



Department
for Education

Free school application form

Alternative provision

Published: July 2016

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

THE LAURUS AP SCHOOL

Contents

The application form explained	4
Sections	4
Application checklist	6
Declaration	8
Completing the application form	9
Section A – applicant details (use Excel spread sheet)	9
Section B – outline of the school (use Excel spread sheet)	9
Section C – vision	9
Section D – education plan: part 1	18
Section D – education plan: part 2	19
D1 – an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake	19
D2 – measuring pupil performance effectively and setting challenging targets	27
D3 – a staffing structure that will deliver the planned curriculum within the expected income levels	51
D4 – the school will be welcoming to pupils of all faiths/world views and none	62
D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately	69
Section E – evidence of need	75
Section F – capacity and capability	86
F1 (a) Skills and experience of your team	86
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	91
F3 – independent schools, including alternative provision that is privately run: a good educational track record and credible plans for meeting the standards of the state sector	92
F4 – independent schools, including alternative provision institutions that are privately run: a good financial track record and credible plans for meeting the standards of the state sector	93

F5 – independent schools, including alternative provision institutions that are privately run: an appropriate, well-maintained, and secure site	93
Section G – budget planning and affordability	94
Section H – premises (use Excel spread sheet)	99
Annexes	100
CV template	101
Self-assessment form for independent schools	Error! Bookmark not defined.
Governance self-assessment	Error! Bookmark not defined.

The application form explained

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

Sections

Declaration

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

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

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

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

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

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

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

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

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

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

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

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

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

Submitting Sections A to H

The completed Word and Excel templates and the budget plans need to be submitted by email to the department by the application deadline to: FS.applications@education.gsi.gov.uk. Your email must be no larger than 9MB in size. If your documents are larger than 9MB, please send multiple emails clearly indicating that the emails are connected (e.g. email 1 of 3).

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

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

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

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

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

Submitting Section I

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

Data protection

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

Application checklist

Task to complete	Yes	No
1. Have you established a company by limited guarantee?	<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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>
5. Have you included CVs in the appendices for all relevant individuals in the template provided and in line with the requirements set out in the criteria?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only* : Have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>

7. Independent schools only* : Have you provided a link to your school's most recent inspection report and completed an externally validated self-assessment and governance assessment?	<input type="checkbox"/>	<input type="checkbox"/>
8. Independent schools only* : Have you provided the documents set out in the criteria document specifically around your current site?	<input type="checkbox"/>	<input type="checkbox"/>
9. Re-applications only : Have you changed your application in response to the written feedback you received, if you are re-applying after being unsuccessful in a previous wave, as set out in Section 4.4 of this guide?	<input type="checkbox"/>	<input type="checkbox"/>
10. Have you sent an email (of no more than 9 MB in size**), titled: Free School Application - School Name: [insert] with all relevant information relating to Sections A to H of your application to: FS.applications@education.gsi.gov.uk before the advertised deadline?	<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).

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: Member of company (please delete as appropriate)

Print name: [REDACTED]

Date: [REDACTED]

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

Introduction

We intend to create an outstanding Alternative Provision Free School for students aged 11 to 16 years from across Stockport in the first instance and where capacity is available neighbouring authorities, promoting educational mobility through effective partnership collaborations. Stockport Council, the 8 secondary schools and 5 academies will commission places for whom this provision will be suitable. The school is planned to open in September 2018 and we anticipate that, when full, it will offer 80 places, catering for students with the following needs:

- Students demonstrating anxiety in a mainstream setting and self-excluding
- Students with mental health issues which present through self-harming behaviours, eating disorders, depression and anxiety
- Students whose behaviour has deteriorated and become more challenging where this could be due to an undiagnosed learning need
- Students at risk of exclusion who require a specialist assessment of their holistic and therapeutic needs
- Appropriate students with/in need of a diagnosis of autism
- Appropriate students with an EHC plan or in the process of getting such a plan

The proposal comes from the Laurus Trust in partnership with the Pendlebury Centre and will be modelled on the successful provision of the latter. The Pendlebury Centre is one of three Pupil Referral Units (PRUs) for secondary aged students in Stockport. It provides full-time placements for 40 students with a variety of social, emotional and mental health needs and has had four consecutive 'Outstanding' judgements from Ofsted, the most recent in March 2013. The new Free School will replicate and extend this provision and so offer additional and much needed capacity for SEMH places in the area

The Pendlebury Centre is in the process of joining the Laurus Trust and currently has an Academy order. The Laurus Trust currently has Cheadle Hulme High School (CHHS) as the founder school. CHHS is a hugely oversubscribed academy converter with a reputation locally, and further afield, for outstanding teaching and learning through the relentless pursuit of excellence and a determination to ensure that every child succeeds. It is a Teaching School and has been judged Outstanding in every category by Ofsted in 2011 and 2015. The 2015 results for CHHS put us in the top 2% of schools nationally in terms of value added and the top five non-selective schools in the North West region.

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

The Laurus Trust currently has four Free Schools in the pre-opening phase - an 11-16 school in Cheadle Hulme, a primary school in Cheadle Hulme, an 11-18 school in Didsbury, Manchester, and an 11-18 school in Tameside. Gorsey Bank Primary (Cheshire East), a mainstream school rated 'good', will join the Trust on October 1st 2016.

This application, in partnership between Pendlebury Centre PRU and the Laurus Trust, is part of a larger ambitious development to establish a new purpose built community AP MAT hub which will ensure clear inclusion for all students within the Trust. It is our intention that the hub will meet the requirements of the White Paper that high quality alternative provision will be commissioned by local mainstream schools rather than local authorities and as such the bid recognises the change in commissioning arrangements.

Why this school in this area?

