in Bristol at the current time. This is further compounded by the fact that the successful school Knowle DGE, leading this bid, based in Knowle, West of the city, has referral numbers going up creating capacity issues. It has had to decline 15 pupil referrals in 15/16 from addresses in Central/East Bristol and is now close to full capacity for 16/17. Knowle DGE's Leadership team knows that parents are supportive of the new school as evidenced in Section E (b) 3 and E (b) 4 and that the school is popular with its current pupils evidenced in Section E (b) 2.

C1.2 The challenges raised by young people with SEMH and SLCN have led to an increase in demand for specialist places. This coupled with a significant increase in permanent exclusions from main stream schools, and a lack of specialist provision in Central/East Bristol has resulted in schools seeking more alternative learning provision' for young people. Full time placements in ALP is not always the best way to recognise and help meet their needs (especially for younger Keystage 2 and 3 young people) and can lead to many of these young people sliding through numerous short-term placements increase the risk of entry into Youth Justice and risk of NEET. The specialist approach by the new school will offer a focused, dedicated approach to these young people and is based upon a deep understanding of their complex needs and

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

how best to help them learn and develop.

C1.3 The proposed new school will mirror Knowle DGE, although there will be additional vocational options offered at Key Stage 4 to offer a better balance of subjects for the anticipated intake. Knowle DGE is a successful, vibrant and aspirational learning community for students from KS1 through to KS5. It is a Specialist Learning Centre for pupils with additional needs principally in the areas of Social Emotional Mental Health, Speech Language and Communication, and Autistic Spectrum Condition, at the communicative, higher operating end of the spectrum. Many young people also have moderate learning difficulties. All learners have a statement of Special Educational Needs or an Education and Health Care Plan.

C1.4 Staff at Knowle DGE are successful educators and this shows in the school's Ofsted reports that have consistently rated Knowle DGE as a good school since May 2010. At the last inspection in November 2014 all aspects were categorised as Good and the Sixth Form was judged to be Outstanding. As a result of the high standards and continued Good judgement the LA, asked if the SLT at Knowle DGE could help other schools to improve. Three years ago [REDACTED], agreed to become [REDACTED]. Elmfield quickly turned around from an Ofsted grade of Requiring Improvement to Good. This led to another request from the LA, to support Notton House; it moved from Requires Improvement, to Good in February 2015. Ofsted cited, in its report, the rapid and highly effective improvements in teaching since the arrival of the Executive Head teacher.

C1.5 Knowle DGE's well established philosophy, of working in partnership with other local providers to make sustained improvements was praised by Ofsted in their last report. Examples of this include the `Malago` partnership, which consists of a mixture of mainstream primary, secondary and special schools; the Teaching Alliance with Cabot Federation and UWE, through which we have developed our interventions strategies and support within local mainstream schools. The current experienced [REDACTED] will take up the position as Head at the new school to ensure that the high standards of Knowle DGE are emulated from the outset at Learn@ Specialist Academy.

C1.6 Currently the Executive Head leads and supports 3 school provisions Knowle DGE, Notton House and Lansdown PRU. These three schools cover the whole spectrum of Specialist provision in the South of the city so as soon as a child is experiencing difficulties in a mainstream school, they can be supported by the skilled staff working in these three good Specialist schools. Learn@ Specialist Academy wants to provide this highly successful Specialist support for Central/East Bristol to help close the LA's identified gap in provision. This need is at the heart of an overarching vision

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

for a partnership of schools in Bristol, led by Knowle DGE, that offer Specialist provision to form a Multi Academy Trust called Learn@. This will enable pupils to be fast tracked into the right specialist provision. The new school will be a central part of the MAT, which currently has the commitment of 2 Special Schools and 2 Pupil Referral Units, on behalf of whom an application was submitted in July 2016 for opening in January 2017.

C1.7 The vision: Learn@ Specialist Academy will support excellence. It will create a Specialist school that will facilitate excellent progress academically, therapeutically and socio-behaviourally preparing pupils for full independent lives based on the vision, values and ethos of the successful Knowle DGE school. Learn@ Specialist Academy's Vision statement will be:

- We believe that each student will DISCOVER new learning opportunities and experiences at Learn@ Specialist Academy. Together, we will GUIDE each student towards these learning opportunities and in doing this we are confident that each student will ENJOY their learning experience at Learn@ Specialist Academy.
- In order to succeed, we aim to encourage every individual at our Specialist Academy to develop BELIEF in themselves to aim higher, to RESPECT themselves, others and their Specialist Academy and to take RESPONSIBILITY for their decisions and actions. We recognise that we are ALL EQUAL and deserve the very best. We recognise that we are ALL DIFFERENT in the ways we learn and interact. We recognise that we can ALL ACHIEVE TOGETHER- as a Specialist Community, as a pupil within the Community and as a parent/carer.

C1.8 The ethos and values for Learn@ Specialist Academy will be articulated as: "All Equal, All different, All Achieving Together". The core values will be centred on: "Belief, Respect, Responsibilities" and expressed as: We believe we can all achieve, we believe that by making small steps we will make a giant leap towards success, we respect each other by the way we communicate, we respect that everybody is an individual and respect their personal space, we respect the learning environment and know that we are here to learn, we are responsible to take part and learn, we are responsible to attend on time, we are responsible for our actions, we are responsible to keep ourselves and the environment safe and clean.

C1.9 With consideration of the challenges and difficulties that these pupils face Learn@ Specialist Academy's vision will inform its education plan to ensure:

- High levels of aspiration and achievement in all areas of learning and preparation for adulthood: leading to either further study, Apprenticeships or employment as appropriate for each pupil in line with their aspirations. This is supported by the Ethos of the school: "All Equal, All Different, All Achieving Together".

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

KPI: All pupils will leave the school with at least 5 or more nationally recognised certificates/awards (qualifications). No pupil will leave the school without having a clearly defined positive pathway into employment or further education with them.

- Excellent progress in pupils' speech and language skills: recognising the key underlying communication issues that most young people with SEMH and SLCN have, through a communication friendly environment. Effective communication skills and training will be delivered to each pupil by Etklan accredited staff.

KPI: All pupils will gain nationally recognised achievements in English and Maths at either Entry level, Functional Skill level or at GCSE.

- Excellent personal and social development: Pupils will learn about themselves and how they can successfully fit into the broader contexts of school, family, community, nation and the world at large as they learn moral values and how to meet their own needs in balance with the needs of those around them.

KPI: All pupils will engage in and successfully complete work experience and community support projects during their Key Stage 4/5.

Children in care (CiC) will make better than average progress and attainment:

KPI: The CiC within the school will achieve at least in line with comparable mainstream groups and many will make better progress.

- Pupils are prepared for adulthood and independent living: with effective social skills and good emotional health and well-being which allows them to follow their career or further study choices.

KPI: All pupils will have a pathway to into education, training and employment which is sustainable and long term. They will have the independent skills, learned through additional extended learning opportunities, including residential living at the independence hostel, to cope with the challenges of adult life and be able to manage themselves safely and healthily towards establishing their own home. They will be supported into independent living.

C1.10 Learn@ Specialist Academy see it as their overarching purpose to help educate and support pupils to understand and appreciate themselves and recognise their strengths and potential. The school will encourage self-confidence and high aspirations in their pupils to use and develop their individual skills working towards independence as a key outcome. A key aspect of the new school will be the independence hostel, which will replicate the positive opportunities pupils in the South of Bristol have access to, known as 'The LoDGE' at Knowle DGE. Pupils will be able to develop confidence, recognise their own needs identify strategies to support themselves to become emotionally mature young people and adults. This specialist element of the new school will offer pupils a bridge towards a more independent future. It will encompass areas of learning that will ensure that these pupils, with SEMH and SLCN, are confident and unable to face the challenges of adult life.

Section D – education plan: part 1

In the table below we have tried to show our pupil numbers will build over the 1st 5 years. The initial year, 2018, reflects the general age groupings of need for SEMH and SLCN places across the City. The demand has consistently been at the top end of KS2 and through KS3. These figures reflect at two class entry, one for each need type based on 8 pupils in each class. These classes will be vertically grouped across 2/3 years as shown in the diagram.

	Current number of pupils (if applicable)	2017	2018	2019	2020	2021	2022	2023	
Reception									
Year 1			16	16	16	16	16		
Year 2									
Year 3						16	16	16	
Year 4									
Year 5			16	16	16	16	16		
Year 6									
Year 7			16	16	16	16	16		
Year 8									
Year 9								16	16
Year 10				16	16	16	16		
Year 11					16	16	16		
Year 12			12	12	12	12	12		
Year 13				12	12	12	12		
Totals			60	88	120	136	136		

Section D – education plan: part 2

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

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

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

Subject/other activity	Hours per week	Mandatory/Voluntary	Comments
Key Stage 1, 2 and 3 Curriculum Offer			This is a generic model as KS3 operates on a similar model to KS1 and KS2. In order for PSHE to be incorporated into the school day, as well as forming the basis of Tutorials it will also be taught discretely in place of one hours Science for KS1 and KS2 and one hours Math's for KS3.
ACADEMIC			
English	5	M	
Maths	5 4	M M	Key Stage 1/2 Key Stage 3
Science	2 3	M M	Key Stage 1/2 Key Stage 3
Humanities/Topic (Geography/History/RE)	3	M	
Modern Foreign Language	1	M	
ICT	1	M	

DT/Food Technology/Construction	2	M	
Music	1	M	
Art	1	M	
Drama	1	M	
PE	2	M	
1.1 Maths		Needs basis	
1.1 English		Needs basis	
1.1 Science		Needs basis	
1.1 Music		Needs basis	
THERAPEUTIC			
Drama Movement Therapy		Needs basis	
Art Therapy		Needs basis	
Play Therapy		Needs basis	
Music Therapy		Needs basis	
Occupational Therapy		Needs basis	
SOCIAL EMOTIONAL AND COMMUNICATION			
Nurture		Needs basis	
Speech and Language Therapy		Needs basis	
Forest Schools		Needs basis	
Life Skills	1	V	
PSHE	1	M	
Day Trips and		V	

Residential Camps			
Enrichment: Japanese; Cooking; Dance, Performing Arts; Computing/Robotics; Art, Design and Craft; Photography; Chess; Dissection/Science; Sports; School Band; Choir; Orienteering; BMX; Scooter; Lego; Revision/Home Learning; Outdoor Pursuits; Animal Care; Hospitality/Café	Beyond the school day	V	
Key Stage 4 and 5 Curriculum Offer			
ACADEMIC (Entry Level Certificate)			
English	5	M	
Maths	5	M	
ICT	3	M	
Science	3	M	
ACADEMIC (Function Skills Level 1 and 2 Certificate)			
English	5	M	
Maths	5	M	
ICT	3	M	
Science	3	M	

ACADEMIC (GCSE)			
English	5	M	
Maths	5	M	
ICT	3	V	
Science	3	M	
History	3	V	
PE	3	V	
Art and Design Technology	3	V	
Photography	3	V	
ACADEMIC (BTEC)			
Construction	3	V	
Motor Vehicle	3	V	
Animal Care	3	V	
Land Based Studies	3	V	
Performing Arts	3	V	
Art and Design Technology	3	V	
Retail	3	V	
Childcare	3	V	
Life Skills	3	V	
Business and Enterprise	3	V	
Media Studies	3	V	
Health and Social Care	3	V	
Hospitality and Catering	3	V	
ASDAN Qualification	3	V	
Sports Leaders Qualifications	3	V	

Princes Trust Qualification	3	V	
THERAPEUTIC			
Drama Movement Therapy		Needs basis	
Art Therapy		Needs basis	
Play Therapy		Needs basis	
Music Therapy		Needs basis	
Occupational Therapy		Needs basis	
SOCIAL EMOTIONAL AND COMMUNICATION			
Nurture		Needs basis	
Speech and Language Therapy		Needs basis	
Forest Schools		Needs basis	
Work Experience		V	
Life Skills	1	V	
PSHE	1	M	
Day Trips and Residential Camps		V	
Enrichment: Japanese; Cooking; Dance, Performing Arts; Computing/Robotics; Art, Design and Craft; Photography; Chess; Dissection/Science; Sports; School Band; Choir; Orienteering; BMX; Scooter; Lego;	Co-Curricular Activities	V	

Revision/Home Learning; Outdoor Pursuits; Animal Care; Hospitality/Café			
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School Day	
Time	Activity
09.00 – 09.15	Registration and Breakfast
09.15 – 10.15	Period 1
10.15 – 11.15	Period 2
11.15 – 11.30	Break
11.30 – 12.30	Period 3
12.30 – 13.10	Lunch
13.10 – 14.05	Period 4
14.05 – 15.00	Period 5
15.00 – 16.00	Co-Curricular Activities (optional)

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

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

D0.1 The case for Knowle DGE submitting the short version of the Free School bid as an applicant type 2.

D0.1.1 'The school that Learn@ Specialist Academy will replicate is Knowle DGE Learning Centre an existing special school in Bristol. It has a 'strong track record'. The last OFSTED inspection in November 2014 judged the school to be Good in all areas, with the Sixth Form judged to be Outstanding. The pupil progress data has been consistently good or better for the past 3 years. Pupils' rates of progress are above average for comparable cohorts in other settings. Attendance data has gone above local mainstream secondary figures and well above the average for Knowle DGE's need type'.

D0.1.2 It is very difficult to compare special schools' data, partly because it is not readily available in reliable formats, in the way that mainstream school tables are, and also because special schools are seldom similar as they cover such a wide range of needs. Having recognised this issue Knowle DGE Learning Centre has signed up to "The Engage Assessment Model" led by "EduSolutions" (Steve Burnham and Giles Osborne). The aim of this project is to support the SEMH schools; that have recognised the limitations of RAISE online and now with the publication of an Inspection Dashboard, are looking at compiling and sharing a national data set which details the academic performance of all SEMH schools base on DfE performance measures. It will also develop further measures which reflect the academic achievements and social developments of pupils with SEMH. Current comparative data available reflects the successful work Knowle DGE Learning Centre is achieving with its young people in relation to other local specialist providers.

D0.1.3 Tables 1 – 3 below summarise the position:

Table 1 2014-2015

	No., of Students at end of KS4	Made expected progress KS2-4	
		English	Maths
Knowle DGE	26	12%	0%
Bristol Gateway	18	0%	0%
New Horizons	7	43%	43%
Sky College	8	0%	0%

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

Table 2 2014-2015

	Number of pupils eligible for key stage 2 assessment	% of pupils achieving level 4 or above	% making expected progress from key stage 1 to 2		
			Reading	Writing	Maths
Knowle DGE	8	0%	33%	17%	17%
New Horizons	3	Supp	Supp	Supp	Supp
Sky College	2	Supp	Supp	Supp	Supp

(Table 1 & 2 taken from DfE Comparative Data Website July 2016)

Table 3 2014-2015

Attendance Data

Absence 2014-15	Overall Absence	Persistent Absence
Knowle DGE	9.6%	16.5%
Bristol Gateway	24.8%	47%
Sky College	23.5%	52%
New Horizons Learning Centre	14.1%	32.5%

(Table 3 taken from DfE Comparative Data Website July 2016)

As part of the Government School Census Collection in the Spring, Summer and Autumn terms, Persistent Absence is measured by the % of pupils attending less than 90% and 85%.

Knowle DGE are 5.1% below the national average of persistent absence of Special Schools for pupils attending 90% or less and 6.9% below the national average of persistent absence of special schools for pupils attending 85% or less. This demonstrates that the vast majority of pupils are attending above 85% with the majority above 90%.

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Permanent Exclusions in comparison to Bristol Schools 2015

School	No., of Permanent Exclusions	% of pupil cohort
Knowle DGE	0	0%
Cotham	5	6.2%
Fairfield	2	3.8%
Henbury	2	3.4%
Oasis Brightstowe	3	3.8%
Orchard	2	3.9%
Bristol Brunel Academy	2	6.0%
Bristol Met	5	4.3%
City Academy	1	3.8%
Ashton Park	5	6.3%
Bridge Learning Campus	8	6.0%
BEC Oasis Brislington	9	6.0%
Bedminster Down	6	4.6%
Merchants Academy	9	4.3%
Oasis John Williams	7	4.4%
St Bernadettes	7	4.3%
Merchants Primary	1	
Oasis New Oak	1	
Greenfield E-Act Primary	1	

D1.1 The 2011 Census shows that over the last decade a high concentration of diversity is found within the inner City and East wards of Bristol. The proportion of the population who are not 'White British' has increased from 12% to 22% of the total population. Since 2001, in terms of changes to population characteristics the majority of new migrants to Bristol are living in the inner City and inner East areas of Bristol, in particular in the wards of Lawrence Hill, Ashley, Easton and Eastville. These wards are characterised by a high proportion of BME residents, a high proportion of rented accommodation, a high proportion of non-family households and higher than average levels of unemployment.

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D1.2 There are now at least 45 religions, at least 187 countries of birth represented and at least 91 main languages spoken by people living in Bristol. The large increase in international migration over the decade has contributed to the increase in population in Lawrence Hill and it is now the largest ward in Bristol, with an estimated usually resident population of 20,100 people This would be a catchment area of Central East where the new school will be sited. Lawrence Hill ward showed population growth particularly in children and young adults with the highest percentage of population aged under 16 years (27%) within Bristol. This ward is also currently the ward with the highest proportion of people not born in the UK at 37% of the total population.