Schools in the area have identified that they need threefold support, as outlined below and developed more fully in Section D1:

- 1) Rigorous assessment and identification of need, which will help support a young person who has disengaged with a view to accurately and comprehensively identifying their support needs in order for them to be successful within a mainstream environment
- 2) An intensive package of mentoring / counselling / therapeutic input – not simply in the form of intervention sessions, but more holistically – to develop their foundational social-emotional skills, including their resilience.
- 3) Supported reintegration of children and young people back to the larger, socially-dynamic environment of a large mainstream education

The current SEMH alternative provision within the Stockport area is at capacity and oversubscribed. There is a growing number of children and young people displaying more complex social emotional and mental health needs (from Secondary Panel for Inclusion (SPI) data: 20% increase from 2014/15 to 2015/16) which large mainstream secondary schools are struggling to support. The 2015/16 Summary Report of Priorities for the Health and Wellbeing of Stockport provides the following data:

- 50% of children with an EHC Plan have social, emotional and mental health needs
- The following long term conditions are recognised in young adults aged between 15 – 24: 2,600 anxiety, 1800 depression and 800 self-harmers. This is higher than the national average

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

- There are 4,000 5 to 16 year olds living in Stockport with a diagnosable mental health disorder
- In 2014-15 there were 2,348 referrals to tier 3 Children and Mental Health Services
- Rates of admissions for mental health problems and self harm are higher in Stockport than the national average, and are especially high for older teenage females and for those who live in areas of deprivation
- In 2015 the number of Stockport Leavers in Education and Training was 81.6% compared to the North west Average of 82.4% and the England average of 84%
- 4.9% 16-29 year olds classed as NEET

Stockport faces significant issues in supporting children and young people with social emotional and mental health needs. The lack of appropriate provision, both current and projected , is described more fully in Section E.

Vision and Ethos

The Laurus Vision is for everyone regardless of background or circumstance to be inspired, to thrive in all environments, to recognise what it takes to succeed, to set aspirational goals and work hard to achieve them.

We do not just wish for students in our Trust to be successful whilst they are with us. We want them to develop the Knowledge, Attitudes, Skills and Habits (KASH) that will allow them to continue to be successful in whatever route they choose.

Our ethos is built on four Cornerstones:

- Academic Aspiration
- Culture, Creativity & Rhetoric
- Competition and Physical Endeavour
- Leadership and Service

We believe that these areas are central to the development of all students, regardless of background, phase or the nature of the provision they attend. Indeed, for students dealing with social, emotional and educational problems, they are key to raising self esteem and ensuring equality of high quality opportunity.

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

Academic Aspiration

Our vision is for all of our students, regardless of background and circumstance, to make outstanding progress and achieve grades which will open the door to the future of their choice. We want our students to be curious and develop a thirst for knowledge; we want them to be resilient and to value effort; we want them to understand that sometimes failure is an essential part of the learning process and to recognise that developing a positive, 'can do' attitude will help them to set and achieve aspirational goals.

Culture, Creativity & Rhetoric

Alongside our high aspirations for academic success, we passionately believe in the importance of education in its broadest sense and we will ensure the fullest possible participation in art, music and drama. We want our students to appreciate that great writing gives us access to ideas which challenge our thinking; that the power of language gives us the opportunity to make our voice heard and present our own ideas with courage, conviction and impact; that the Arts open up worlds which we might not otherwise inhabit. We will ensure that students from all backgrounds are able to discover new talents and interests and develop existing ones.

Competition and Physical Endeavour

We believe that physical activity and competition, both inter and intra school, are vital to the holistic development of young people, fostering their physical, social and emotional health. We want our students to approach competition with optimism and vitality; to relish the opportunity to demonstrate determination, creativity and perseverance in order to overcome challenges; to understand that hard work and commitment lead to a greater chance of success and that obstacles are temporary but achievement lasts for a lifetime.

Leadership and Service

We value individuality, celebrate diversity and encourage our students to have the confidence to think for themselves, whilst emphasising the importance of tolerance, teamwork and collective responsibility. We place great importance on both leadership and participation and encourage students from all backgrounds to take on roles of responsibility and engage in School and House activities. By the time they leave us, we want each student to have that true sense of self worth which will enable them to make wise choices, stand up for what is right and what they believe in and, in doing so, be of value to society.

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

Qualities, attitudes & habits

All Laurus schools, regardless of phase or the nature of provision, will develop the following qualities, attitudes and habits via a Bourdieusian rational pedagogy.

Courage	Not running from or avoiding challenge; speaking up for what is right
Vitality	Approaching life with excitement and energy; feeling alive and activated
Self-control	Regulating what one feels and how one behaves; being self-disciplined
Social intelligence	Being aware of motives and feelings of other people and oneself
Optimism	Expecting the best in the future and working to achieve it
Perseverance	Finishing what one starts; completing something despite obstacles; a combination of persistence and resilience.
Curiosity	Taking an interest in experience for its own sake; finding things fascinating
Integrity	Speaking the truth and presenting oneself sincerely and genuinely
Gratitude	Being aware of and thankful for the good things that happen (Peterson and Seligman, 2004)

Bourdieu argued that education systems lead to the reproduction of cultural and social inequality. Education acts as a sorting institution that functions to divide groups primarily through the valuing of cultural capital. This cultural capital is implicit in school curricula and pedagogy. This implicit cultural capital becomes the mechanism of selection, which with pedagogic action, helps to reproduce inequalities and leads to the misrepresentation of these cultural differences as differences in ability. All of this is inherently embedded in the system and will therefore take place despite the best intentions of the teachers and leaders within the system (Murphy, 2013).

Rational pedagogy is a means of overcoming the cultural disadvantages by ensuring that the human capital needed to succeed in the dominant culture is instilled in all.

'Forming the children as people capable of thinking, studying, and ruling – or controlling those who rule'

(Gramsci, 1971)

“rational pedagogy” – the attempt to counteract inequalities in the cultural preparation of different classes, not by making concessions to subjugated cultures but by inculcating dominant culture into disadvantaged groups.

(Burawoy & Holdt, 2011)

All Laurus schools will, through a rational pedagogy, ensure that students develop the human capital needed to thrive in traditionally elitist fields.