D1.3 In terms of the pupil population at Knowle DGE there are 4 languages other than English spoken as a first language. Panjabi, Somali, Urdu and Xhosa. This equated to 4% of the total pupil population. Over 70% of pupils are eligible for FSM. All pupils have an EHCP or statement, all pupils in the new free school will also have an EHCP. The predicted pupil population at the new school is likely to have comparable needs to the current school. However the new school is going to be catering for an area of Bristol, as outlined above, which is ethnically and socially quite different from the South of Bristol where Knowle DGE is based. There are therefore likely to be more BME pupils and more home languages spoken at the new school. The increase of pupils with EAL will have impact on the curriculum needing to be delivered.

D1.4 The table below shows a comparison of Knowle DGE and the New Free School's predicted population as a % of the whole school (data for the New Free School is based on St Matthias Park PRU located in Central/East Bristol).

	Knowle DGE	Learn@ Specialist Academy
Cohort	156	136
BME	29 pupils (19%)	65 pupils (48%)
EAL	6 pupils (4%)	15 pupils (11%)
FSM	94 pupils (60%)	75 pupils (55%)
PP	84 pupils (54%)	94 pupils (69%)

D1.5 As with Knowle DGE, the curriculum needs to have flexibility in approach and be able to be personalised to the needs of the learners. This means the national curriculum is followed, but it is adapted and differentiated where necessary to meet the wide range of needs of its pupils. Staff work closely together to ensure that schemes of work are appropriate for all the pupil intake, to make sure that there are no barriers to learning and assessment. The national curriculum will offer many advantages to the pupils of the new school based on the success of delivery at Knowle DGE. It will offer them structure for progression through the levels and thus allow pupils to build and consolidate skills and knowledge as they progress. There is also the flexibility in terms of delivery, for teachers, to draw from content from earlier stages to make allowances for learners differentiated needs as they progress through the levels. This also allows for consolidation where pupils need it.

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

D1.6. An alternative curriculum will be offered which has a focus on vocational qualifications as well as academic qualifications. This will be vital to meet the differentiated needs of the pupil population. It is predicted that Learn@ Specialist Academy will have an expected greater proportion of the school population to be girls, compared to Knowle DGE. Whilst it is very difficult to predict the intake for a specialist SEMH school based on the school population figures, for the Pupil Referral Units in the Central/East of Bristol, it reflects a 40% intake of girls. The needs and aspirations of a potential school population that reflects approximately one-third girls to boys and a high level of BME will be a key element of variance based on the Knowle DGE model. A wider range of vocational BTEC qualifications will therefore be offered, than at Knowle DGE, to ensure a more balanced range of subjects from Engineering through to Childcare. This will cater better for the higher proportion of girls who will likely enter the new school.

D1.7 The subjects, qualifications and accreditations outlined in the table D1 have been chosen following close consultation with other SEN providers to cater for the diverse nature, SEN need type, interests and abilities of the expected pupil in-take. In addition to this subjects and qualifications offered at KS4 and KS5 link directly to the Working Futures (March 2014) Evidence of projected employment output over the next 10 years.

D1.8 The approach to literacy will take into account the EAL as well as SEN needs. This will mean using visual approaches and building on phonic knowledge to fill any gaps in order to be able to access literacy. It also requires basic literacy skills to be embedded across all lessons and where applicable, the whole of the school days' activities. Teaching approaches will have an emphasis on high-interest literature, aimed at engaging disengaged learners. Respect will be shown for learners' first language and culture, inviting parents/carers to provide input. Parents will be encouraged to be involved in the new school's curriculum and school life in general. Role modelling of successful adults from minority ethnic groups will be actively engaged. There will be regular cultural events working with pupils' families to value their cultural heritage. Pupils who share their first language will be paired to work together. In class, first language/translation dictionaries will be actively used.

D1.9 Learn@ Specialist Academy is committed to meeting the holistic needs of the learner with a range of support and structures to ensure they make maximum progress both academically, socially and developmentally. Emphasis will be placed on the needs, talents and ambitions of the individual whilst broadening horizons with plenty of opportunities to take learning beyond the classroom.

D1.9.1 Pastoral Support: The new free school will offer pastoral support in the form of key adult roles such as Form Tutors, Learning Mentors, Learning Facilitators, Heads of Hub, and Attendance Officers. These key roles that are already in place in Knowle DGE and have been proven to engage learners, will help to support the systems put in place to monitor learners. From the outset 'Personalised Support Plans' (PSPs) will be drawn up for each pupil, which will highlight the provision and strategies a young person requires to successfully engage in learning.

D1.9.2 Personal and Social Development: The new school will provide individuals with key timetabled 1:1 or small group sessions with Learning Mentors. This will cover a range of developmental strands such as anger management, emotional literacy, life

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

skills, relationships, attachment and reassurance strategies, personal resilience and positive engagement with peers. Pupils will also receive a comprehensive programme of PSHE/Citizenship timetabled lessons, enrichment experiences, whole school celebrations and assemblies and key speakers from the community.

D1.9.3 Additional Learning Support: Pupils will receive small group settings and additional learning support with SEN qualified teachers and Learning Facilitators. In addition to this, pupils will access on a needs basis 1:1 and small group interventions for Maths, English, Science and Speech and Language Communication support. Pastoral support will be offered through the Engagement team where key adults will support pupils' engagement in learning.

D1.9.4 Literacy and Numeracy skills:

Pupils may enter the new school with delayed Literacy and Numeracy skills due to either their learning needs or prior disengagement. Learn@ Specialist Academy will therefore offer a comprehensive range of interventions from differentiated teaching within class of high interest activities to 1:1 interventions out of class at levels from Primary to Secondary, in order to ensure that pupils are successful upon leaving. For those pupils where EAL, additional support to help language acquisition will be embedded into the curriculum.

D1.9.5 Science skills:

Science skills will be developed through themed science cycles that take into consideration the new national curriculum strands. An emphasis on practical science that is related to the vocational subjects on offer will ensure science skills are relevant both to the curriculum offered and to the world of work.

D1.9.6 Preparing pupils for adulthood:

Pupils will be prepared for adulthood through a curriculum that has an emphasis on skills for life. Basic skills will be embedded from the start of the day, as well as in subject lessons. Unstructured and social times are all opportunities for adults to support pupils develop skills that they will need to take into adulthood. Work experience programmes through Key Stage 4 and 5 will help pupils develop skills of the working world. Key Stage 4 and 5 also will have a large emphasis on careers choices and college options, which will be supported through adults in Key Stages 4 and 5.

D1.9.7 Independent living & participation in society:

This will be fostered through short-stay residential opportunities based on the success of the LoDGE at Knowle DGE, helping students work towards social/emotional, life skills, academic & attendance goals. The aim is to provide a safe & stimulating environment in which pupils can be nurtured, motivated, contribute to the community, improve their life skills, and complete home learning assignments. This also helps to broaden their experience through trips and visits. Encouragement is given to pupils to make healthy choices around food, exercise and their own personal care.

Residential Short - Stay Objectives based on Knowle DGE will ensure that the learning programs & living experience are designed to ensure that each individual pupil will:

- Achieve their full academic & social potential
- Develop appropriate personal & social skills
- Become confident & well-adjusted with a strong sense of self worth
- Accept personal & social responsibility

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

- Acquire those skills necessary for independent living
- Develop beneficial attitudes, abilities and skills to take back into their lives at home, school & in the wider community
- Embrace values which will enable them to take their place in society

D1.10 The curriculum will need to take into consideration the jobs available and market demand in Central/East Bristol. *In Working Futures 2022, Evidence Report March 2014 United Kingdom Commission for Employment and skills* the projected output by sector over the next 10 years is a 15.3% increase in manufacturing, 22.5% in construction, 16.9% increase in trade and transport, 12.9% in public health and education. It is anticipated that hospitality and catering, retail, health and social care and manufacturing/construction will be relevant areas of employment in Central/East Bristol. As outlined earlier the new school will offer additional vocational subjects than those offered currently at Knowle DGE to address the change in make-up of the anticipated pupil population and the need for a more balanced curriculum. For example, Retail, Childcare and Health and Social Care will be offered at the new school. The offer of Retail and Health and Social Care will also give appropriate vocational pathways to potential employment, to meet the identified increase in employment, in these sectors, in the Central/East of Bristol referred to above.

D.1.11 Consistency in respect to Teaching and Learning will be achieved through mirrored monitoring systems for planning, lesson observations and staff development to emulate Knowle DGE. A matrix of staff skills will be constructed from the outset to ensure that staff can be matched in order to learn from each other and professionally develop. All staff will be targeted, to partake in external CPD to meet their needs and importantly the needs of the new school.

D1.12 Specialist teachers' knowledge and expertise will be shared with other teachers across the schools and those with well-developed skills will assist the development of others to improve their practice. As cross-phase schools, subject specialists will help primary colleagues to develop good subject pedagogy and Secondary specialists will benefit from adopting the holistic and nurturing approach from the primary teachers, that learners in the new free school will need.

D1.13 Professional development for teachers will take the form of subject development to ensure that quality first teaching with strong subject pedagogy is developed; as well as professional development surrounding the needs of the learners. In a special school setting this is imperative to ensure that the quality first teaching is inclusive to the varying and complex needs of the learners. Staff are therefore equipped to deliver inclusive lessons to pupils with needs such as: Social Emotional and Mental Health, ADHD, Dyslexia and Speech, Language and Communication Needs. Together the internal and external CPD will ensure the professional development of staff throughout the school.

D1.14 A robust system of lesson observations is in place at Knowle DGE, using a template devised from the Cambridge Effective Lesson Observation course (An Ofsted moderated course provided by Cambridge Education). The school has used the professional development gained from staff who have participated in the course to adapt its approach to observation. This has meant that a wide range of evidence is gathered (including feedback from Learning Facilitators and pupils) and that evidence of

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

good practice is fed back to staff as professional development.

D1.15 Teaching is measured via the triangulation of the evidence available to look at assessment of pupils over time, as well as in the lessons seen; and Pupil/Learning Facilitator voice and recorded work. Lesson observations will be arranged to ensure that a variety of subjects and all teachers are seen. Lesson observation data will be reported at regular intervals to Governors and the School Improvement Officer. Teachers at Knowle DGE have participated in lesson observation CPD to ensure consistency. Lesson observations in 2015-16 had 90% of lessons observed graded as good or outstanding. No lessons seen were inadequate. The lesson observation system is used to improve professional development and inform the Learning Centre Development Plan. The lesson observation template has a focus on the impact on learners. Lesson observation weeks take place twice a year and are linked to the teacher performance management process. On the second, external validation is sought through the involvement of Head Teachers from the Malago partner schools. This external validation has enabled the school to identify areas for further improvement. Staff feedback about these new arrangements has been overwhelmingly positive. The school's approach with respect to this was deemed by the School Improvement Officer (SIO) to be an example of good practice.

Learn@ Specialist Academy will adopt this system of lesson observations, in order to illicit areas that could be developed that would be individual to this new school. It would also ensure that teaching is continually improved through a variety of systems including internal and external CPD and sharing good practice as an outcome from the lesson observation process.

D1.16 Links with mainstream colleagues are strong and this is beneficial for teachers to be able to continue their development and ensure that there is mainstream comparability. 'Lesson study' at Knowle DGE enables staff to carry out internal professional development based on pupil learning and is used to improve practice amongst staff. This will continue in Learn@ Specialist Academy, as understanding the impact on how pupils learn in the new school may differ from Knowle DGE.

D1.17 Bristol is the first Unesco Learning City in the UK. It has identified a key strategic priority to be the retention and training of teachers. The new school, alongside the other schools identified to form a MAT will work towards becoming a specialist teaching school, offering apprenticeships in teaching and for specialist HLTA's.

D2 – measuring pupil performance effectively and setting challenging targets

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

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

- use the space provided below; and

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

D2 – measuring pupil performance effectively and setting challenging targets

D2.1 Learn@ Specialist Academy will in many ways be a similar school to Knowle DGE Learning Centre upon which it is based. However, there are a number of external factors and predicted intake differences already outlined that will give it the individual character and personality all good schools have.

D2.2 A recent research project by the University of Bristol, “Ethnicity and Achievement in Bristol Schools” (2015) showed the underachievement of boys and girls from ethnic groups. The population profile of local Pupil Referral Units (PRU) reflects a disproportionate high level of ethnic groups, reflecting the possibility of unrecognised SEN issues. St Matthias Park PRU which is based in similar area to the new school has a 20% ethnic groups as part of the overall school population. This is well above the average for schools across Bristol as a whole but reflective of schools within the Central/ East areas of Bristol. Learn@ Specialist Academy will plan to be ready and able to cater for a high percentage of young people with EAL and having a wide range of faiths and cultural backgrounds. The school will reflect the Learning City commitment to raising achievement for BME pupils and the local communities.

D2.3 Knowle DGE has strong links with local mainstream and special schools within the Central/East region of Bristol including Easton CE Academy, Briarwood Special School, Bristol hospital education service and St Matthias Park PRU. The new school will adopt and develop some of this successful practice in supporting young people with EAL. This will include early saturation techniques in literacy on arrival and inductions to the new school. The young people will also receive 1:1 additional support where identified as necessary and optional after school literacy based activities. In addition, parents will be encouraged and invited into school for after school literacy classes in conjunction with local community courses on offer.

D2.4 A further key difference in the new school will be how the vocational training it offers will be in line with the regional trends identified across Bristol for this area (Bristol LEP 2015-16). There will be specific accredited vocational courses in Hotel/Retail, Engineering and Social Care all of which have a high employment factor in this area of Bristol. These courses will supplement what is currently a well-established offer at Knowle DGE. This will provide a variety of opportunities for the young people with SEMH and SLCN across Bristol and surrounding areas.

D2.5 One of the key partners at Knowle DGE (and in the future MAT) is Weston College of Further Education, an 'Outstanding' College with regional specialist facilities for engineering and independence through residential experiences. They will advise and offer support to the setting up and ongoing running of the new free school and this will complement their newly opened ALP provision in Central/East Bristol, Bristol Futures Academy.

D2.6 Academic Progress - Pupils generally enter Knowle DGE with standards that are below those typical for their age (special educational needs, missed schooling and negative experiences of education). From their different starting points, the majority of pupils make progress in line with or better than national expectations across a range of academic and vocational subjects and achieve well at each key stage. (Ofsted report 2014)

Refer to the Tables in **D0.1.3** as further evidence.

D2 – measuring pupil performance effectively and setting challenging targets

KPI - The new school will aim to ensure that over 90% of young people make expected progress across core subjects in a school year which builds upon the academic progress results at Knowle DGE (85% 2015-16). The new school will ensure all students achieve a minimum of 5 nationally recognised certificates/awards (qualifications) year 11, which builds upon the constant achievements at Knowle DGE of a minimum of 3 certificates/awards.

D2.7 Behaviour - Knowle DGE Ofsted report 2014 states ' Pupils' behaviour is good. Pupils are polite and increasingly thoughtful towards others'.

Refer to the Tables in **D0.1.3** as further evidence

KPI - The new school will aim to ensure there are no permanent exclusions year on year as achieved by Knowle DGE Learning Centre.

D2.8 Attendance - Refer to the Tables in **D0.1.3** as evidence with respect to attendance.

KPI - The new school will build upon the good practice at Knowle DGE of promoting attendance and aim to ensure 95% attendance across the school. The new school will build on the best practice of Knowle DGE and aim to ensure the persistent absence levels are well below the national average for special schools, at 10% or below.

D2.9 Independence & Employability - Knowle DGE Ofsted report 2014 states: 'Because the sixth form prepares students exceptionally well for the future, in the last academic year all students who left the sixth form gained employment or a place in further education'. In 2014-15 Knowle DGE had 31 young people in Year 11 and Year 13. All young people either stayed on for Post 16 or moved onto further education. In 2015-16 Knowle DGE had 40 young people in Year 11 and Year 13. 39 young people either stayed on for Post 16 or moved onto further education. 1 young person started full time employment.

KPI - In line with the practice established at Knowle DGE Learning Centre all young people will leave the new school to apprenticeships, employment or Further Education (for A levels and/or more specialised courses). The experience and skills development in the short-break residential hostel will ensure all the young people leave school able to look after themselves healthily and safely, with a clear understanding of how to set up and run their own home.

D2.10 Assessment Strategy - Knowle DGE use 'B Squared' as the pupil assessment system. This goes from P-Levels, National Curriculum steps (which were levels on the old national curriculum) and Adult steps. Data is updated and analysed termly and then used by teachers, Heads of Hubs, Heads of Subject and SLT in order to be able to create action plans for areas to develop and areas for the Learning Centre Development (LCDP). There is a guideline, agreed with the school SIO and Governors, which sets an ambitious expected % of progress for both the primary and secondary curriculum. Data is therefore presented as above expected progress, expected progress and below expected progress and is used by staff in order to create action plans and interventions based on areas needing development, which could be: individual pupils, pupil cohorts, subjects or strands of subjects. This allows for cohorts to be compared to each other.

D2 – measuring pupil performance effectively and setting challenging targets

D2.11 Target Setting – This comes from ‘B Squared’ as teachers use this to inform their planning and next steps for pupils. Target setting is reviewed in PSPs, EHCPs and through subject analysis. Target setting is checked by the SLT and the school SIO to ensure target setting is aspirational. The new school will adopt B Squared as the pupil assessment system based on the experience of and supported by staff from Knowle DGE. Pupils at Knowle DGE have a huge range of social, emotional, communication and learning needs. Their cognitive abilities cover a very wide range from those who may be learning cause and effect in a very sensory context to those who read, tell the time and manage money, through more formal lessons to achieve at GCSE level. Knowle DGE aspires to provide its pupils with supportive and engaging learning experiences with a key strategic aim of enhancing pupils’ outcomes. The specialist knowledge and understanding of the staff about all the pupils’ learning needs is fundamental to a meaningful assessment process.

D2.12 Learning, Leadership Teaching and Assessment

To achieve the strategic aim of enhancing pupils’ outcomes Knowle DGE have three interlinking strands, each with a set of goals which are constantly evolving: System Leadership, Curricular Links and Quality First Teaching. The strategy promotes the development of a variety of approaches to teaching and assessment that combine personal interaction with the effective use of appropriate and emerging technologies. It aims to enhance all stages of the pupil experience, through and beyond school into their future pathways. The new school will utilise this strategy which is outlined below.

D2.12.1 System Leadership:

- To benchmark expectations
- To build upon existing relationships within the Bristol community of Special Schools to compare and contrast frameworks of expectations regarding progress against age and starting points with reference to the national Progression Guidance expectations for pupils using the P levels and old NC level descriptors. To be engaged where possible and contribute to the ongoing national debate amongst Special schools with regards to the development of assessment practices in the context of the removal of NC levels.
- To moderate assessment practices.
- To work with colleagues within the school as well as across the Bristol (and regional) community of schools to moderate assessments across as many formats as possible, including P levels and accreditation levels and as a result of this activity provide staff with a high level of proficiency and confidence in their assessment practices.
- To share and learn from best practice.
- To continue to work with colleagues within the Bristol (and regional) community of schools to develop outstanding assessment practices in relation to all forms of staff led assessment practices: ipsative, formative and summative.

D2.12.2 Curricular Links:

To integrate assessment and the curriculum in ways that support diverse and flexible approaches to learning and to assessment. These include:

D2 – measuring pupil performance effectively and setting challenging targets

Duke of Edinburgh Reward (of which Knowle DGE are a Directly Licensed Centre), Nurture Approach (Knowle DGE has the Quality Mark Award) and International Links (Knowle DGE has the International Schools Award)

D2.12.3 Quality First Teaching:

- To support classroom staff in effective assessment practices.
- To keep pupils in the assessment loop by engaging them in reviewing their own learning, supporting and promoting independence and self-evaluation, and where possible and meaningful that of their peers.
- To encourage full participation by keeping parents and carers informed about and involved in assessments.
- To work in partnership with the parents/carers and utilise wider parental feedback to enhance the information contained within the Annual Reports to parents/carers and the ways this is presented to them.
- To work in full participation and partnership with the parent/carers and utilise wider parental feedback to identify a means through which the school can continue to meet its statutory reporting obligations to parents whilst at the same time ensuring that the school communicates with parents and families about the things that matter most to them.

D2.13 Pupils wanting to utilise the short-stay residential facility at the new school will have to complete an induction which would include parents and carers. Parents and carers would be involved in setting targets with their child so that these could be used in the home environment as well. The residential staff will use the above objectives to set targets for pupils staying at the residential facility. Each individual will have a residential key worker who will meet with them regularly to check on progress towards these targets and give support where needed.

D2.14 Behaviour - The new free school will recognise the social and emotional needs of all young people and will identify areas to improve engagement of learners and identify pupils' successes and celebrate their achievements in learning. Behaviour and engagement policies will be comparable between the schools, following the same ethos; however, day to day management and engagement of young people will be tailored to the needs of the cohort of the new free school. Knowle DGE's 'Behaviour for Learning Policy' was formulated as a result of collaboration from pupil voice, staff and parents and has at its core the following ethos:

"We believe that in order for success, we aim to encourage every individual at our Learning Centre to develop belief in themselves to aim higher, to respect themselves, others and the Learning Centre and to take responsibility for their decisions and actions. Our ambition is to help young people manage their behaviour in a way that supports them engage in learning and achieve better outcomes in life".

D2.14.1 In seeking to define acceptable standards of behaviour the school will acknowledge that these are goals to be worked towards rather than expectations which are either fulfilled or not. Thus the school will play a central role in the young person's social and moral development just as it will in their academic development. In the same way the school will measure academic achievement in terms of progress and development over time towards academic goals, it will measure standards of behaviour

D2 – measuring pupil performance effectively and setting challenging targets

in terms of the young person's social and emotional goals.

“Young people bring to school a wide variety of behaviour patterns based on many external and environmental conditions. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principle.”(Knowle DGE Behaviour for Learning Policy).

D2.14.2 The new school will employ a range of professional staff to support behaviour and engagement of all pupils to include Heads of Hub, Engagement Support team members and Learning Mentors. The school will place an emphasis on proactive measures to ensure pupils engagement including rigorous target setting for each individual's PSP, daily staff de-briefing, regular involvement of parents/carers, Multi Agency meetings and TAC meetings. The School Improvement Officer (SIO) reported in his latest report, July 2016 that 'behaviour continues to improve at Knowle DGE'. He also reported that, 'the school had been proactive in seeking to bring about improvements in the ways that staff address behavioural challenges, through high expectations-transmitting the message through good teaching which engages pupils' interest that pupils know they are at school to learn-and through preventative, whole school approaches such as the end of day de-brief process and the weekly pupil focus meetings'.

2.14.3 The school has three accredited Team Teach trainers and they have adapted staff training to focus on the causes of behaviour and developing staff members' awareness of the role of communication, language and psychology to enable them to understand, prevent and address behaviours more expertly. All this good practice from Knowle DGE will be embedded at Learn@ Specialist Academy, led by the Head.

D2.14.4 Pupil 'passports' are started every September at Knowle DGE and this process would also be used in Learn@ Specialist Academy. The 'passport' has an emphasis on young people's aspirations, inclusive of their SEN, gender and ethnic group and encourages pupils to think about their futures and what they can achieve. The passport has small steps towards reaching the young person's goals that the Learning Centre supports the young person to achieve each year. For the youngest learners this helps them think aspirationally about the possibilities they could achieve. As learners reach KS3 and 4 the passport helps guide them in options choices for KS4 and post 16 as well as provide direction for staff to support with work experience placements and college applications. These passports will reflect the Learning City's "pebl" (passport to employability) and support connections through work experience, supported internships and apprenticeships.

D2.14.5 Reporting to parents will again mirror Knowle DGE. It is done three times a year formally through a Parents evening in Term 2, Annual Reviews of EHCPs/Statements in Term 4 and written end of year reports in Term 6, which include data as well as narrative on progress and engagement. More informal meetings such as coffee mornings and assemblies to celebrate progress also happen frequently at Knowle DGE. This ensures parents are engaged by using a variety of visual support and translation approaches. This practice will be adopted at Learn@ Specialist Academy and will be particularly important due to the amount of EAL needs anticipated at the new school. Local community leaders will be actively encouraged to participate in Learn@ school day. This will also support the embedding of British values and celebration of diversity.

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

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

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

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

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

D3.1 The staffing model for Learn@ Specialist Academy is based upon a successful model of diverse roles within a key focus of teaching and learning, as practised for the past 6 years at Knowle DGE Learning Centre. The key element of qualified, specialist subject teacher across all curriculum subjects, with an emphasis upon core subjects, is supported by a wraparound model of specialised support roles. The Learning Facilitators (LF's) are attached to every learning group to provide a consistent and strong attachment model throughout the day and across a year for the young people. This helps them deal with issues they find difficult such a change and inconsistency of practice. This group of staff have a minimum English and Maths competency level and are Elklan trained and Team Teach qualified.

D3.2 Learning Mentors will provide more individualised focused support, especially in terms of social and emotional development and will work with pupils who have social and care issues and/or child protection concerns. This role allows private communication for young people regarding difficult personal issues, as well as providing the school with regular, consistent professional dialogue with other key agencies.

D3.3 The Nurture approach is a key feature of the staffing model accessible across both main need types. The nurture approach has proven to be a very successful strategy in supporting the social and emotional development of the young people. Knowle DGE recently received the National Kite Mark for Nurture Approved practice by the National Director for The Nurture Group Network, commenting that it was the best practice seen in such a specialist setting.

D3.4 The Vocational specialisms that will be offered are based on identified employment areas of growth within the region, as based on the latest findings by the Bristol LEP. These areas of Engineering, Hospitality & Catering, Social Care and Retail will be led by qualified tutors following the BTEC syllabus. The new school will receive professional support in delivering Engineering from 'Weston College of FE', an Outstanding College with a modern, highly regarded Engineering Department linked with major local employers, Airbus and Rolls Royce. Knowle DGE has established links through its construction department with Kier Construction Limited.

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

D3.5 The school will adapt a delegated leadership model investing in Middle Leaders as Heads of Hub with a wide range of delegated responsibilities for their area. These staff members are seen as the school leaders of the future and Knowle DGE has benefited greatly from investing in their Middle Leaders through nationally accredited courses, run by NCL and most have gone on to be senior leaders of Knowle DGE Learning Centre or other schools/PRU's. This will support the development of teaching school status across both specialist education and in supporting best inclusive practice at mainstream.

D3.6 The staffing structure will be based on the already successful model extant at Knowle DGE, allowing for the growth of the school outlined in Table D1. These structures appear below as Diagrams D3.1 – D3.5, being the structures from Year 1 to Year 5 (“Steady State”) respectively.

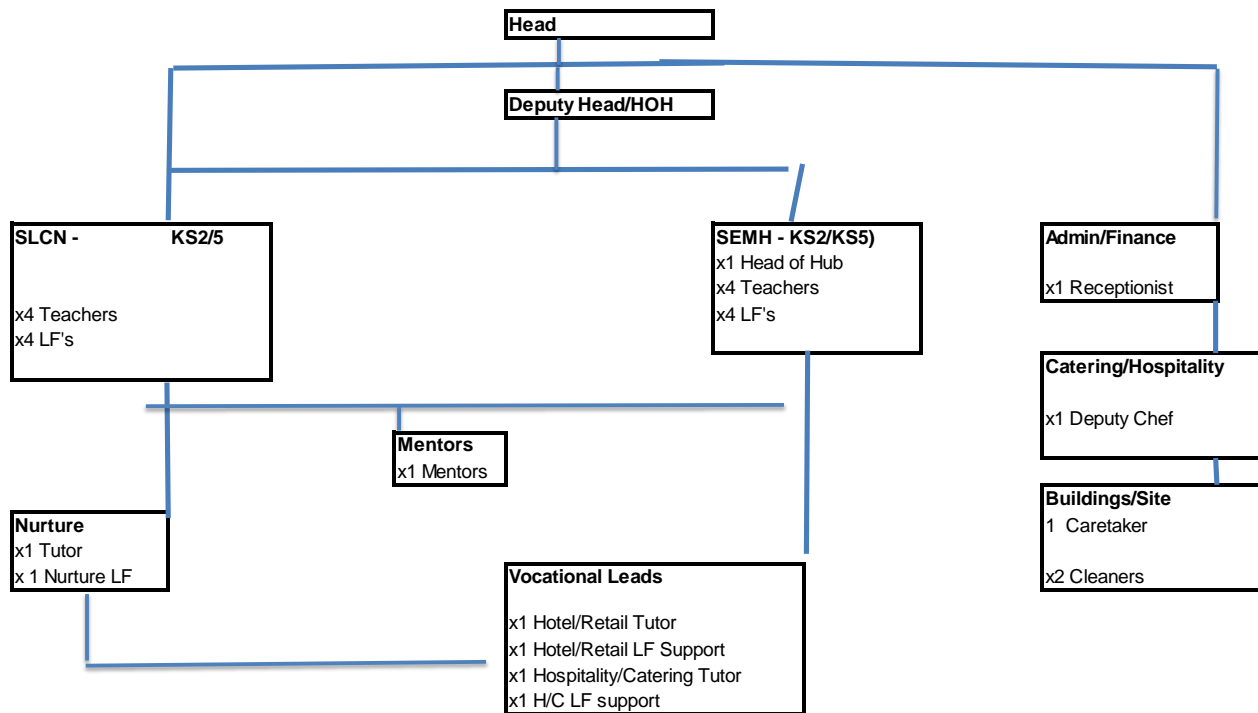
They have been fully costed and each model is deliverable within the available funding. A summary of the financial predictions is shown in Table D3.1