‘Our examination of who gets the top jobs in Britain today found elitism so stark that it could be called ‘social engineering’

(Milburn, 2014)

To recontextualise Gramsci, students will be provided with the cultural preparation to think, study, and lead – or influence those who lead. Thus enabling them to have a positive impact on the lives of others, society and the wider world.

‘To compensate, teachers should offer in the classroom what these children are missing at home. Much of this is what we’ve called human capital—academic knowledge and skills—which is the teacher’s bread and butter. It’s also well to remember that some of this knowledge, though important for long-term success, is not academic knowledge. It is knowledge of how to interact with peers and adults, how to interact with large institutions like a school or a government agency, how to interact with authority figures, how to schedule one’s time, strategies to regulate one’s emotions, and so on. Some of this information is taught implicitly, by example, but much of it can be taught explicitly.’

(Willingham, 2012)

The qualities, attitudes and habits outlined above will be embedded within systems and practice and combine with the Cornerstones to ensure that students develop the human capital needed for success.

Our vision for the Laurus AP school is that the vision, ethos and culture set at Trust level will be combined with the existing AP best practice and expertise provided by the Pendlebury Centre to create world class provision which promotes educational mobility through effective partnership collaborations.

Our aim is that the qualities, attitudes and habits described above will manifest themselves through –

Positive Contribution Our students will want to engage and participate in their learning - provided by outstanding teaching, which is underpinned by outstanding professional development.

Positive Communication Through removing inherent barriers to learning, our students will realise their academic and personal

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

Positive Creativity	potential and will be able to communicate effectively to make exceptional achievement possible. By adopting a holistic approach and providing appropriate therapeutic interventions we will promote each individual's creativity which will help them flourish and grow.
Positive Cooperation	Through an acceptance of individual needs and acceptance of specialist input, SEMH difficulties will be addressed to enable all young people to move in their educational and personal pathway. We do not accept or make excuses.
Positive Confidence	Our students will develop 'mental toughness', by building their resilience and fulfilling their academic aspirations, feeling valued by themselves and their community.

How we will work towards achieving our Vision

Young people who cannot attend their mainstream school at the level required to be a full member of the school community and be successful in their studies should be provided with a school which first and foremost can meet their core academic and SEMH needs.

The Laurus AP Free School will sit as the conduit for all students with additional needs within both the Laurus MAT and other high schools in Stockport to access high quality alternative provision. The AP school will be responsible for the assessment of needs for all vulnerable learners, both those with learning difficulties and those displaying SEMH. The flow both in and out of the AP school will ensure that students and staff have equal access to high quality therapeutic and supportive interventions, which will promote outstanding behaviour management and academic excellence. It does not follow that teaching and learning should be of a less quality or that the resources provided should be poor. To this end outstanding classroom practitioners within the mainstream schools will work in close partnership with the teaching staff within the Laurus AP school, ensuring that quality first teaching takes place but with holistic principles applied. This will be a symbiotic relationship where both partners will continue to develop their practice. The professional team will have proven expertise of working with young people with SEMH needs and to this end all staff working within the MAT and partnership schools will have the training provided to be experts in SEMH and learning difficulties. Effective assessment would guide the holistic packages of support put in place for each young person at the school, with high quality progress and data collection systems implemented.

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

The school will operate according to therapeutic models, not least the need for targeted, time-specific intervention. However, it should not be restricted to only short term containment or ‘sticking plaster’ intervention – young people with the complex needs described previously, require a degree of personalisation and sustained support. Therefore placements may be short, medium or long term, but the development of each young person so that they can cope within a mainstream education community is the expected outcome.

Section D – education plan: part 1

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

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

In the table below, please provide the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time. Please add additional rows/columns if appropriate. If you are an existing independent school wishing to become a free school, please use the first column to show how many pupils you currently have. If you are proposing more than one school you will need to complete a separate table for each.

If you are proposing to open later than 2018, please leave the relevant earlier columns blank.

The table below shows the student intake and we anticipate that we will be at full capacity by Year 4. We feel have the necessary skill base to offer this four year plan as the principles that the school is based on have a historical success record. We recognise that for the school to be successful we have to develop in partnership with our commissioners. We are also mindful that the needs of our vulnerable students cannot always be predicted – we have to provide a response which reflects this need.

	Current number of pupils (if applicable)	2018	2019	2020	2021	2022	2023	2024
Key Stage 1								
Key Stage 2								
Key Stage 3		10	20	30	40			
Key Stage 4		10	20	30	40			
16-19: commissioner referred								
16-19: student applications								
Totals		20	40	60	80			

Section D – education plan: part 2

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

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

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

Key Stage 3

3 days /18 hours in AP school 2 days /10 hours in home school

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Core Academic Strand			
English	3	Mandatory	Every student will have a personalised plan with interventions planned within the weekly Literacy lesson.
Maths	3	Mandatory	One will be a Numeracy lesson so interventions and assessments can take place
Science	2	Mandatory	Curriculum will match that in a mainstream school
Additional Academic strand	10	Mandatory*	KS3 statutory curriculum, delivered in home school
Social Emotional strand	5	Mandatory	This curriculum strand will focus on relationships and personal development and will include PSHE/SRE, Therapeutic Intervention, Study skills, Restorative Mentoring and Re-integration mentoring, tailored to suit the needs of individual students
Alternative Strand (Enrichment Programme)	3	Mandatory	This curriculum strand will incorporate aspects of the Cornerstones, delivered via Art, Drama and Music (Culture Creativity and Rhetoric), the Forest Schools programme (Competition and Physical Endeavour and Leadership

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
			and Service), educational visits and volunteering
PE	2	Mandatory	
Breakfast Club / Check in	0.5	Mandatory	Many of our students will have to travel across the borough using public transport so we will provide them with breakfast and set targets for the day.