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

D3 (b) Staffing Diagrams

Diagram D3.1 Year 1 Staffing Structure

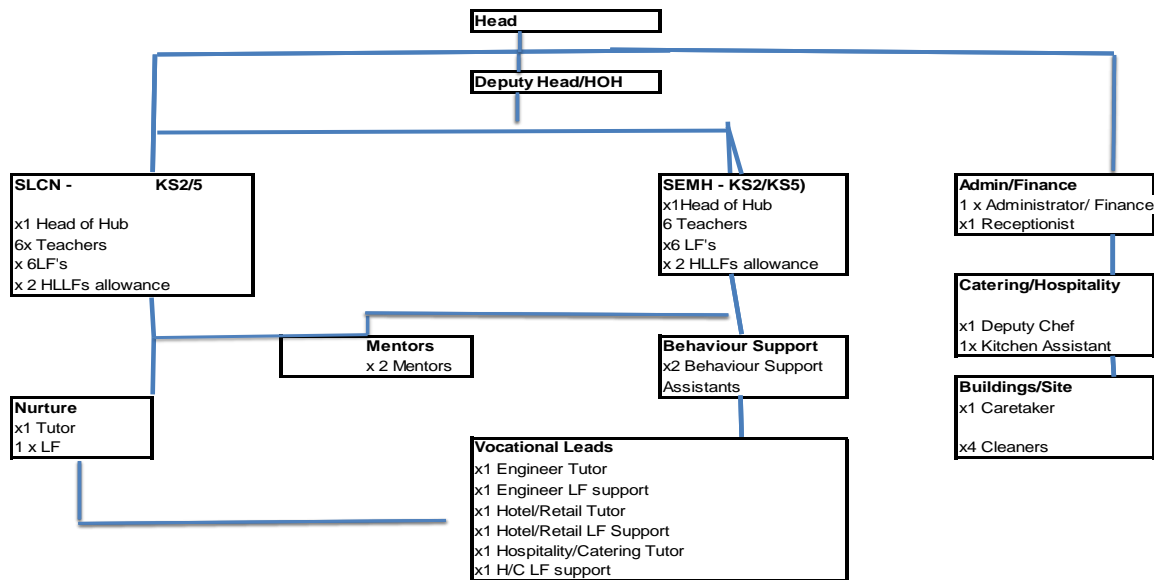
YEAR 1 STAFFING DIAGRAM



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

Diagram D3.2 Year 2 Staffing Structure

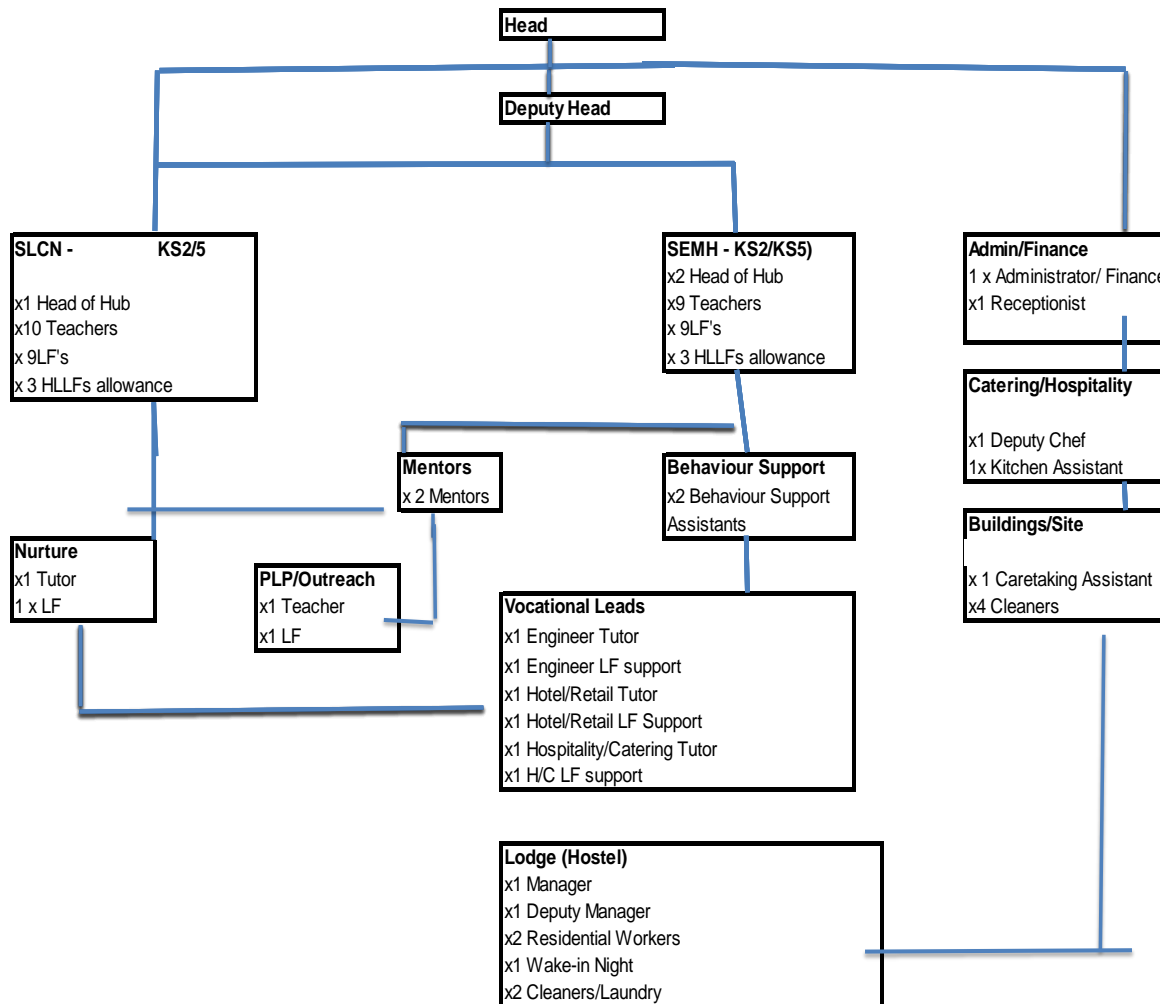
YEAR 2 STAFFING STRUCTURE



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

Diagram D3.3 Year 3 Staffing Structure

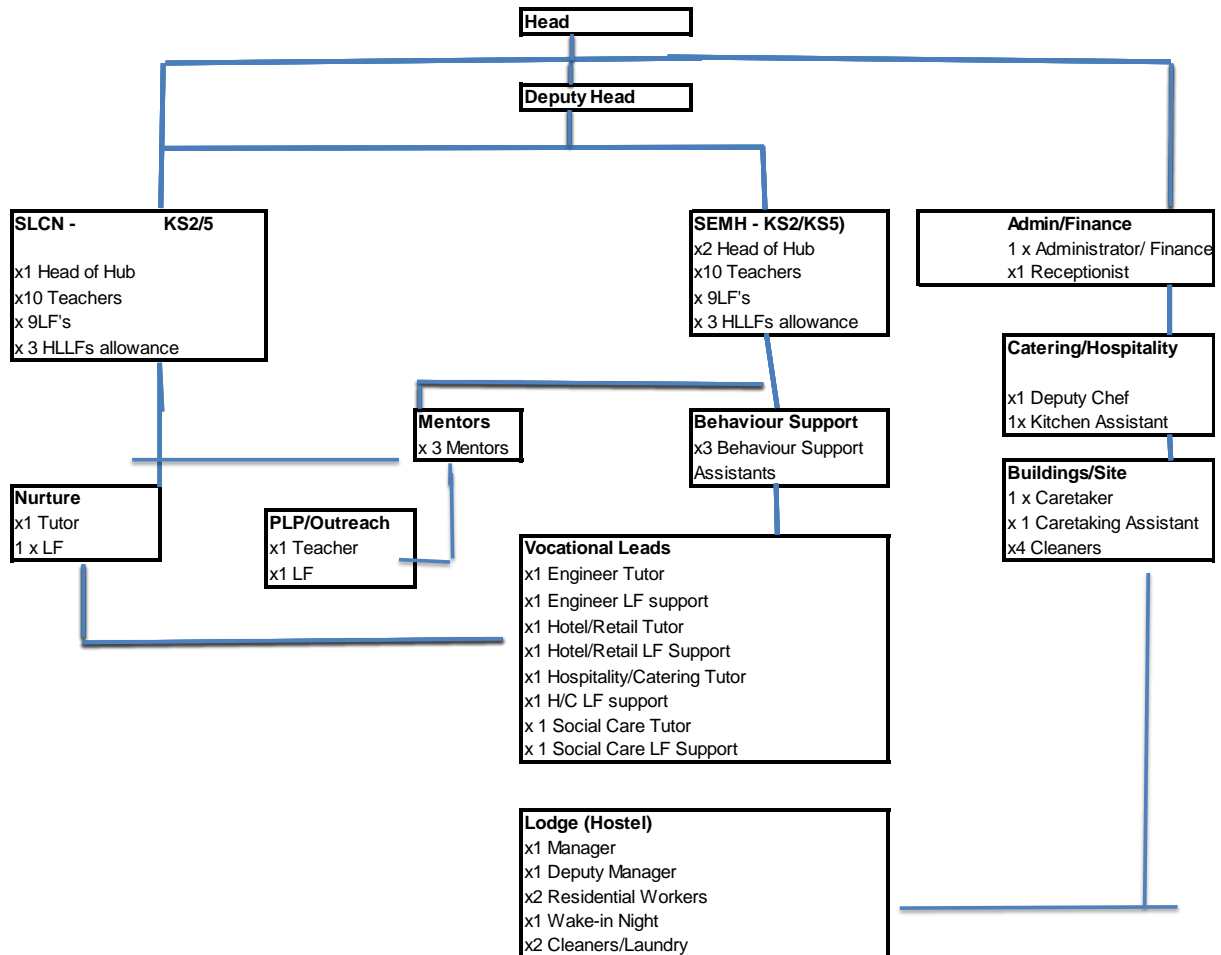
YEAR 3 STAFFING STRUCTURE



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

Diagram D3.4 Year 4 Staffing Structure

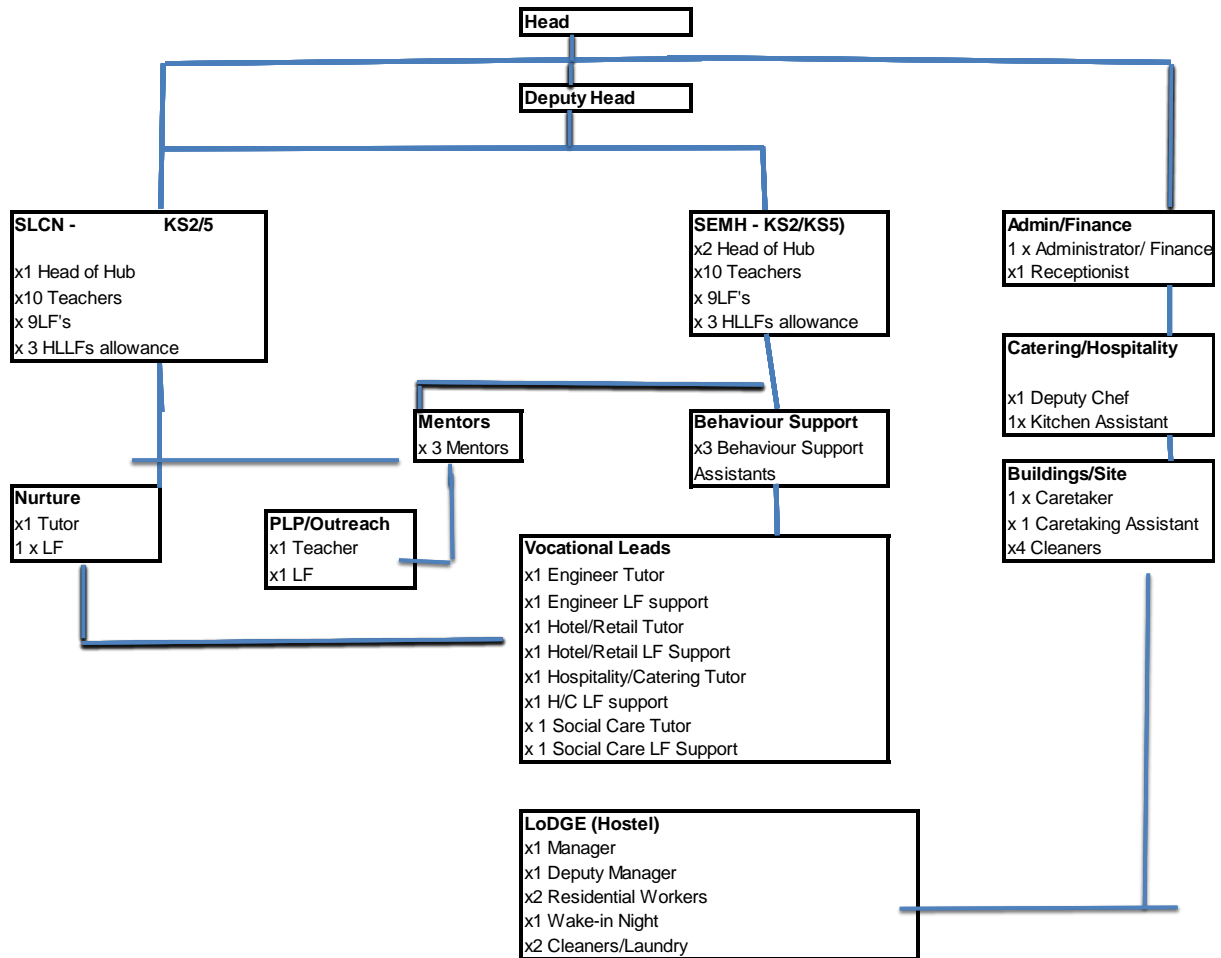
New Free School Staffing Structure Yr 4 staffing chart



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

Diagram D3.5 Year 5 Staffing Structure

New Free School Staffing Structure Yr 5 staffing chart



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

D3 (d) Contingency plans

Similar exercises have been carried out assuming the school were at only 70% capacity.

The staffing structure will be based on the already successful model extant at Knowle DGE Learning Centre allowing for growth of the school from Year 1 to Year 4.

A contingency plan has been drawn up should the school be at 70% capacity for this period.

This has been fully costed and each model is deliverable within the available funding.

Changes made between full capacity and 70% capacity:

	Yr 1	Yr2	Yr3	Yr4
Pupils on roll	42	62	84	94
Staff changes made				
Deputy Head/HOH	included in model supported by partnership school	included in model supported by partnership school	no change	no change
1xHospitality/Catering Tutor, plus Learning Facilitator Support	included in model supported by partnership school	included in model supported by partnership school	included in model supported by partnership school	included in model supported by partnership school
Teachers	reduction of 2 x Teachers	reduction of 2 x Teachers	reduction in 7 x teachers	reduction of 6 x teachers
Learning Facilitators	reduction of 2 x LFS	reduction of 2 x LFS	reduction of 6 x LFS	reduction of 6 x LFS
Nurture Learning Facilitator	post removed	no change	no change	no change
Reduction of Head of Hub	post removed	post removed	post removed	reduction of 1 post

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

x 1 PLP Teacher	post removed	post removed	post removed	post removed
x 1 PLP LF	post removed	post removed	post removed	post removed

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

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

- use the space provided below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

D4.1 Learn@ Specialist Academy will be based within the Central and East wards of the City of Bristol. It has already been established that these areas contain the highest and most diverse populations of ethnicity across the City, alongside which are the highest levels of English as a second language and having little to no English within the family. Whilst it is Bristol City Council’s policy to place all arriving children in mainstream schools initially, arrival assessments can indicate where assessment places are needed in specialist provision. Most new arrivals have suffered extreme trauma and either need additional support in mainstream or are not able to attend mainstream schools in the first instance. Additionally staff at Knowle DGE are aware and experienced through working with many families from a variety of ethnic backgrounds that find it very difficult to acknowledge SEN within their child(ren).

D4.2 Learn@ Specialist Academy will welcome all young people, whatever their ethnic background, faith and world views. It will actively promote British Values and use the partnerships to extend pupils learning and understanding. It will offer the best specialist educational provision available to them if they are diagnosed or have identified needs of SEMH or SLCN/ASC. Pupils will have equal and fair access to the quality provision. Based on Knowle DGE’s core values of recognising each child as an individual the new school will avoid unhelpful. Publicity and information will be available in all languages and through appropriate, informed agencies and community based organisations. It will be geared at taking the stigma out of a child labelled with SEN and highlight the positive options and choices open to them through a specialist school.

D4.3 A key element will be involving minority ethnic parents in parent groups and networks (including the school directors) and linking with community groups. Knowle DGE already has a well-established link with `Bristol Parent Carers who have written a supporting letter for a new special school in the Central /East area of Bristol. E(b)6. The Senior Leadership team at Knowle DGE supports the recently published advice by `ParentingUK.org` regarding promoting ethnic parental engagement in education. The

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

new school will invest in resources, to this end, including a member of staff (Learning Mentor) dedicated to parental engagement who will also carry out advocacy for parents/carers. The new school will seek to recruit from local communities to help overcome any 'us and them' issues. This will include local advertising and actively working with local community groups to identify potential recruits from the area.

D4.4 Knowle DGE has had many years of working closely with local support groups and Bristol City Council preferred lead agencies, such as SARI. Learn@ Specialist Academy will continue and develop this work in establishing a clear understanding of faith and cultural needs and address any issues from the outset. This will ensure that all pupils have access and opportunity for practicing their beliefs without prejudice. The experience gained from Knowle DGE is that communication is the number one issue to overcome. With this in mind an PLP/Outreach team has been identified within the staffing model, as a key resource that the new school will provide, to address any difficulties that may arise. This small team will work with local groups and will meet with parents to ensure that there is clear communication and support for pupils and their families.

D4.5 The population in Central and East Bristol is very diverse with a high percentage of BME residents. The opportunities for PHSE to tackle issues such as stereotypes need to be utilised effectively. The city-wide lead on PHSE has worked with St Matthias, a local Pupil Referral Unit, to develop the curriculum so that it meets the needs of the cohort and meets statutory requirements. This will be extended to Bristol Futures Academy and other local mainstream schools.

D4.6 Staff will all be trained in mandatory reporting requirements for FGM and prevent agenda, as well as child exploitation, child trafficking, forced marriages and domestic abuse. Working closely with the LA's Safeguarding team and specifically the Central/East schools advisor will ensure that safeguarding processes and procedures tackle issues relevant to the area and the diverse cultures within the area are effective, meet statutory compliance but also maintain positive community relations. Central/East Bristol has the highest level of African and Muslim families in Bristol.

D4.7 The curriculum at the new school will prepare learners for life in modern Britain through a holistic approach taking into consideration what life in modern Britain may look like for these pupils. The new free school will adopt Knowle DGE's overarching principle with respect to Personal, Social and Health Education (PSHE) and Citizenship which is to enable pupils to become healthy, independent and responsible members of society. The school will encourage pupils to play a positive role in contributing to the life of the school and the wider community. In so doing, the school will help develop their sense of self-worth. The new school will teach them how society is organised and governed and will ensure that they experience the process of democracy in school through the School Council. Pupils will learn about their rights and responsibilities and taught to appreciate what it means to be a positive member of a diverse multicultural society.

D4.8 The aims of Personal, Social and Health Education and Citizenship will be to enable pupils to:

- a. know and understand what constitutes a healthy lifestyle, including good mental health;

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

- b. be aware of safety issues;
- c. understand what makes for good relationships with others;
- d. have respect for others;
- e. be independent and responsible members of the school community;
- f. be positive and active members of a democratic society;
- g. develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- h. develop good relationships with other members of the school and the wider community.

D4.9 The new free school will actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. This will be done through the effective spiritual, moral, social and cultural development of pupils and through the inclusion of a well-rounded curriculum that includes: themed assemblies, PSHE lessons, extra-curricular activities, the pastoral and mentor programme, internationalism and work with the local community. By developing all of the skills and qualities listed below, the pupils in the new school will be able to participate fully in life in modern Britain:

- **Enable pupils to develop their self-knowledge, self-esteem and self-confidence.** Examples of how this is developed: RE lessons, assemblies, rewards and Behaviour for Learning policy, presentations in class and class assemblies.
- **Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England.** This will be developed via: PSHE lessons, Humanities lessons, assemblies, school policies for the Welfare, Health and safety, Behaviour for Learning policy and celebration assemblies. Pupils will be actively encouraged to voice their thoughts and opinions through school council and wider pupil participation groups.
- **Encourage pupils to accept responsibility for their behaviour, show initiative and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.** This will be developed via: day to day school life through implementing the Behaviour for Learning policy, numerous charity fund raising activities; Poppy appeal, Children in Need, Comic Relief and Sports Relief, local community projects and volunteering.
- **Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in Britain.** This will be developed via: assemblies, uphold the 2-minute silence for Remembrance Day every 11th November; various external visitors for assemblies; and the involvement of the police and fire service.
- **Further tolerance and harmony between different cultural traditions by enabling young people to acquire an appreciation of and respect for their own and other cultures.** This will be developed via: assemblies, cultural days, European Day of Languages; MFL; Humanities; RE and PSHE lessons and Internationalism.
- **Enable pupils to understand and appreciate the history, heritage and wide ranging cultural influences that underpin our individual and shared experience of life in modern Britain.** This will be developed via:

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

Remembrance Day assembly and other commemorative Assemblies, through school trips, History, RE, Geography and English curriculum, and numerous fund raising activities.

- **Encourage respect for other people.** This will be developed via: school Behaviour for Learning policy, rewards, RE, MFL, PSHE lessons and assemblies. Including building on the links that Knowle DGE has with other countries such as partner schools in Nakuru, Kenya.
- **Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.** This will be developed via: Pupil Voice elections, interviews for head boy/girl, D of E, Pupil voice panels, mock elections and Youth Parliament elections.
- **Enable pupils to develop a sense of enjoyment and fascination in learning about the world around them and participate actively in artistic, sporting or cultural activities.** This will be developed via: school drama productions, sporting fixtures, numerous theatre and cinema visits for each year group, Field trips, Library, European Day of Languages, D of E, residential trips and international trips.

D4.10 Knowle DGE and its partner schools are inclusive schools that actively promote links with local mainstream schools to ensure all young people have the real opportunity of returning to an appropriate mainstream provision if they are able. Knowle DGE has an established track record for setting up and managing some of the most successful and long standing Inclusion bases ensuring over 100 young people were given positive opportunities to return to mainstream settings. This ethos will continue within the Learn@ Specialist Academy and it will be a high priority of the Leadership Team and Outreach staff to build on the positive links St Matthias Park PRU (a main partner school) has with the local mainstream Primary and Secondary Schools. Learn@ Specialist Academy will support the Bristol Inclusion panel to forge strong relationships with mainstream schools, as Knowle DGE has in the South.