Key Stage 4 Achievement and Transition Placement

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Core Academic Strand			
GCSE English	4	Mandatory	English Language with Literature offered if able
GCSE Maths	4	Mandatory	
Science	3	Mandatory	There will be some flexibility to enable Core and Additional Science to be studied
ECDL or Computing	2	Mandatory	More able students will access the GCSE Computing course
(GCSE) Creative	2	Mandatory	Students who wish to will be able to enter for a creative GCSE
Additional Academic strand	Delivered outside AP as appropriate		
Additional GCSE or Vocational or Work Placement	5	Mandatory	GCSE to be followed in mainstream school for more able/ those on the longer placement Or off site work placement or vocational course from choices available in mainstream partners

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Social Emotional strand PSHE/SRE	3	Mandatory	This curriculum strand will focus on relationships and personal development and will include PSHE/SRE, Therapeutic Intervention, Study skills, Restorative Mentoring and Re-integration mentoring, tailored to suit the needs of individual students
PE	2	Mandatory	
Alternative Strand (Enrichment Programme)	5	Mandatory	This curriculum strand will incorporate aspects of the Cornerstones, delivered via Art, Drama and Music (Culture Creativity and Rhetoric), the Forest Schools programme (Y10) and The D of E Award (y11) (Competition and Physical Endeavour and Leadership and Service), educational visits and volunteering

Year 10 Assessment Placement (8 weeks)

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Core Academic Strand GCSE English	3	Mandatory	English Language with Literature offered if able
GCSE Maths	3	Mandatory	
Science	3	Mandatory	There will be some flexibility to enable Core and Additional Science to be studied
Additional Academic strand	10 delivered in home school	Mandatory	GCSE or Vocational course to be followed in mainstream school

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Additional GCSE / Vocational course			
Social Emotional strand PSHE/SRE	6	Mandatory	This curriculum strand will focus on relationships and personal development and will include PSHE/SRE, Therapeutic Intervention, Study skills, Restorative Mentoring and Re-integration mentoring, tailored to suit the needs of individual students. The focus is on students returning to their home school

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

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

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

Introduction

We believe that the curriculum should reflect many of the aspects of that of a mainstream school curriculum. As such, it will be developed in line with the Vision of the Laurus Trust 'for everyone, regardless of background or circumstance, to be inspired, thrive in all environments, recognise what it takes to succeed, set aspirational goals and work hard to achieve them.'

The new provision will increase social mobility through a focus on gaining important academic qualifications in order to open doors in terms of future studies and employment, alongside developing the social and emotional skills that the wider experiences of life demand.

The curriculum will challenge, inspire and safeguard all students. It will be modelled on the existing, outstanding, 'Pendlebury Centre Brand' to deliver an education which will allow all learners to achieve their potential both academically and emotionally. These principles will help all the learners reflect on past difficulties and empower them to take back responsibility for their learning and to be part of a partnership model of delivery.

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

Their past behaviours will not be used as an excuse for not making progress but they will be the platform for self-recovery and progress. The principles of the Laurus cornerstone of Academic Aspiration will underpin all aspects of the curriculum:

Academic Aspiration

Our vision is for all of our students, regardless of background and circumstance, to make outstanding progress and achieve grades which will open the door to the future of their choice. We want our students to be curious and develop a thirst for knowledge; we want them to be resilient and to value effort; we want them to understand that sometimes failure is an essential part of the learning process and to recognise that developing a positive, 'can do' attitude will help them to set and achieve aspirational goals.

Expected pupil intake

As the commissioning schools will, in the first instance, be largely local schools in the Stockport LA area, the data contained in the following table presents the local context for those characteristics more usually associated with students who will attend AP provision.

School	Percentage of SEN pupils with a statement or EHC plan	Percentage of eligible pupils with SEN support	Percentage of pupils eligible for FSM at any time during the past 6 years	Percentage Overall Absence	Percentage Persistent Absence
Bramhall High School	2.3	5.8	15.8	4.9	3.1
Cheadle Hulme High School	2.5	14.0	16.3	4.1	4.2
Harrytown RC High School	2.9	14.5	24.5	5.7	6.8
Hazel Grove High School	3.1	3.8	21.9	4.8	4.3
Marple Hall School	2.0	5.2	17.3	4.8	5.2
Priestnall School	3.1	5.4	13.2	4.7	4.1
Reddish Vale High School	2.5	4.6	44.3	6.3	9.7
St Anne's RC High School	1.4	13.8	36.3	7.0	9.2
St James' RC High School	3.4	17.8	16.2	4.6	2.7
Stockport Academy	2.3	17.3	55.3	6.3	10.3
Stockport School	3.4	32.8	28.7	6.1	7.7
The Kingsway School	3.4	14.9	26.0	5.1	3.9
Werneth School	4.3	10.0	39.5	6.4	7.9
Overall LA	2.9	12.1	26.2	5.4	5.9
National	1.8	12.4	29.4	5.3	5.4

A key indicator of students with SEMH needs is very low levels of attendance. Through supportive mechanisms and rigorous tracking this deficit in attendance will be addressed (and is outlined in more detail in sections D2 and D5).

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

A more specific assumption of the nature of the pupil intake can be made via consideration of the cohort attending the Pendlebury Centre, as the new Free School is likely to replicate this intake, drawing as it will from broadly the same commissioners.

The Pendlebury Centre data in the table below demonstrates the nature of the intake on a term by term basis, showing the number of students (in brackets in the header row) and the percentage of that number with a specific characteristic. The second table also demonstrates the increase in raw numbers between 2014 and 2016 and the increase in the percentage of students with a specific characteristic, most notably CAMHS tier 2/3.