D4.11 Within this inclusive ethos it is extremely important that the new school has a strong, positive image and place within the City's Education provision. It is essential that to meet the equal opportunities mandate of the Government, as well as Bristol City Council, that these young people have the best possible choices and opportunities to learn and succeed. Many young people with SEN have limited opportunities within the current provision offer. Having already experienced the mainstream system and for a variety of reasons then find it difficult to make any progress or 'fit in', these young people often develop very negative attitudes to schooling or become persistent non-attenders. This was reflected in the Inclusion Trust research with young people in 2014, where the young people termed themselves "as pushed out learners". These learners need to see school staff believe in, feel safe in their learning and value their contribution to the community and aspire to positive futures. Therefore, Learn@ Specialist Academy will reflect top quality facilities, highly skilled staff, modern and up-to-date resources and partnerships with respected work providers and further and

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

higher education providers.

D4.12 All parent/carers have difficult decisions to make when their child is recognised or diagnosed with SEN. Those who have young people with challenging behaviour as an outcome of SEMH or SLCN have often had to deal with many negative issues in regard to their education and support for their child's needs. Many will have experienced their child being excluded from mainstream school. In 2014 25% of the young people in SEMH schools in Bristol had experienced at least one formal exclusion from mainstream education. For these young people and their parent/carers local quality choices are just and necessary to ensure all young people have the opportunity to fulfil their potential in learning despite their SEN. The Central and East areas of Bristol do not currently offer this local choice for these families.

D4.13 In setting up and developing Learn@ Specialist Academy a part of the budget and leadership time will be identified for publicising and promoting the positive option this specialised education pathway offers as an alternative to mainstream provision or non-specialist Alternative Learning Providers. Being a smaller and more specialist school with a focus upon a personalised learning approach, there will be greater opportunity for individual young people to thrive and grow as they receive specialised focus teaching and support and far more opportunities to share. Knowle DGE has countless examples of young people achieving unbelievable feats that they may well not have had the opportunity to do in a large mainstream setting, these include:

- Cycling stages of the Tour De France
- Climbing in the base camp of Mount Everest
- Singing solos in front of 500 people at St Mary Redcliffe Church
- Performing live concerts as part of a rock band
- Visiting a twin school in Kenya and hosting their students and staff
- Completing history tours to Poland and Berlin
- Managing a café on a daily basis
- Performing bi-annually in stage plays.
- Competing locally and regionally in a variety of sports.
- Achieving GCSE's and going on to extended learning.

D4.14 Along with attracting and promoting the quality and resources of Learn@ Specialist Academy with the pupils it is important to gain the support and confidence of their parent/carers. Links with local community groups and schools will ensure that the new school is known by prospective parents and they have a general awareness of the educational provision on offer. The school will build on this through co-ordinated hours of visits to Learn@ Specialist Academy for relevant professionals, community groups and parents giving people a fuller and clearer view of what the new school will be based on the approach and achievements of Knowle DGE. Once a young person is identified as a prospective pupil, home visits and school visits will be organised ensuring the whole family have the opportunity to meet key staff, see the provision and fully discuss

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

issues they may have. Knowle DGE has a well-established process of `Induction` for new pupils and their families. Learn@ Specialist Academy will build on this practice, and where necessary include translators and local community support persons to help this difficult transitional process.

D4.15 The Executive Head, Senior Leadership Team of Knowle DGE and Directors assigned to Learn@ Specialist Academy have a strong positive track record of leading and managing integrated schools and PRUs. The ethos is founded in the mission statement of `All equal, all different, all achieving together`. Recent Ofsted reports have recognised the multi-cultural approach at Knowle DGE stating `Spiritual, moral, social and cultural development is encouraged well, through out of school visits and the contribution of visitors, as well as through Art and Music. It has been an established strength of all the schools that the Senior staff and Directors have led and supported to date that all pupils are given equal and personalised opportunities to progress and achieve. Different groups achieve well, including those with different types of special education need, boys and girls and pupils from minority ethnic groups (Ofsted report Nov 2014).

D4.16 Each young person will be welcomed and supported through personalised plans. They will be acknowledged as an individual with packages of support built around their holistic needs in a way that ensures all feel valued and respected. The PHSE and theme approach delivered throughout each group and Key Stage will ensure a whole school approach to all important topics that affect the young people's lives and that they need to be as informed as possible about. The `theme` approach and planned celebration of key events in the school year will be the platform for encouraging all the young people to find out more about different cultures, customs and beliefs. Pupils will be encouraged to take a lead role in events and activities through drama, music, writing, presentations, debates, art and sports and social activities. One example, of the many memorable learning experiences the young people from Knowle DGE, who visited Kenya, exchanged with their counterparts in Pangani School, Nakuru was outdoor games. The Bristol youngsters demonstrated and led established games to the Pangani pupils some of which are still regularly played there. This type of exchange activity will be offered at the new school.

D4.17 In creating a new free school in which all the young people feel valued and respected it is essential that their parents/carers feel the same. They will be welcomed into the school in an open and non-discriminatory way, through equal access, clear communication in all languages and events and activities (such as celebration assemblies) in which they can feel part of the school community. Learn@ Specialist Academy will harness the knowledge and experience of the local community groups along with the current established partners, such as SARI and the `Somali Resource Centre` to promote this approach.

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

D4.18 Knowle DGE has achieved the national Healthy School award status and would support the new school to achieve this. A Healthy School promotes the health and well-being of its pupils and staff through a well planned, taught curriculum in a physical and emotional environment that promotes learning and healthy lifestyle choices. To become a Healthy School, you need to evidence how you have met criteria in the following four core themes that make up national Healthy School status. Across the four core themes, there will need to be evidence of how the whole school approach has been used in the process. The new school will demonstrate how the criteria in each of the following will be been met as follows:

- **Personal, social and health education, including sex and relationship education and drug education (including alcohol, tobacco and volatile substance abuse)** - PSHE lessons will provide pupils with the knowledge, understanding, skills and attitudes to make informed decisions about their lives.
- **Healthy eating** - Through PSHE lessons pupils will be taught and encouraged to have the confidence, skills and understanding to make healthy food choices. Healthy and nutritious food and drink will be made available across the school day. The new school will have its own allotments in which the young people can grow their own vegetables and fruit for use in food technology.
- **Physical activity** - Pupils will be provided with a range of opportunities to be physically active as demonstrated in the timetable. They will understand how physical activity can help them to be healthier and how it can improve and be a part of their everyday life.
- **Emotional health and wellbeing** - Staff will promote positive emotional health and wellbeing, at all appropriate opportunities including lessons, tutorials, one to one's, assemblies etc. to help pupils understand and express their feelings, and build their confidence and emotional resilience and therefore their capacity to learn.

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

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

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

- use the space provided below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

D5.1 All pupils admitted to Learn@ Specialist Academy will have a Statement of Special Educational Needs or an Education and Health Care Plan. The school will operate the same admissions policy as Knowle DGE. This means that the school will accept pupils with a wide range and complexity of need including Social, Emotional and Behavioural Difficulties, Moderate Learning Difficulties and pupils on the Autistic Spectrum with Speech, Language and Communication Needs. The Governing body of the new school will receive requests for placements from the LA or from other LA's. The school will consider each pupil on their individual merits and with reference to relevant legislation, to ensure that they can meet their needs as defined by the statement/EHCP. The school will also need to check that it has the space, staffing and resources to accommodate the pupil within its organisational capacity.

D5.2 The school will have different Departments to meet the need types and ages of pupils, including a SLCN Department as well as primary and secondary inclusion bases at partner mainstream schools. Parents, carers, prospective pupils, their teachers and supporting professionals will be advised to visit the school before they enrol. School staff may also visit the pupil's school and be accompanied by support staff as necessary, in order to assess the needs of the prospective pupil. The school will offer taster visits, induction and individually negotiated transition packages depending upon pupil needs.

D5.3 Learn@ Specialist Academy will provide specialised education for young people with 'Education and Health Care Plans' (EHCP's) or full 'Statement of Educational Needs (SEN's)'. The admission policy and process will be similar to and based upon that of Knowle DGE Learning Centre, but by the time of opening, it is expected to be part of the Learn@ Multi-Academic Trust. This means there will be some notable differences in regard to Admissions. Children in Care will remain the top priority for admission.

D5.4 The new school, whether part of the Learn@ MAT or not by opening, will maintain Bristol Local Authority as a key partner. The 'Head of Specialist Education and Access' in Bristol has confirmed her commitment to be a Director of the Learn@ Specialist Academy and the integrated education & capital Strategy 2014-2019 identifies the clear need for a specialist school in Central/East Bristol. The strategic planned places for the new school are based upon 80% of referrals coming from the City of Bristol and more specifically the Central and East districts of the City. The remaining 20% of places will be available to the neighbouring Local Authorities of South Gloucestershire, Bath and North East Somerset (BANES), North Somerset and Gloucestershire. There is a strong regional commitment to a specialist free school in Central/East Bristol. Internal formal commitment for plans have already been made by the Lead officers for the Local Authorities in E(a)3.

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

D5.5 Mirroring Knowle DGE, the new school will develop a strong partnership with each of the Local Authorities named earlier and will be in regular formal discussions with a key designated SEN Officer from each of them, receiving and considering referrals. The Head teacher designated for the new school will have a key role in the period before it opens, to liaise closely with the key officer in each Local Authority in identifying and agreeing new admissions. It is envisaged that as the new school opens and establishes itself the Deputy Headteacher will take on some lead SENCO responsibilities, including being the link person with the named SEN officer from each partner Local Authority.

D5.6 The main difference in the `Admissions Policy` from the exemplar of Knowle DGE will be regarding appeals and complaints. If the Directors of Learn@ Specialist Academy do not feel that the school can meet a child's needs, then the Parents/Carers will have the right of appeal. It is envisaged that there will be a named Director for SEN who will liaise regularly with the Deputy Headteacher and Headteacher regarding referrals. This ensures that first the Directors are represented in the admissions process and secondly, that if a parent/carer wishes to appeal against a decision a panel of Governors can be convened who have not been involved in the process prior to this point.

D5.7 A key element of admissions for a Special School is agreeing the funding level for a child. The Code of Practice (Revised 2015) has ensured that the child should always be at the heart of any plan necessary to meet their holistic needs (usually EHCP`s). It is the duty of a school, such as the Learn@ Specialist Academy, to assess if and how it can meet that child's needs.

D5.8 The new school, as with Knowle DGE, will only cater for young people aged 5-19 years old, who have Social, Emotional, Mental Health (SEMH) needs, Moderate Learning Difficulties and young people with Autism, specifically Speech Language and Communication Needs (SLCN). This rationalises and focuses the core resources for the school for young people with similar needs. However, all young people are different and each will need slightly different personalised resources, strategies and approaches to meet their individual needs.

D5.9 The new school envisages using the local funding system (Bristol Universal Descriptors) and funding for each pupils admission will be based on an assessment of the level of funding Learn@ Specialist Academy will need to meet an individual child's needs. The range of banding given in Section F as part of the planned places funding plan uses the current band 3-5 levels for Bristol Local Authority. It is envisaged that the Headteacher and Deputy Headteacher will liaise closely with each referring Local Authority to ensure the appropriate banding levels are agreed in line with the needs identified in a child's EHCP.

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

D5.10 In assessing resources needed to meet the needs of each young person referred to Learn@ Specialist Academy the Strategic Leadership Team (Headteacher and Deputy Headteacher) will rely upon a number of key procedural elements.

It is expected that all the young people referred to the school will have their up-to-date EHCP which will clarify the holistic needs of the child. Further written information will be requested including recent school reports and records regarding performance and support; health reports, including SaLT and EP reports; and relevant social care information.

D5.11 In addition to written information a nominated member of the school education team will visit the young person at their current school or alternative provider or a home visit if they are not attending school. This step allows the lead professional from Learn@ Specialist Academy to see how the young person presents within a formal learning environment and also allows the young person to have a voice in the process.

D5.12 The parents/carers of prospective pupils will also be invited to visit the new school in order to have a look around at what is offered. All these elements of assessment will provide comprehensive information on the young person, their needs and what approaches and resources are required to meet these needs.

D5.13 On request for admission, pupils' needs and the provision required (from their EHCP) will be looked at by the leadership team. This identifies what provision the Specialist Academy will provide and also is an opportunity for early identification of personalised, additional support and resources a young person might need to take into consideration their SEN, Ethnicity and gender.

D5.14 Provision required for each pupil will be set out on their EHCP. As external verification, Learn@ Specialist Academy will use the Bristol Universal Descriptors (BUDs) document as a measure in which to check provisions at agreed funding levels, as it states agreed interventions needed for young people under 'need' categories.

D5.15 All pupils at Learn@ Specialist Academy will as stated earlier have an EHCP and provisions required by that young person are identified on this document. Learn@ Specialist Academy will only admit pupils if the leadership, who have extensive knowledge of SEN, believe the needs listed on the EHCP can be met.

D5.16 Annual Reviews of EHCPs take place each year where outcomes for young people, and provision in order to meet these needs, are discussed with school, parents/carers and multi-agencies. Annual Reviews are then sent to the Local Authority for processing. Where funding needs review or changes 'Top-Up' applications are completed. Under the current Bristol Local Authority system this is currently twice a year. Knowle DGE thus far has a 100% success rate in completing 'Top-Up' applications and the Local Authority have used Knowle DGE's paperwork as examples of best practice for training. Knowle DGE and parents/carers and multi-agency staff work together so that in the case where a young person's needs cannot be met, a change of place review is held with all parties' agreement. This process is

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

centered around the needs and best possible outcomes for the young person and as a result of this Knowle DGE have never had any mediation or tribunal meetings regarding provisions or pupil placements to date. Knowle DGE has positive relationships with multi-agencies due to professional practice and quality provision, and these links would be extended to Learn @ Specialist Academy.

D5.17 Within any school, Children in Care (CiC) are a potentially vulnerable group. Knowle DGE has systems of internal monitoring CiC that ensure they are getting quality provision and that their needs are being met effectively; to ensure they make both academic and social and emotional progress and attend well. This has been positively commented on by CiC SIO visits from the Local Authority and has provided important external verification of the quality of this provision at Knowle DGE. Learn@ Specialist Academy would follow similar systems for ensuring quality provision, tailored to meet the needs of the cohort of the pupils at the new school.

D5.18 Learn@ Specialist Academy will require the support of a range of multi agencies in order to meet the needs of the learners. Systems that are in place at Knowle DGE such as the team around the child (TAC) meetings, child protection meetings and pupil focus meeting would be replicated at the new school. The range of professionals needed would also be comparable such as EP, Speech and Language Therapists, Drama/Play Therapists, school Health Team and the EMTAS (Ethnic Minority Traveler's Achievement Service) , however the Specialist Academy would look to employ professionals with specific skill sets. For example, Knowle DGE currently employs Speech and Language Therapists who have extensive early years' experience as many of Knowle DGE's learners have language delay.

D5.19 There will need to be additional multi-agency support from agencies like SARI and the school will also follow recommendations made from Bristol's race equality action plan. Parental engagement will be a high priority and would require support from external agencies, community groups and the development of the links Knowle DGE already has, such as with the Teaching Schools who have Specialist Leaders in Education for EAL.

D5.20 Good school attendance is a principal aim for Knowle DGE. Learn@ Specialist Academy will adopt the same aims as Knowle DGE with respect to attendance. An aspirational target of 95% is set for whole school attendance at Knowle DGE and the same target will be set from the outset for the new school. Knowle DGE's attendance shows an improving picture, with the whole school average by term 6 (July 2016) at 92.9%. The attendance of all groups including CiC, Pupil Premium and BME pupils has improved in the academic year 2015/16.

D5.21 The appointment of an Attendance Officer (shared through Knowle DGE), for Key stage 4 and 5, alongside home visits and the use of attendance plans have been effective tools in addressing unauthorised absence effectively at Knowle DGE. These tried and tested methods will be utilised in the new school. The Attendance Officer at the new free school will be trained in the legal attendance framework, enabling the school to put together legal cases of non-attendance in preparation for court.

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

D5.22 Good school attendance is of paramount importance to ensure that pupils are able to access fully the education that is on offer at Knowle DGE and the new free school. Staff at the new school will be committed to offering the best opportunities for pupils to enable them to achieve their full potential; however, for pupils to be able to take advantage of this commitment they have to attend school every day. Staff will do their best to provide a welcoming and caring environment where each member of the school community feels secure, wanted and where the efforts of pupils will be acknowledged.

D5.23 Good attendance requires commitment from all stakeholders; parents/carers, families, teachers, support staff, governors, Children & Young People's Service (CYPS) and other agencies. Knowle DGE is committed to working in partnership with the new school to ensure good attendance. Mechanisms for doing this include:

- The Headteacher/Deputy Head will complete an annual Attendance Action Plan with the Schools' designated EWO to support the School's Annual Targets and to improve attendance issues across the School.
- The School Governors and Leadership Team will set an agreed School Attendance % target at the start of each new academic year. For the first year this will be 95%. The monitoring of pupils' attendance at the new free school will be overseen by a member of SLT and carried out by an Attendance Officer.
- Systems will be put in place which will involve daily text messages, phone calls, weekly letter of non-attendance and termly notifications of attendance achievements and improvements.
- The operation of a 3-day policy where a pupil has absence for 3 or more days will trigger a home visit by Heads of Hubs / Tutors and the attendance officer and will lead to a school based attendance plan. Where a pupil is subject to a Child protection plan or be a child in need, home visits will be conducted more frequently and appropriate referral to social care units will be made.
- Attendance information will be kept on the SIMs database and the school network. The Attendance Officer will produce weekly absence print outs for the Deputy Head to monitor. The Attendance Officer will also print out weekly class attendance figures for Tutors and produce termly and yearly figures.
- SLT, Heads of Hub and the Attendance officer will meet once a week to discuss patterns of attendance within each area of the new free school and to determine actions to improve individuals' attendance.
- Attendance issues will be addressed regularly at whole school assemblies to gain pupil interaction and through newsletters home to gain parents/carers interaction.