Pendlebury SEF Data 2014/15

Category	Autumn Start (20)	Autumn End (31)	Spring Start (38)	Spring End (39)	Summer Start (42)	Summer End (43)
Single parent	40%	32%	37%	36%	38%	39%
LAC	10%	7%	8%	8%	7%	7%
Camhs Tier 2/3	45%	39%	50%	49%	47%	63%
Mosaic	20%	22%	25%	20%	19%	23%
Social care	25%	26%	26%	26%	26%	30%
FSM	25%	32%	29%	28%	29%	23%
Autism	35%	42%	37%	46%	45%	42%

Pendlebury SEF 2015/16

Category	Autumn Start (39)	Autumn End (35)	Spring Start (38)	Spring End (39)	Summer Start (52)	Summer End (56)
Single parent	17%	60%	53%	61%	67%	61%
LAC	3%	6%	8%	8%	10%	10%
Camhs Tier 2/3	51%	63%	79%	84%	85%	86%
Mosaic	13%	23%	26%	26%	27%	30%
Social care	20%	37%	40%	42%	39%	43%
FSM	33%	40%	37%	34%	31%	34%
Autism	41%	60%	63%	64%	52%	50%

The data outlined above can be narrowed further to focus on the specific needs which students attending the Laurus AP school are likely to present:

- Students demonstrating anxiety in a mainstream setting and self-excluding
- Students with mental health issues which present through self-harming behaviours, eating disorders, depression and anxiety
- Students whose behaviour has deteriorated and become more challenging where this could be due to an undiagnosed learning need
- Students at risk of exclusion who require a specialist assessment of their holistic and therapeutic needs
- Appropriate students with/in need of a diagnosis of autism
- Appropriate students with an EHC plan or in the process of getting such a plan

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

The curriculum, outlined below, is designed to address and meet the needs of these students.

Curriculum Pathways and Content

Following referral and initial assessments (outlined in more detail in later sections), students will access one of three pathways. These pathways are designed to meet the particular and varying needs of students and will provide bespoke interventions for specific characteristics, including those who have missed significant periods of school, EAL students and the more able. The model is operated successfully in the Pendlebury Centre and will be replicated and extended in the new provision. Numbers are based on Stockport's current provision and their level of need.

Pathway	Overview
Key Stage 4 Achievement and Transition Placement	We anticipate enrolling 32 students (dual registered) onto this pathway. Students will follow the four curriculum strands outlined below, spending up to 30 hours per week in the AP school including where appropriate time in mainstream school to follow a further GCSE/vocational course
Year 10 Assessment placement	We anticipate enrolling 8 students (dual registered) onto this 8 week placement assessment pathway. The students will spend 15 hours per week in the AP school following a core academic strand of English Maths and Science. The remainder of their time at the AP school will be spent in detailed assessment of individual needs followed by a bespoke programme of therapeutic intervention. The aim will be full reintegration. Students for whom reintegration is not achievable after this time will remain in the AP school longer and will move on to the Key Stage 4 Achievement and Transition Placement, returning to the mainstream school to follow the additional GCSEs/vocational course.
KS3 Assessment and re-integration Placement	We anticipate enrolling 40 students (dual registered) onto this 18 week placement pathway (one and a half terms). Students will spend 3 days in the AP school and 2 days in their mainstream school. For all Key Stage 3 students our aim would be to reintegrate them into a mainstream school within the key stage and prepare them for a return to Key Stage 4. For some this placement may need to be longer, possibly for

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

	2 years, to ensure that an informed and effective return package is established.
--	--

Within the KS3 and KS4 Pathways, students will have access to four **curriculum strands** - Core Academic, Additional Academic, Social-Emotional and Alternative, as outlined below:

	Core Academic Strand	Additional Academic Strand	Social Emotional Strand *	Alternative Strand**
Pathway - Key Stage 4 Achievement and Transition Placement	The core curriculum offer will be Maths, English, Science, ECDL/Computing and a creative subject. The curriculum content will be aligned to the syllabus of the chosen examination board (see Qualifications section)	This curriculum strand will be accessed in the mainstream school. The offer will be a GCSE or vocational programme, dependent on the student's individual timetable and agreed in consultation with the home school. For more able students, the offer will be GCSE. For students for whom neither programme will be appropriate, they may be offered placements, personalised and matched to their needs and arranged via the existing networks established by the Pendlebury Centre.	PSHE SRE Study Skills Therapeutic intervention Restorative Mentoring Reintegration Mentoring There will be the opportunity to gain an alternative qualification for PSHE (Preparation for Working Life or GCSE Citizenship for the more able).	Students will enrol on the Duke of Edinburgh Award (Bronze) and access additional enrichment opportunities via the Cornerstones Programme.
Outcomes	KS4 students access a balanced suite of qualifications (specific targets outlined in D2)	KS4 students access a qualification/programme suitable for their ability level and future aspirations (specific targets outlined in D2)	Students are prepared for re-integration/post 16 progression Improved attendance Improved behaviour Progress in Social competence tests Reductions in exclusions/NEET (specific targets outlined in D2)	Students engage with enrichment provision and there is a 100% participation rate Students achieve external (DofE) certification (specific targets outlined in D2)

	Core Academic Strand	Additional Academic Strand	Social Emotional Strand *	Alternative Strand**
Pathway - Year 10 Assessment Placement	The core curriculum offer will be Maths, English, Science, qualifications will be non board specific in order to allow re-integration into the main school	This curriculum strand will be accessed in the mainstream school. The offer will be dependent on the student's individual learning needs and timetable and agreed in consultation with the home school.	PSHE Therapeutic intervention Restorative Mentoring Reintegration Mentoring	N/A
Outcomes	Students access a balanced suite of qualifications (specific targets outlined in D2)	Students access qualifications/programmes suitable for their ability level and future aspirations (specific targets outlined in D2)	Students are fully re-integrated into their mainstream school Improved attendance Improved behaviour Progress in Social competence tests Reductions in exclusions/NEET (specific targets outlined in D2)	N/A