D5.24 Learn@ Specialist Academy will adopt the Knowle DGE Behaviour for Learning Policy as outlined in section D2. This has a well-defined ethos based on the principle aim that, in order for pupils to succeed, every individual at the school needs to develop and believe in themselves to aim higher, to respect themselves, others and the learning centre and to take responsibility for their decisions and actions. The ambition of the new school will be to help young people manage their behaviour in a way that engages

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

them in learning and helps them achieve better outcomes in life.

D5.25 The new school, like Knowle DGE, has a central role to play in pupils' social and moral development just as it does their academic development. This means that in the same way that academic achievement is measured in terms of progress and development over time towards academic goals; so will standards of behaviour be measured, in terms of each pupil developing their ability to conform to behavioural goals. Standards of behaviour will be based on the basic principles of honesty, respect, consideration and responsibility.

D5.26 All adults in the school will be expected to model high standards of behaviour in terms of their interactions with all the pupils. Emphasis will be placed on promoting positive relations built on the basic principles outlined above.

D5.27 The leadership team at Knowle DGE believe that an appropriately structured curriculum and effective learning are the prime contributors to good behaviour. This demands lesson planning that has clear objectives, focuses on the individual needs of learners and the active involvement of pupils in their own learning together with structured feedback. Each Tutor/Class Teacher will monitor the behaviour of each pupil through a behaviour process called 'Sleuth' and allocate points with respect to good behaviour. Tutorials will be used to focus on behaviour and tutors will discuss Sleuth points and allow pupils to reflect on their previous points in order to monitor and promote individual improvement. Teachers will ensure sensory and movement breaks are provided.

Rewards and sanctions will be used to reflect behaviour. The emphasis will be on rewards as they are seen as motivational and help pupils see that good behaviour is valued. Sleuth points that have been accumulated can be used for weekly enrichment activities and termly enrichment trips. Parents/Carers will be involved where pupil behaviour has escalated following the guidelines laid down by the school. Daily communication will be maintained to celebrate achievement and to keep Parent/Carers informed.

KPI - The new school will aim to ensure there are no permanent exclusions year on year as achieved by Knowle DGE Learning Centre.

D5.28 Safeguarding - Knowle DGE is recognised as having exceptional methods of reporting and acting on safeguarding concerns. All staff are trained in safeguarding and receive a programme of professional development focused on specific child protection training such as domestic violence, child sexual exploitation, prevent radicalisation, disguised compliance and FGM. In addition to this, Knowle DGE have developed excellent links with Bristol City's Council Safeguarding Team in monitoring and dealing with safeguarding concerns.

D5.29 Knowle DGE have recently worked with both the Local Authority's Safeguarding Team Manager and the South Bristol Safeguarding Advisor to support the improvement

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

of Bristol's safeguarding systems and methods of communication. It is recognised that Knowle DGE work with some of the most vulnerable young people in Bristol. Knowle DGE has continued to invite the Safeguarding Advisor to the school's fortnightly safeguarding meetings where discussions and agreed actions between the multi agencies concerning pupils takes place. Knowle DGE have a rigorous system of reporting child protection concerns as soon as they are passed to the designated safeguarding leads. In turn, these will be discussed and actioned accordingly through internal discussions with key staff and external agencies such as Early Help and First Response.

D5.30 At Knowle DGE, Learning Mentors work with the Safeguarding Lead as a lead/link to follow up child protection cases and concerns with the multi agencies. Staff meet on a daily basis, share relevant information and agree further actions. Knowle DGE also hold a 'pupil focus' briefing morning each week, with multi-agency staff present as needed, to discuss any rising concerns amongst pupils. Every week Knowle DGE hold child protection meetings with the multi agencies and Bristol Safeguarding Team. One week the focus will be the internal 'Team Around the Child' (TAC) meeting with the multi-agencies to discuss concerns and implement actions. The second week a multi-agency meeting is held with the Bristol safeguarding team to discuss and action any escalating concerns. Knowle DGE completes an annual self-evaluation audit which monitors safeguarding practice and supports continuous self-improvement. This audit is considered externally by BCC safeguarding staff.

D5.31. It is anticipated that Learn@ Specialist Academy will have equally high levels of vulnerability amongst its pupils as Knowle DGE, however, it is recognised that at the new school vulnerability may be more towards some pupils' ethnicity such as Breast Ironing, Female Genital Mutilation, Forced Marriage and Prevent Radicalisation. Learn@ Specialist Academy will mirror practices and procedures from Knowle DGE Safeguarding and Equality Policies to provide a safe environment for all of its pupils. The Safeguarding Policy will apply to all staff and volunteers working at the school. Learn@ Specialist Academy will also ensure that the 'Ensure Safer Recruitment' policy and procedure is upheld. All staff and volunteers will be suitably checked through a rigorous interview process that involves an interview panel with trained 'safer recruitment' members. This is overseen by the Head and the Executive Head who will have overall responsibility for safeguarding.

D5.32 The DfE guidance 'Keeping Children Safe in Education' (September 2016) forms part of the Safeguarding policy and will be followed at all times. All staff will be provided with regular updating training; this is to ensure that their knowledge and understanding and indeed recognition of child protection concerns in the local pupil community, are at the forefront of their minds. Specific training in areas of suspected community vulnerability such as Forced Marriage, Breast Ironing, Female Genital Mutilation and

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

Prevent Radicalisation will be a focus. Close links with the Bristol Safeguarding team will be maintained mirroring the fortnightly meetings with the Multi Agencies and the Bristol Safeguarding School Advisor for the Central/East.

Section E – evidence of need

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

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

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

- use the space provided below;
- include evidence as annexes; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

SECTION E EVIDENCE OF NEED

The Learn@ Specialist Academy in Bristol Central/East has the full support of the Local Authority and the Regional Schools' Commissioner. Modelled on Knowle DGE, this new provision aims to mirror the quality of education students receive. This has the full support of Parents and Carers.

The LA has clarified its strategic intent through the integrated education and capital strategy to support local provision in each area of the city and has specifically targeted Central/East as an area with a high level of need and no current provision.

Currently there is no provision at all in Bristol Central/East for learners with SEMH/SLCN/ASC. All students geographically centred in this area have to travel across the City to Bristol North or Bristol South. Combined with the sharp projected increase in places needed there is an acute demand for a school of this type in Bristol Central/East.

Throughout the planning stages for the new Free School, the LA has worked closely with the proposers and indeed it was the LA that initiated discussions in the first place. This demonstrates the commitment of the LA to the proposal as well as the strong working relationship that the proposers enjoy with the LA.

Throughout, Parents and Carers have been consulted. An example of such a consultation evening is appended as Annex E (A(i)) and E (A(ii)), together with a summary of stakeholder feedback organised by the Local Authority (Annex E (B))

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

Table E.1 Demand Table

Year Group	Proposed numbers in each Year Group		No of pupils for whom the LA would consider naming the school		% of parents surveyed who would consider naming the school on their child's statement	
	2018	2019	2018	2019	2018	2019
1-4	16	16	16	16	100%	100%
5-6	16	16	16	16	100%	100%
7-9	16	16	16	16	100%	100%
10	-	16		16		100%
11	-	-				
12	12	12	12	12	100%	100%
13	-	12	-	12		100%
Total	60	88	49* +5†	98*+10†		

* Bristol City LA † S Glos LA

[NB It is not easy to establish exact parental demand as many parents will not yet have had their children diagnosed as needing special education. In this context it is submitted that the support of the LA is more of an indicator of need and demand]

E (a) Local Authority Demand

The Local Authority (LA) has commissioned a number of surveys and organised parental consultation. Each piece of work clearly evidences there to be a projected shortfall year on year for the next five years and beyond. Full details of the analysis can be found in Annexes E (C). Furthermore, the LA has agreed to commission 49 places for September 2017 with a further 49 in 2018 at the rate of ██████ per full-time place top-up fee. Ultimately the LA will support 96 pupils in each KS1-KS4. The letter of support is appended at Annex E (D). South Gloucestershire has expressed interest and would be committed to funding 10 places per year across two key stages. The letter of support is appended as Annex E (N). In addition both Bristol and South Glos are looking for Post 16 places.

E (a) 1 Key findings from the LA report (Annexes E (B), (C), (E,) (F), (G).

- 1) Some areas of SEN – ie SEMH and ASC were already full in 2015/16.

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

- 2) An additional 27 places are needed each year for SLCN
- 3) In excess of 37 places are required for SEMH
- 4) 47% of primary SEN pupils travel to North or South from Central/East
- 5) 68% of secondary students travel to North or South from Central/East
- 6) There is no provision in Central/East for SEMH: Primary, Secondary and Post 16
- 7) There is a need for Primary and Secondary SEMH provision in Central/East
- 8) There is currently greater demand than places at KS 3 & 4 for SEMH across the city
- 9) A simple trend projection demonstrates that the City will need 480 new specialist individual pupil placements by 2017, equivalent to 5 new schools.
- 10) There is a mis-match between need and geographical positions especially in Central/East
- 11) The need for SEMH provision is greatest where deprivation is highest – ie South and Central/East

E (a) 2 Key recommendations

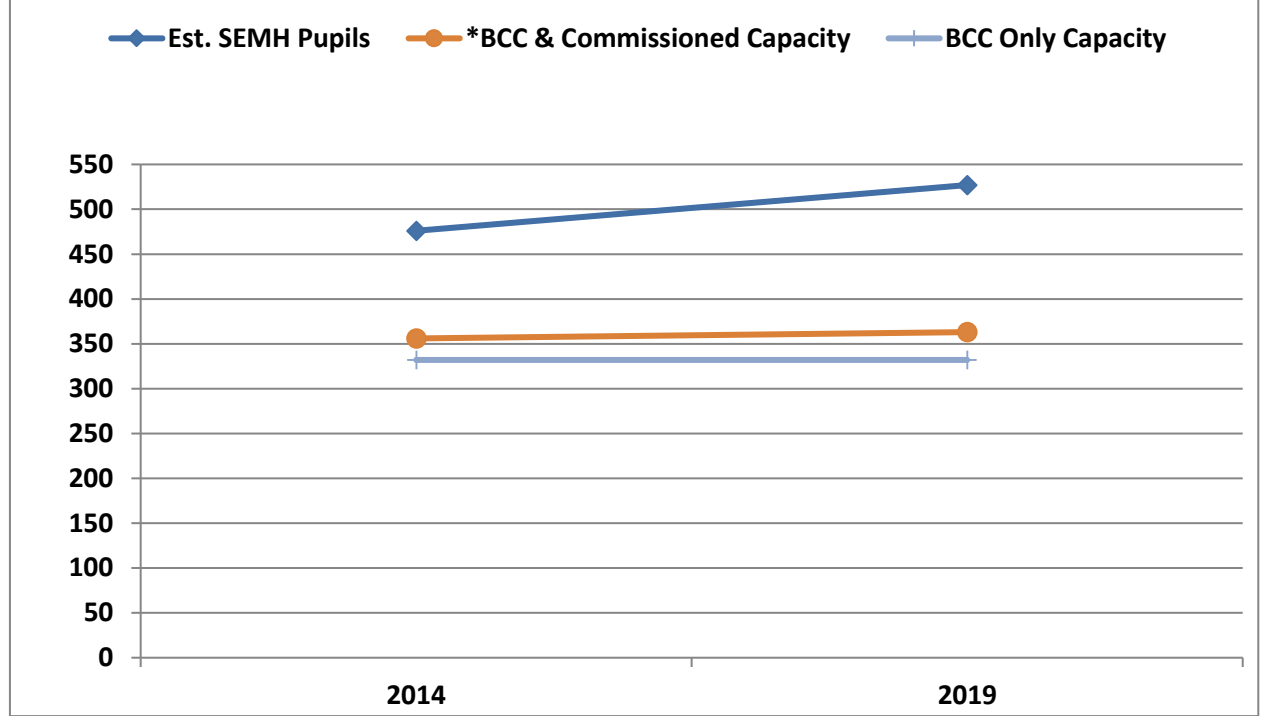
- 1) Redistribute SEMH places particularly to Central/East
- 2) Support the establishment of a new Free School, using the expertise of Knowle DGE in Central/East
- 3) Agree to fund top up fees at a minimum [REDACTED] per student for 49 places in 2017 with a further 49 in 2018.

E (a) 3 Graph and Map

The following graph and map serve to illustrate the points made in E (a) 1 & 2 above:

Graph E.1 Specialist: SEMH Graph of Estimated Need vs. Capacity (2014-2019)

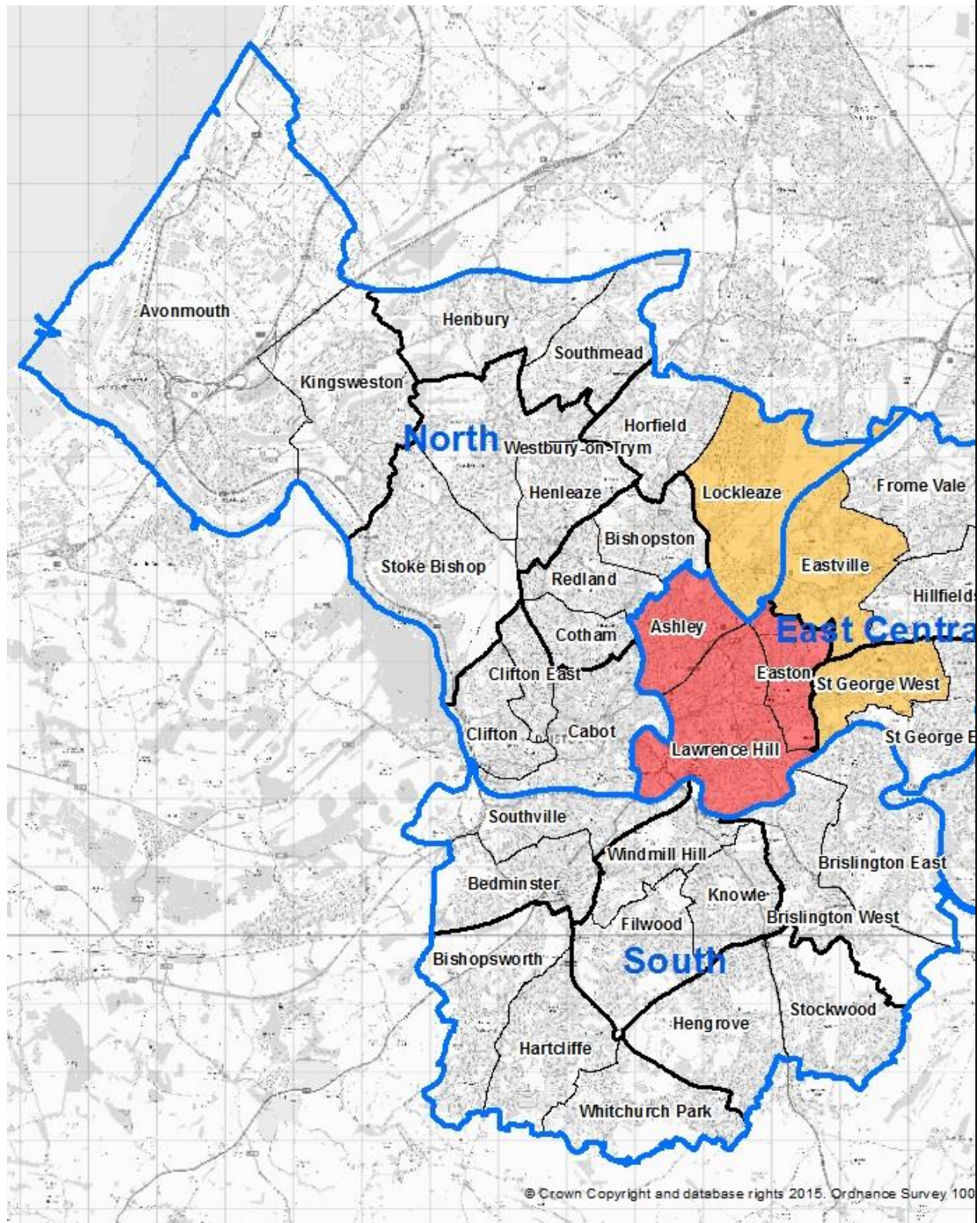
E1 – provide valid evidence that there is a need for this school in the area



*SEMH Pupil numbers are increased by the level of anticipated ALP provision required to manage the growth

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

Map E.1 *Map of Primary, Secondary and Post-16 Estimated Need vs. Capacity**



*Red = High Risk; Amber = Medium Risk; White = Low Risk

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

E (a) 3 Other Local Authorities

Interest in the project has been shown by South Gloucestershire LA and North Somerset LA. The former has indicated a probable commitment to 10 places each year. It is likely that there will be a small take up of places from neighbouring LAs, each of whom has close relationships with Knowle DGE and Bristol City Council LA. Annexes E (L) and E (N) refer.

E (a) 4 Conclusions.

There exists a strong commitment from both the LA and the proposers to fill a clearly defined and evidenced need of additional places to meet projected demand across the City and in particular to provide a much-needed provision in Central/East.

E (b) Demand from Parents and the Local Community

E (b) 1 A questionnaire commissioned in July by Knowle DGE demonstrates the level of support that the proposal enjoys. 100% of respondents indicated they would request that this special Free School be named on their child's Education, Health and Care plan. Annex E (K) contains the detailed responses. *(NB The Data Protection Act, 1998 applies to this Annex; individuals' details are not to be promulgated to any third parties.)*

E (b) 2 Para 5 of Annex E (B) details the feedback from stakeholder consultations conducted by the Local Authority. Of particular significance to this Free School Bid are some of the comments made, including:

- 1) Having to travel further [than the mainstream school]
- 2) Don't live near to other students
- 3) Good to have another school so you don't need to get cabs every day
- 4) Solutions [to lack of places] need to be local as primary children cannot travel far
- 5) Need accessible premises that are located in the right areas

Feedback about the exiting provision is extremely positive:

- 1) Feeling respected
- 2) Improved behaviour
- 3) Smaller class
- 4) Connection to 'real life'
- 5) "It feels like we're working together now"

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

6) “I find it strange getting used to hearing positive things...”

7) Everyone is made to feel involved

E (b) 3 Early in 2016, there were 30 students at Knowle DGE living in Central/East. Feedback obtained from 10 of those parents was unanimous in support of a bid for a new Free School, modelled on Knowle DGE in Central/East Bristol. The main reasons cited as to why they would support the school proposal included reduced travel time and having a school like Knowle DGE closer to their homes would be of significant benefit to the wellbeing and learning of their children.

E (b) 4 A letter of support has been received from *Supportive Parents*, the Information, Advice and Support Service for children with Special Educational Needs and Disabilities (SENDIAS) for Bristol. They are acutely aware that parents in some areas of the city are unable to secure local specialist provision for their children. This shortage is particularly acute for children with SEMH and SLCN in the Central/East area of the city where there is no such provision at all. The letter is appended as Annex E (H).

E (b) 5 The LA held a 12 week consultation from 14 September 2015, (Annex E (I)). Important points raised include:

1. 96% agreement with the proposed objectives and outcomes of the Draft Commissioning Plan (Annex E (C)).
2. Many suggestions about how to improve ‘distance travelled’ measures.

E (b) 6 A letter of support has been received from the Bristol Parent Carers, indicating that there is real concern for about lack of sufficient specialist provision in Central/East Bristol compared to South Bristol and North Bristol. In particular suitable, good-quality facilities for children and young people with Social, Emotional and Mental Health (SEMH) issues and for those with Speech, Language and Communication Needs (SLCN); thus the Learn@ Specialist Academy would fill that void. They report that in Central/East Bristol there is no specialist provision for children or young people with these conditions meaning they have to be transported across the city to provision elsewhere involving long travel-times each day for the most vulnerable children in Bristol. Furthermore, Parent Carers feel that if there were a provision local to them they would feel more connected to the school, could visit it more often, their children could make friends locally, and can play more of a part in ‘normal’ school life during and after school hours. Central/East Bristol covers inner city areas: large Black and Minority/Ethnic (BME) communities newly arrived immigrant communities and is an area of high deprivation. Most parents do not drive or own a car, so cannot visit schools on the other side of the city.

A new, high- quality specialist provision local to the residents of Central/East Bristol will bring the area in line with the rest of Bristol, and will fit in with the Council’s strategic

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

aims for improving educational provision. The full text of the letter is appended as Annex E (J).

E (c) A need for more high quality places

Information about the existing provision and projected numbers, together with the shortfall has already been provided in Section E (a).

There is no provision at all, currently, in Central/East. This proposal aims to fill this clearly identified lacuna with a school that will be modelled on Knowle DGE, acknowledged as a leader in its field. Not only will the new school share the vision and ethos of Knowle DGE, it will also be able to draw upon support and guidance from the Executive Headteacher and key personnel at Knowle DGE during the first few years of operation.

An important facet of the proposal is the working closely with partnership organisations to strengthen the achievement of the students. One such partnership is the Communication Trust, who have expressed their interest in working with the Learn@ Specialist Academy. An email of support is appended as Annex E (M).

Key facts about Knowle DGE can be found in Sections C and D of this proposal.

E (d) Conclusion

The Learn@ Specialist Academy will help to fill the need for places as identified by the Local Authority. The school has the full backing of the Local Authority, including a commitment to top-up funding. Parents and carers in the Central/East area have thus far been deprived of suitable schools to support their children's needs and they are grateful for the opportunities that this proposal will bring. Knowle DGE is popular with parents, carers and students alike and is acknowledged as an excellent school. Knowle DGE's expertise and ongoing support for this new Free School, together with the commitment of the LA give the credibility to make this a confident bid.

ANNEXES

E (A) Example Consultations

E (B) Summary of Stakeholder Feedback to ALP Commissioning Plan (Annex E (C))

E (C) Bristol ALP Commissioning Plan

E (D) Letter of support from LA including funding guarantee

E (E) Pupil Projections

E (F) SEN Need Analysis

E (G) DfE Excerpt for SEMH/SLCN places

E (H) Letter of Support from Supportive Parents

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

E (I) Consultation Feedback

E (J) Letter of Support Bristol Parent Carers

E (K) Breakdown of parental responses to questionnaire, Jul/Aug 2017

E (L) Email of support from North Somerset LA

E (M) Email of interest from The Communication Trust

E (N) Letter of Support from South Gloucestershire LA

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

**E2 – valid evidence of need for non-statemented pupils/pupils without an education, health and care (EHC) plan**This section will need to be completed by **all** applicants. Please:

- use the space provided below;
- include evidence as annexes; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

E2 – valid evidence of need for non-statemented pupils/pupils without an education, health and care (EHC) plan*Not Applicable*

Section F – capacity and capability

F1 (a) Skills and experience of your team

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

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

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

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

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

Name	Where they live (town/city)	Role(s) (pre-opening team, member, trustee, principal designate, local governor once 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)
██████████	Bristol	██████████	██████████ ██ ██ ██ ██████████	15 hrs
██████████	Bristol	██ ████████████████████	██ ██ ██████████ ██ ██ ██████████	Full time from September 2017
██████████	Bristol	████████████████████	██ ██ ██ ██████████	5 hrs

Name	Where they live (town/city)	Role(s) (pre-opening team, member, trustee, principal 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)
[REDACTED]	Bristol	[REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED]S	3 hrs

Name	Where they live (town/city)	Role(s) (pre-opening team, member, trustee, principal 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)
██████████	Bristol	██████████	██████████ ██████████	6 hrs
██████████	Bristol	██████████	██████████ ██████████	3 hrs
██████████	Bristol	██████████	██████████ ██████████	3-5 hrs
██████████	Bristol	██████████	██████████ ██████████	6 hrs
██████████	Bristol	██████████	██████████ ██████████ ██████████	2 hrs
██████████	Bristol	██████████	██████████ ██████████ ██████████	6 hrs

Name	Where they live (town/city)	Role(s) (pre-opening team, member, trustee, principal 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)
██████████	Bristol	██████████	██ ██ ██	3 hrs
██████████	Bristol	██████████	██ ██ ██ ██	6 hrs
██████████████████	Bristol	██████████	██ ██ ██████████ ██	2 hrs
██████████	Bristol	██████████	██ ██████████ ██ ██████████	4 hrs

[Add lines as appropriate]

F1 (a) Skills and experience of your team

F1.1.3 Areas of expertise and experience

Knowle DGE Learning Centre has the expertise and experience to enable the group to open and manage the Learn@ Specialist Academy including

- Financial management maintaining and developing a complex new build (2010)
- A history of strong curriculum innovation and delivery that has led to excellent success rates that are generally in line with national expectations despite the SEN of all the young people
- Outstanding leadership capacity having partnered and supported 3 local schools/provisions from Category 4 and financial overspend to good and balanced budgets
- Robust quality assurance and self-assessment processes
- Leader in field of education within the South West of England
- Strong strategic partnerships
- Excellent knowledge of the learning needs within the Bristol community
- Significant building development projects delivered on time and in line with the required specifications in partnership with the Local Authority

F1.2 Skill sets in proposing group

F1.2.1 The main sponsors and founder members of the Learn@ Specialist Academy have an abundance of expertise and skills in:

- General educational development,
- Teaching A Levels and GCSEs
- Specialisms in vocational areas in both technical and professional levels
- Employability skills
- Special educational needs
- Pastoral care
- Transition and progression planning
- Curriculum planning and development
- High quality enrichment opportunities that reflect the LEARN@ SPECIALIST ACADEMY vision
- Strategic and operational management
- Quality systems.

F1.2.2 The Project team members, as detailed in Para F 1.1.1 above, bring the educational expertise to the team. Behind them are the educational expertise and experience of Knowle DGE Learning Centre to provide proficiency and support during the pre-opening and early open stages of the Learn@ Specialist Academy (see Annex F (A)).

F1.2.3 Knowle DGE Learning Centre

Knowle DGE Learning Centre will be a key partner in relation to the development and operation of the Learn@ Specialist Academy:

F1 (a) Skills and experience of your team

- The Specialist Learning Centre is a significant organisation in Bristol meeting the needs of local people and all the surrounding areas
- It has an extremely strong reputation locally and in the education sector for high achievement and outstanding standards in meeting the needs of young people with SEMH and SLCN
- Student success rates are in line with national mainstream benchmarks and is above average for similar types of provision
- It delivers GCSEs including the core subjects of English and maths to learners who are KS4 and 5 as well as a range of other GCSE courses
- The Specialist Learning Centre has significant experience of working with 16-18 year olds and its Sixth Form was judged 'Outstanding' by Ofsted(2014)
- The progress and achievements for CiC is above the usual picture for this group of young people and exemplar practice within Bristol Local Authority (see specific information)
- It has already helped achieve a major reduction in the number of exclusions at 16-18 through the introduction of vocational learning and an early experience of College life within its bespoke Sixth Form
- It offers learners an expanded curriculum, with the option of delivery in both day and residential specialist school bases (with its partner school 'Notton House')
- It has a successful re-engagement programme, available to all from 14 upwards supporting students through to qualification and back into mainstream education
- It has a constant referral list with parents/carers choosing Knowle DGE before any other local similar type of provision

Knowle DGE Learning Centre has experienced, qualified teachers, and is skilled in recruiting the highest calibre of teaching staff. It has a robust outstanding quality system in place that involves a dedicated team consisting of:

- Head of School
- Deputy Heads for Teaching and Learning; Additional Needs
- Five Heads of Hub overseeing small bespoke schools within a school model
- Team of Observers for teachers and support staff in the classroom (Lesson Observation Accreditation Course)
- Learning Mentors linking with multi-professional and ensuring a comprehensive, holistic approach

This team are responsible for all quality processes and performance improvement and their knowledge, skills and experience match that of the requirements outlined above. Learn@ Specialist Academy will be able to access this outstanding resource as part of a shared service model.

F1.2.4 Additional Partners

The above individuals are our lead educational experts and are preparing the application. At the application stage the following partners have provided support and advice for the vision and curriculum development for the Learn@ Specialist Academy. Their role will increase in the pre-opening and open stages of the Learn@ Specialist Academy as these offers of support are converted into practical curriculum delivery.

F1 (a) Skills and experience of your team

a Weston Colleges: Inspirations Trust

A main sponsor of our integrated work in Bristol for young people with SEMH/SLCN. As part of our partnership through the 'Bristol Futures Academy' we have developed a comprehensive KS2 – KS5 model of Alternative Learning Provision, sharing and coordination of expertise and resources ensures all young people in Bristol receive good or better learning opportunities whether in or out of school.

b Notton House School

A very specialist residential provision for young people with SEMH and SLCN. Providing a continuum of expertise and support to the most needy and specialist residential education. This is usually 38 weeks a year, with the Bristol LA strategic plan looking to develop this to a 52 week provision in the future.

c Other employers including the Police, Santander, Kier Construction, Empire Gym (Central Bristol), NEWS (Careers Development Group), Rocksteady (Construction Training Provider), Lackham College (Wiltshire College). These sponsors have given a commitment to not only develop the curriculum but to also provide resources and staff for actual delivery both at the Learn@ Specialist Academy and in the workplace. Their expertise coupled with innovative, effective approaches to delivery will ensure cost effective/value for money solutions to curriculum development and delivery. However, it is recognised that the curriculum will continue to evolve and it may be necessary to identify additional expertise and resources as and when required this can be achieved through Knowle DGE Learning Centre's Human Resources and News.

The members firmly believe that the Learn@ Specialist Academy is uniquely placed to provide exceptional teaching and learning and has a pool of educational expertise that is readily available to facilitate this vision.

F1.3 Pre-Opening Phase

F1.3.1 The Application Process and Pre-opening phase will be managed by The

[REDACTED]. As and when a Principal Designate is appointed much of the work will be delegated to him/her. The group will be supported throughout by Judicium Education. Key members of the team include [REDACTED]

[REDACTED] Their details are appended as Annex F (C).

F1.3.2 Project overview

The pre-opening project group will organise and monitor the following areas: Budget, Staff Recruitment, Admissions, Marketing, Policies, Educational, Statutory, Buildings and Governance. In many instances, current procedures and practices at Knowle DGE Learning Centre can be adapted to suit the needs of the new school.

F1.3.3 Individuals involved in the Set-up phase

A dedicated "set-up" team has been created for the development phase of the Learn@

F1 (a) Skills and experience of your team

Specialist Academy. The team includes the current Head of Knowle DGE (see para F1.3.5 below), the Executive Headteacher and the Business Manager of Knowle DGE Learning Centre, alongside the Judicium Group Finance and Strategic Planning Support Team who has been providing the financial expertise to the Learn@ Specialist Academy. In turn, these are supported by all the required specialisms drawn from staff seconded to this phase. Details of the financial expertise being directed to the free school team can be found in Annex F (C).

F1.3.4 The Director of Finance and team are fully conversant with the level of accountability required of a public-sector funded institution and in particular the associated governance requirements. On a financial level it is required to submit three year financial forecasts annually to the Skills Funding Agency and its annual financial statements are also externally audited. Monthly student number returns are submitted to account for financial and qualitative measures and these are also audited. High-level knowledge of the accounting requirements of the Academy Financial Handbook is available but will be further developed once the Learn@ Specialist Academy is up and running.

Senior managers, including the Head of School, actively support local secondary schools through their presence on governing bodies which also gives invaluable insight to them over the workings of the pre-16 funding methodology which will benefit this application. The Headteacher and senior managers fully engage with a very wide range of local authority/school/employer/college networks to ensure that partnerships run smoothly to offer the wide range of choice now available to learners in this community.

There is sufficient understanding of pre and post 16 funding and finance to enable all financial aspects to be covered during the set-up Phase. More detailed knowledge will be required for the Pre-opening phase in respect of pre 16 – data returns, finance returns. etc. Any shortfalls in pre 16 knowledge will be gleaned from partner schools, DfE, New Schools' Network and/or lead LA officers.

F1.3.5 Headteacher Designate

Of crucial importance is the appointment of a Principal Designate and key staff. The Group have already given this much thought, and initial proposals follow.

The current [REDACTED], will take up post as Headteacher Designate ideally from 1 September 2017, or following the signing of a Funding Agreement, which ever be the sooner and confirmed as Headteacher from January 1st 2018 (or the date of the opening of the School in the event of a delay). Interim arrangements are planned at Knowle DGE with the eventual appointment of a Headteacher for September 2018).

[REDACTED] role will include the recruitment of pupils and developing relationships with the Central/East local communities. He is ideally placed to fulfil this role as he already commands the respect and trust of parents and pupils at Knowle DGE.

F1 (a) Skills and experience of your team

F1.3.6 Once appointed the Head of School will have full access to the applications and interviews for staff appointments and subsequent documentation supported by briefings from the team involved to date. They will also be invited to attend partnership meetings from the moment of their appointment, so they can start to understand the employer, Local Authority and partnership input and influence on the Learn@ Specialist Academy ready for when they take up their position. A possible blueprint for a suitable Headteacher, together with a suggested time line is appended as Annex F (D). Suggestions for the recruitment of other key staff is appended as Annex F (E)

In addition to the individuals that will be allocated to the set up and operational running of Learn@ Specialist Academy it is important to emphasise the overall support from Knowle DGE Learning Centre.