	Core Academic Strand	Additional Academic Strand	Social Emotional Strand *	Alternative Strand**
Pathway - KS3 Assessment and Re-integration Placement	The core curriculum offer will be Maths, English and Science. For each of these subjects, students will follow a scheme of work closely aligned to the mainstream offer and adapted where appropriate (in consultation with individual commissioners).	This curriculum strand will be accessed in the mainstream school. The offer will be dependent on the student's individual timetable and agreed in consultation with the home school.	PSHE /SRE Therapeutic intervention Restorative Mentoring Reintegration Mentoring	<p>Students on this pathway will follow the Forest schools programme and access additional enrichment opportunities via the Cornerstones Programme.</p> <p>The Forest School ethos is based on a fundamental respect for children and young people and for their capacity to investigate, test and maintain curiosity in the world around them. Forest school sessions provide children and young people with the opportunity to build positive values and attitudes about themselves through self-led exploration and learning. They are given appropriately challenging and achievable tasks that build their confidence, skills and experience. The Aims of this programme are outlined below:</p> <ul style="list-style-type: none"> • To develop skills in activities promoting good health and personal fitness, which use the natural environment for personal pleasure and recreational pursuits. • To develop a love and respect for the environment and life within the environment

				<ul style="list-style-type: none"> • To provide opportunities and experiences which otherwise may not be available to students • To offer personal challenges to stretch and extend personal skills • To create situations where students have to trust and be trusted • To develop a sense of personal responsibility and leadership • To offer opportunities for students to work cooperatively as part of a team
Outcomes	Students access a balanced suite of qualifications (specific targets outlined in D2)	Students access qualifications / programmes suitable for their ability level and future aspirations (specific targets outlined in D2)	Students are fully re-integrated into their mainstream school Improved attendance Improved behaviour Progress in Social competence tests Reductions in exclusions (specific targets outlined in D2)	Students engage with enrichment provision and there is a 100% participation rate

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

*** Social – Emotional Strand**

The distinct social-emotional curriculum will focus on developing qualities such as emotional literacy, the ability to make and maintain relationships, application, mental toughness, delayed gratification and self-control, as described in the *Character and Resilience Manifesto* (All Party Parliamentary Group on Social Mobility 2014) which defines these terms as ‘the attributes that enable individuals to make the most of opportunities that present themselves, to stick with things when the going gets tough, to bounce back from adversity and to forge and maintain meaningful relationships’ and in line with the Laurus Trust’s vision for its Cornerstones and the development of specific qualities, attitudes and habits.

The Social-Emotional strand of the curriculum will be made up of five aspects: PSHE / SRE, Study Skills, Therapeutic, Restorative Mentoring, Reintegration Mentoring.

PSHE

Personal, Social, Health Education, SRE & Citizenship will focus on developing the knowledge, skills and understanding students need to lead confident, healthy, independent lives, to forge and maintain meaningful relationships and to become informed, active and responsible citizens. The programme is described in more detail in section D4

Therapeutic Intervention (Emotional Literacy)

Emotional Literacy will involve activities to develop self-awareness and recognition of one’s own feelings and knowing how to manage them. Emotional Literacy also includes being able to recognise and adapt to the feelings of other people, whilst at the same time, learning how to manage and express one’s own emotions effectively. This is helpful in developing good communication skills and the enhancement of our relationships with other people.

Emotional Literacy lessons activities will help students to learn to relate to each other in truthful and enjoyable ways, while providing a much-needed listening system.

The programme will involve a mix of teacher / support staff led activities, drawing on established programmes such as ‘Seasons for Growth’ (bereavement counselling), alongside more specialist therapist-led activities such as CBT, Mindfulness etc.

Study Skills

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

Study Skills sessions will seek to address any fundamental gaps in learning and broaden each student's academic skills.

Most students attending the school will have a history of disrupted attendance and missed opportunities for learning. Students for whom such sessions are appropriate will work on catch-up programmes focusing on literacy and numeracy, receive additional assistance with coursework and complete activities around 'learning to learn', such as mind-mapping.

Students will be coached and encouraged in working independently in anticipation of the demands of post-16 transition and post 18 progression to work, apprenticeships or Higher Education.

Restorative Mentoring

The School will adopt restorative approaches to complement and enrich its rewards and sanctions policies, in the belief that such practice can help make the school community safer, fairer and more harmonious.

Restorative approaches adopted by the School will include:

- Regular use of circle time to reflect on issues that may become a source of conflict.
- Use of 'restorative conversations', led by trained staff, to de-escalate conflict between members of the school community.
- Timetabling of 'Emotional Literacy' sessions to raise awareness of difficult emotions amongst ourselves and others, and in turn to develop self-management skills when such emotions arise.
- Use of tangible rewards to encourage and recognise the efforts of young people who make progress in their social and emotional skills

Reintegration Mentoring

Most young people experience some degree of emotional instability during their mainstream school years and many are resilient enough to cope with these setbacks. However for some, these experiences can become debilitating and they become unable to participate in mainstream school life.

The new provision will seek firstly to re-engage young people back in school and begin to unpick the difficulties / triggers for stress. It will also then work with each student to raise understanding of the reactive behaviours that may be contributing to their difficulties / stress.

HLTAs and trained TAs will deliver the personalised mentoring

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

**** Alternative Strand (incorporating the Cornerstones Enrichment Programme)**

We recognise that more traditional classroom-based learning is just one part of the development process for our young people. We will actively encourage all students to participate in enrichment activities to promote their holistic development in accordance with our remit around SEMH development, the promotion of British Values and the vision of The Laurus Trust:

'for everyone, regardless of background or circumstance, to be inspired, thrive in all environments, recognise what it takes to succeed, set aspirational goals and work hard to achieve them.'

The vision of the Laurus Trust is supported by the Cornerstones framework. The Academic Aspiration Cornerstone has been described earlier in this section. The remaining three Cornerstones are:

Culture, Creativity & Rhetoric

Alongside our high aspirations for academic success, we passionately believe in the importance of education in its broadest sense and we will ensure the fullest possible participation in art, music and drama. We want our students to appreciate that great writing gives us access to ideas which challenge our thinking; that the power of language gives us the opportunity to make our voice heard and present our own ideas with courage, conviction and impact; that the Arts open up worlds which we might not otherwise inhabit. We will ensure that students from all backgrounds are able to discover new talents and interests and develop existing ones.

Competition and Physical Endeavour

We believe that physical activity and competition, both inter and intra school, are vital to the holistic development of young people, fostering their physical, social and emotional health. We want our students to approach competition with optimism and vitality; to relish the opportunity to demonstrate determination, creativity and perseverance in order to overcome challenges; to understand that hard work and commitment lead to a greater chance of success and that obstacles are temporary but achievement lasts for a lifetime.

Leadership and Service

We value individuality, celebrate diversity and encourage our students to have the confidence to think for themselves, whilst emphasising the importance of tolerance, teamwork and collective responsibility. We place great importance on both leadership and participation and encourage students from all backgrounds to take on roles of responsibility and engage in School and House activities. By the time they leave us, we want each student to have that true sense of self worth which will enable

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

them to make wise choices, stand up for what is right and what they believe in and, in doing so, be of value to society.

All Laurus Trust schools will develop the following qualities, attitudes and habits via a rational pedagogy.

Courage	Not running from or avoiding challenge; speaking up for what's right
Vitality	Approaching life with excitement and energy; feeling alive and activated
Self-control	Regulating what one feels and how one behaves; being self-disciplined
Social intelligence	Being aware of motives and feelings of other people and oneself
Optimism	Expecting the best in the future and working to achieve it
Perseverance	Finishing what one starts; completing something despite obstacles; a combination of persistence and resilience.
Curiosity	Taking an interest in experience for its own sake; finding things fascinating
Integrity	Speaking the truth and presenting oneself sincerely and genuinely
Gratitude	Being aware of and thankful for the good things that happen

These qualities, attitudes and habits will be embedded within systems and practice and combine with the Cornerstones to ensure that students develop the human capital needed for success. In the new Laurus AP school this will be via the Social-Emotional curriculum strand outlined above and also via the Enrichment programme.

Aspects of the Enrichment programme will be provided at Trust level. The key belief of the Trust is that the all-round educational attainment of individual students is substantially promoted by their participation in a whole range of activities, not just classroom based academic ones. Inspiring students through these activities will enable them to become better motivated, as well as being more respected by their peers. Examples of Trust level provision are:

The development of aspects of 'character' through a spoken language programme developed by [REDACTED]

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

Our aim is to help raise all-round educational attainment levels and eventually serve as a template for state school co-curricular activities nationwide. The approach is rooted in our belief that personal development and aspiration are promoted by participation in a whole range of activities, not just academic ones. We aim to support the Laurus Trust's Cornerstones programme which promotes the four areas of Academic Aspiration, Leadership and Service, Competition and Physical Endeavour and Culture, Creativity and Rhetoric.

The programme will develop attributes and behaviours directly related to

employability:employers want to recruit young people who are **effective public communicators and collaborative problem solvers.**(1)

social equality: Some people may learn how to use talk effectively at home, through the examples of their parents and through discussions with various people. But, for many children, being encouraged to present their ideas and to take part in a 'reasoned discussion' may be very rare events. The British public schools, which educated many members of the present Westminster government, of course place great emphasis on developing the confident and effective use of spoken language. For the sake of social equality, state schools must also teach children the spoken language skills that they need for educational progress, and for life in general (1)

closing the gap: the educational consequences of social disadvantage can be compounded by children's difficulties in oral development and communication; talk can be an effective means of re-engaging the disengaged and closing the overlapping gaps of equity and attainment. (1)

(1) *Improving Oracy and Classroom talk in English Schools: Achievements and Challenges*, Robin Alexander, University of Cambridge

Training in the use of voice, and performing arts generally, will inspire confidence and enhance the presentation skills of the students. Other extra-curricular activities, together with regular sport and exercise, and a sense of competitive spirit, will increase personal well-being, health and concentration levels. Aspects of the Competition and Physical Endeavour cornerstone are coordinated at Trust level by the Sports Consultant [REDACTED]. The Trust will also promote team building skills, leadership, and a passion to perform to the best of one's ability in all disciplines. These higher levels of individual betterment will be achieved across all ability levels through a wide scope of activities. Leadership is a skill to be learned and cultivated. Students will learn about the importance of success, and how to cope with setbacks, not as failure but as

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

a springboard to better achievement. Inspiring students to broaden their horizons and believe that 'anything is possible', is absolutely key to post-education success.

In most educational settings, enrichment activities are typically provided through an extra-curricular programme which students opt into, usually after the school day has finished and/or at weekends. The school will provide these activities as part of the school day. For most of our students, they will arrive with a range of barriers to being able to participate voluntarily in such programmes, such as:

- a history of poor relationships within their home school setting – for some, a history of being 'banned' from such activities
- a 'black and white' view – often rooted in Autism – that rigidly delineates school and home hours
- a lack of confidence and resilience in unfamiliar situations
- a lack of family support for / experience in the benefits of undertaking enrichment activities
- limited awareness of the opportunities for enrichment activities in their home school and the wider local area
- a limited experience of hobbies / experiential learning and an over-reliance on being indoors

As such, we will embed enrichment activities within the school timetable which both complement our work within the classroom and benefit all students, whatever their age, gender or ability. This work will be coordinated by the Enrichment Lead (HLTA).

In making this investment, we will achieve the following outcomes:

- Students' horizons are broadened – they leave the school with newly-found interests and talents, which may help sustain their improved Social, Emotional and Mental Health in the coming weeks, months and years.
- Students and staff interact in a somewhat less formal manner which in turn, improves their relationships back in the classroom.
- Staff with a particular interest or talent have the opportunity to offer their experience / skills to students – which in turn, creates a mentoring / coaching relationship which can then potentially be used around SEMH and aspects of their academic studies.
- Students with different abilities, interests and backgrounds are given opportunity to interact and work together in a friendly, supportive environment.
- Students make measurable progress in assessments such as the Resiliency Scale and PASS (See section D2)
- Students develop an awareness and appreciation of British culture – particularly around mutual respect and tolerance.
- Students, namely those at Year 11, earn accreditation through Duke of Edinburgh which improves their overall CV and provides a route to further participation in enrichment activities at post-16.

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

How does the curriculum meet the needs of the students?