F1 (b) Skills gap analysis

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

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

Skills/experience missing	Where is the gap? i.e. pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
Building design/adaptation	Project Team, Directors	Judicium Education, DfE, LA
Marketing in educational context	Directors	Judicium Education, LA
Opening new School	Project Team, Directors	Judicium Education, LA, DfE/EFA, Pre-Opening Project Management Company (if appointed), visits to other local Free Schools, esp Special Schools

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

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

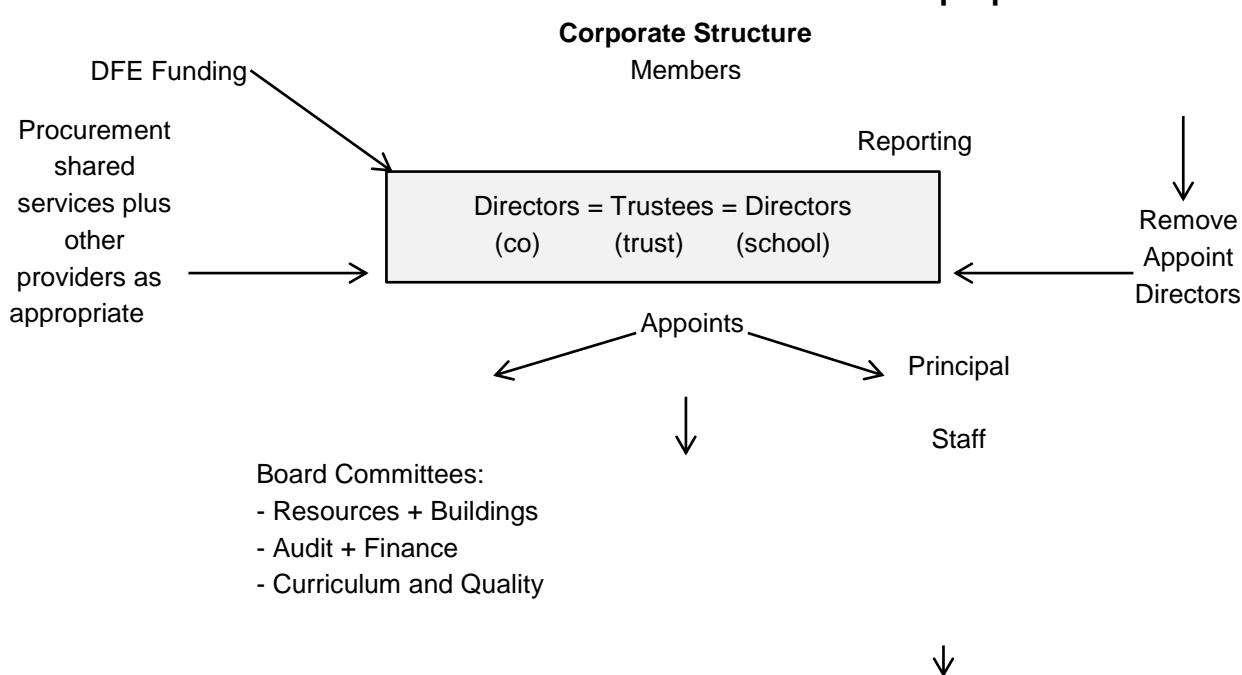
- use the space provided below; and
- refer [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

Section F2 – Governance Structure

F2.1 Knowle DGE Learning Centre as the main sponsor of Learn@ Specialist Academy intends to set up a Multi Academy Trust (MAT), “Learn@ MAT”, to govern a small group of schools through a single set of members and directors and a shared ethos of raising achievement levels and developing students for successful careers and be healthy, confident and active citizens. Academies joining the MAT will be a mixture of those who have requested membership, and those underperforming academies that in the future Learn@ may sponsor. It is not the intention of the MAT to be a large academy chain. With the formation of the Learn@ MAT it is envisaged that each individual school and PRU/ALP will have its own governing body with delegated powers. However, the overall financial, structural and developmental powers will remain with the directors (see governance structure).

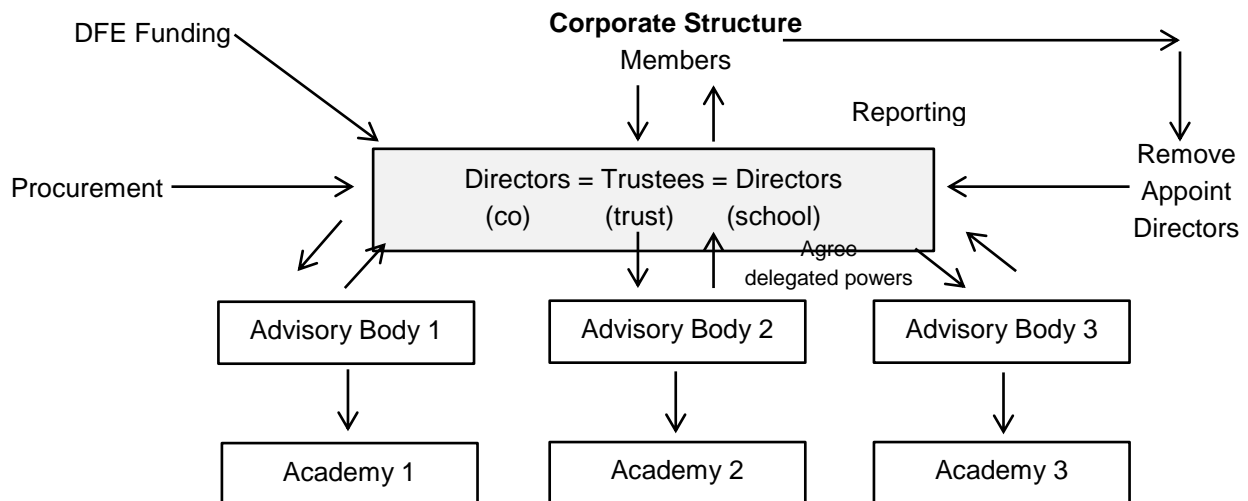
F2.1.1 Governance whilst Knowle DGE is sole member of proposed MAT



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

In the medium term the MAT aims to govern two special schools and two pupil referral units (one underperforming) within Bristol and provide the support that an academy chain can bring rather than targeting issues of underperformance.

F2.1.2 Governance structure for multiple schools/PRUs in MAT



The long term goal would be for the MAT and the other special secondary schools and ALPs within the South West and in particular Bristol to set up an umbrella trust where they retain their autonomy whilst being able to agree a structure that can allow for shared governance collaboration and procurement of services.

F2.1.3 Company members / Sponsors

The role of the members are the requirements of company law (receiving accounts, appointing further members, changing the Memorandum and Articles etc.) and to provide a strategic overview and guidance to the Directors to deliver the Learn@ vision. They will have ultimate control of the Trust and will appoint a proportion of its directors. Each member will bring knowledge and expertise in their specific areas of practice including practical guidance where relevant.

F2.1.4 Members

The members’ details can be found at Para F1.1.2. All members of the company will play an on-going role in the strategic leadership and direction of the Learn@ Specialist Academy.

These posts require expertise and experience in governance, leadership, management, strategic planning, partnership working, financial management, performance improvement and education that are essential for the governance of the Learn@ Specialist Academy.

F2.1.5 Trustees/ Directors/Directors (For the purpose of this application we will refer to Trustees/directors/Directors as Directors)

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

The directors are shown in Form F1 above, with an indication of their possible committee membership in parentheses.



As the Trust develops, Directors will be recruited from a wide cross section of the community, representing not only the skills and knowledge required to manage the Trust but also to meet the government guidelines on safeguarding and equality and diversity. The Directors will oversee the educational standards, performance and finances of the Learn@ Specialist Academy and its day to day running. This group will ensure compliance with all governance and statutory requirements. It is envisaged that initially the Trust will meet on a monthly basis, but this will decrease as the Board becomes more established ultimately with six meetings per year. The Trust will be made up of people with the relevant expertise to cover the areas of Audit, Finance, Curriculum, HR, and Business, in addition to the required parent and staff representation. It is envisaged that the Academy Trust will have about 12 directors.

The proposing group have not directly approached any individual formally to be a prospective Director. However in discussions to date we have identified that we would want to approach the following organisations to identify possible Directors in addition to some senior representation from Knowle DGE Learning Centre:

- Public service employers: hospital trusts / local

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

- Private sector large employer
- A representative of small and medium enterprises
- University of West of England
- Local secondary heads (or representatives)

F2.1.6 Once the MAT has been established, each School will have its own Advisory Group, or Local Governing Body. It is anticipated at this stage that these groups might draw on representatives from:

- Knowle DGE Learning Centre
- Employers
- LA / Lead Officers
- Parents
- Student representation
- Executive Head and staff representatives of Knowle DGE Learning Centre
- Partner Schools, Special and mainstream schools

We strongly believe that our team of experienced individuals with corporate expertise and experience of Knowle DGE Learning Centre behind them offer a very strong team able to deliver the vision of the Learn@ Specialist Academy. In addition to Knowle DGE Learning Centre we will have the experience and expertise of other special schools/PRUs and further Education to draw on, but as the main proposer is from Knowle DGE Learning Centre we have concentrated on demonstrating their expertise and experience in this section.

F2.1.7 Any additional Director appointments will be made on or after the opening of the Learn@ Specialist Academy in Sept 2018, having regard to any skill shortages.

F2.1.9 Once formed, The Board of Directors will consider Terms of Office, currently envisaged as a term of 3 years plus other constitutional matters. Director/Governor training has already been identified as a key issue in the formation of the board and training will be procured during the pre-opening phase.

F2.1.10 Areas of expertise

We will look for a range of skills and experience amongst our Board of Directors so they can provide the necessary challenge to the senior leadership. These will include:

- Leadership

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

- Education, including inclusiveness, quality of teaching, curriculum development, provision of vocational / practical learning, STEM
- Finance / estates / funding
- Legal, including employment and trusts: to ensure no conflict of interests, and potential future growth of membership of the Multi Academy Trust
- Strategic planning, including growing an organisation
- Safeguarding
- HR / Health and Safety
- Marketing / PR
- School improvement
- Business partnerships; contributions to the curriculum and employability requirements
- HE / FE; raising aspirations, stretch and challenge
- Enterprise and entrepreneurship.

It is essential for all directors to hold a belief in the vision of the Learn@ Specialist Academy, and enthusiasm and dedication to delivering an exciting and innovative education and achieving outstanding outcomes for its students.

F2.2 Operation of committees

F2.2.1 Reporting in to the Trust will be the Executive Head who will provide appropriate management reports including finance, performance and operational. It is proposed that in order to ensure effective monitoring there will be three sub-committees of the Trust:

- Resources – Finance/HR- meeting at least once per term
- Audit -Meeting at least once per term
- Curriculum and Quality - meeting at least once per term or more often if there is a need to intervene quickly.

F2.2.2 All directors will sit on at least one committee. The Executive Head and Principal Designate will attend each committee. Each committee will, when relevant, seek staff and parent representation, and other directors will be allocated to a committee as their expertise and numbers on the committee is appropriate. Each committee will have delegated responsibility for the detailed scrutiny, challenge and support for their specific area of the Learn@ Specialist Academy governance. They will report back to the full governing body on progress against targets, issues arising that need to be brought to the

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

full governing body e.g. measures proposed to address missed targets, and bring forward matters that need the full governing body to make decisions on. The delegated powers for the committees will set out which decisions need to be brought to the full governing body.

F2.2.3 Headteacher/Principal Designate

This role is a key driver for the Learn@ Specialist Academy. [REDACTED], will report to the Executive Headteacher (and, when established, the Local Governing Body). He will provide the link between the corporate management team and the operational staff at the School. He will provide outstanding education leadership, ensuring the highest expectations and standards in teaching, learning, behaviour, community engagement and resource management. The role will require a number of skills. [REDACTED] has been evaluated against each of these:

- Ability to strategically plan and to provide strategic leadership
- Setting and achieving high expectations
- Good public relation skills in order to work with external bodies as well as internal staff and trustees, in effect the ability to build good partnerships
- Financial control and budget management
- Project and operational management
- Good understanding of general pedagogy and specialisms offered by the Knowle DGE Learning Centre and key partner schools/PRUs
- Proven track record of leadership and management.

F2.2.4 Conflicts of Interest

The Trust will expect honest and ethical conduct including the ethical handling of actual or apparent conflicts of interest between personal and professional relationships. It will promote a culture of honesty and accountability with full fair, accurate, timely, and understandable disclosure in meetings, reports and documents. It will comply with governance protocols and codes of conduct. Conflicts of interest will be prohibited within the Trust and every director must avoid any conflict of interest and shall disclose all circumstances that constitute an actual or apparent conflict. Disclosure will be made to the board of directors. Where conflict of interest occurs, the Directors involved must abstain from voting or taking any other action that may impact the outcome of the activity or business transaction in question. The full disclosure will enable the directors to resolve unclear situations and gives an opportunity to dispose of or appropriately address conflicts of interest before any difficulty arises. However, if the board of directors determines that a potential conflict cannot be resolved, the individual will resign from the

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

board or from their position within the Trust.

F2.3 Quality systems and Monitoring

F2.3.1 The directors will from the start adopt a rigorous but supportive framework for overseeing the efficacy of the school, including a commitment to intervene swiftly if necessary. They will be supported in this role by the Executive Headteacher, Judicium Education and the Local Authority.

They will:

- Develop and apply, monitoring and evaluating procedures for quality and service improvement plans
- Develop a quality strategy
- Use data to address performance issues, taking this to an individual level to ensure that every student is supported in achieving their maximum potential. This will involve producing reports for management purposes at all levels that will inform practice and action. These reports will vary from reports on student achievement to 'at risk' monitoring including attainment gaps
- Use and the application of data in accordance with data protection and relevant legislation
 - Regularly use Self – assessment that interrogates:
 - Rigorous leadership
 - Inclusive provision
 - Major investment in people, partnerships and systems supporting the development of teaching and the learner
 - Management and staff development
 - Impact measured at all levels from learning in the classroom to designs for new buildings.

F2.3.2 Financial Matters

The Directors will have ultimate oversight of the School's finances;

F2.3.3 Set-up phase:

- To understand financial plans and conduct an investment appraisal.
- Turn curriculum requirements into financial plans
- Knowledge of the funding methodology

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

- Projecting associated income-based on expected student numbers
- Business planning that maintains the curriculum design and appropriate staffing levels
- Three year financial forecasting
- Investment appraisal techniques to evaluate the preferred option from a range of alternatives where major capital expenditure is contemplated. This will be used to determine the optimal size of the buildings and equipment supporting the Learn@ Specialist Academy and potential future phases.

F2.3.4 Pre-opening phase

- Set annual budgets to be agreed by the members before submission to the Department. These will be linked to the curriculum plan and contain sensitivity analysis and a contingency plan in the event that recruitment targets and associated income targets may not be met
- Three year forecasts will be produced to show the medium term assumptions necessary to ensure the continued solvency and cash flow requirements. The first year of the forecast will match the annual budget. It will be especially important to track any departures from these planned in the initial years as the Learn@ Specialist Academy gears up into full occupancy as cohorts come on stream
- Returns to account to central government will be anticipated and signed off by the members in accordance with good practice. The timetable and content of these will clearly be understood and prepared for in advance
- The Governance aspects are shown elsewhere in the submission but it is expected that a sub-committee will be established to oversee all financial and control issues relating to Learn@ Specialist Academy
- Financial regulations will be developed to establish a control framework and agree devolved budget rules.

F2.3.5 Open phase

- Financial control will be established by the Business Manager supported by Learn@ Specialist Academy administrative staff, Knowle DGE Learning Centre and this will be scrutinised by Members
- Monthly management accounts showing income, expenditure and a rolling cash flow will be produced and reported to the finance sub-committee
- Payroll this will also cover all regulatory arrangements e.g. with the pension bodies and HMRC.

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

- Financial reporting to Members will be completed monthly as shown above within a suite of reports that will also embrace Executive Head’s academic report and other curricular matters
- Statutory accounts will be produced in the required format and to the required deadlines. These will be externally audited prior to submission to the Department.

Annexes

F (A) CVs of Project Group

F (B) CVs of Members and Directors

F (C) CVs of Key personnel, Judicium Education

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

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

- use the space provided below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

Not Applicable

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

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

- use the space provided below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

<i>Not Applicable</i>

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

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

- use the space provided below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

F5 – Independent schools only: an appropriate, well-maintained, and secure site
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<i>Not Applicable</i>

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

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

Please

- complete the Excel spreadsheet (where necessary);
- add any commentary you want to include in the space provided below, for example, explaining the costs of centrally provided services (we do **not** want you to provide a commentary on the whole budget, just particular areas you want to highlight); and
- refer to the relevant section of the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

Section G – budget planning and affordability

No information required

This is a Type 2 Application – State funded special school with a strong track record seeking to replicate its provision.

“Free Schools applications: criteria for assessment” July 2016 p4 - 6 refers.

However the Proposers have carried out detailed financial predictions, summaries of which appear in Tables D3.1 and D3.2 in Section D3.

Section H – premises (use Excel spread sheet)

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

- complete the Section H tab in the Excel spread sheet; and
- refer to the [*how to apply to set up a free school guidance and the criteria for assessment*](#) for what should be included in this section.

Annexes

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

- Provide CVs of key individuals, any letters of support and maps.
- The annex is excluded from the page limit but should be submitted as part of your application, i.e. as one Word document.
- refer to the relevant section of the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

LIST OF ANNEXES

Annexes to Section E

- E (A) (i) & (ii) Example Consultations
- E (B) Summary of Stakeholder Feedback to ALP Commissioning Plan (Annex E (C))
- E (C) Bristol ALP Commissioning Plan
- E (D) Letter of support from LA including funding guarantee
- E (E) Pupil Projections
- E (F) SEN Need Analysis
- E (G) DfE Excerpt for SEMH/SLCN places
- E (H) Letter of Support from Supportive Parents
- E (I) Consultation Feedback
- E (J) Letter of Support Bristol Parent Carers
- E (K) Breakdown of parental responses to questionnaire, Jul/Aug 2017
- E (L) Email of support from North Somerset LA
- E (M) Email of interest from The Communication Trust
- E (N) Letter of Support from S Glos. LA

Annexes to Section F

- F (A) CVs of Project Group
- F (B) CVs of Members and Directors
- F (C) CVs of Key personnel, Judicium Education