As identified earlier in this section, the needs of the students attending the Laurus AP school will be

- Students demonstrating anxiety in a mainstream setting and self-excluding
- Students with mental health issues which present through self-harming behaviours, eating disorders, depression and anxiety
- Students whose behaviour has deteriorated and become more challenging where this could be due to an undiagnosed learning need
- Students at risk of exclusion who require a specialist assessment of their holistic and therapeutic needs
- Appropriate students with/in need of a diagnosis of autism
- Appropriate students with an EHC plan or in the process of getting such a plan

The school is therefore intended for those young people who present with a range of social, emotional and mental health needs, many of whom have autistic traits which may or may not be diagnosed. Their 'behaviour' may be a cause for concern and as a result they are not making the expected rates of progress. Based on historic referrals to Pendlebury Centre, issues of low level disruption and poor behaviour may be a characteristic. However, it is often a too simplistic assessment of their learning which is a core cause of this presentation. Students have learnt 'coping mechanisms' to deal with their inability to access classroom learning and to deflect from the difficulties they experience. It is the role of the school to 'unpick' these difficulties through detailed assessment and professional observation by SEMH-specialists and develop more effective coping skills which will raise the students' self-esteem and engagement with learning. Although some of these students will ultimately be referred for an EHC Plan – with the possibility of transfer to a longer-term specialist placement - most students often do not meet the threshold for an EHC and quite rightly do not need one. However, we need to not only ensure that the students' needs have been effectively assessed and appropriate interventions put in place, but it is our role to ensure that on transition back to mainstream school or Post 16 education they and the home institution are provided with appropriate strategies to meet their ongoing needs. These strategies will be outlined in the student's Personal Learning Plan (PLP) . The PLP is set up following formative assessment (see D2), professional observation, student voice and liaison with both parents/carers and any external agencies. This '360' approach is already well-established at the Pendlebury Centre. The PLP assessment will enable appropriate strategies to be put in place for those students with specific characteristics, as outlined below:

- Looked after children
- Those requiring literacy recovery/intervention (including EAL):

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

- The most able
- Those with different degrees of SEN and disabilities
- Pupil Premium

The PLP would reflect appropriate interventions matched to the specific characteristics and requirements of students, for example additional literacy input for those struggling with this aspect of the curriculum, a GCSE route on the Additional Academic strand for the most able and specific recommendations and strategies outlined by the SENDCo and/or external agencies for students with SEN and disabilities. The nature of the support and time allocation provided via the Social Emotional strand of the curriculum offer allows for highly personalised and flexible provision for the diverse needs of students.

Attendance patterns established by students attending AP provision are often poor and therefore having a system which both supports and encourages attendance is essential. As part of this process, parent support will be provided to ensure the young person attends (see section D5).

We believe that assessment of both a young person's academic and emotional needs are essential for the school to understand preceding difficulties and to put in place future support. This will influence the placement offer whether this be short, medium or long term and the curriculum experience we will provide. It will also determine the academic and emotional interventions we need to put in place. For some the application for an EHCP will be needed with potentially a special school placement being recommended (see section D5).

Many of these students are at risk of exclusion or are choosing to 'self-exclude' through their emotional presentation. These students are at risk of becoming NEET and not making a successful post 16 transition. The innovative curriculum model is based on early intervention, effective assessment of emotional and academic need and promoting partnership models of delivery with the student's mainstream school. The development of 'soft skills' or employability skills which have been stated as not being present in our current workforce by the CBI, will be a high priority within the Enrichment curriculum.

The four curriculum strands described above will meet the needs of these students as described below:

Key Stage 3

- Providing 'focused respite' in terms of breaking cycles of high-anxiety and fight / flight
- Providing a smaller, specialist setting in which a young person with questions around the nature of their needs can be placed under a 'gentle scrutiny' through observation and assessment.

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

- Providing a programme of purposeful, personalised learning, mentoring and enrichment that will make inroads into a young person's perspective of themselves, others and the value of learning – with a view to them making a more positive return to a mainstream environment.
- Providing practical, constructive recommendations to mainstream schools in terms of the work they can carry forward for the young person – with a view to preventing issues escalating in the future.
- Establishing / re-establishing working relationship between school professionals, family and any outside agencies (described in Sections D4 and D5).

Key Stage 4

- Providing an alternative educational environment that will likely lead to more successful outcomes in terms of achievement of GCSEs / qualifications, in comparison to their current projected outcomes within a mainstream educational environment.
- Providing a smaller, specialist setting whereby a young person with questions around the nature of their needs can be placed under a 'gentle scrutiny' through observation and assessment.
- Providing a programme of purposeful, personalised learning, mentoring and enrichment that will make inroads into a young person's perspective of themselves, others and the value of learning – with a view to them making a positive transition to a post-16 environment.
- Facilitating and supporting, in partnership with mainstream schools, a programme of partial reintegration to widen the curriculum opportunities for each young person and maintain their experience of a larger educational environment in preparation for their post-16 transition.
- Where appropriate, and working in partnership with mainstream schools, ensuring outside agency assessment is undertaken – including statutory assessment for a EHC Plan.

Transition

Overview

The aim for all students will be to return to a mainstream school/college setting by the end of their Key Stage. Successful transition plans need to be in place to ensure there is not a relapse to past behaviours when the students return to what was a difficult environment but also to ensure accessing a new environment does not trigger past behaviours.

The transition will be handled by the Reintegration and Inclusion Lead (HLTA) under the direction of the Head of School. They will have the initial meeting with the child, parent and the main school link. The gathering of information is crucial at this meeting and will help to inform future transitional arrangements. Transition back to the school

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

will begin in a staged way from week 2 of admission. This will be to alleviate barriers that have been formed and will run alongside a therapeutic intervention programme attached to the reintegration lessons (see the Social-Emotional curriculum strand described above).

Targets will be set at the 3 week review meeting and will be reviewed every 6 weeks to aid the transition back into school. Reintegration will take many weeks and will be facilitated initially by an AP HLTA who will use this time to build up a picture of the difficulties and guide additional interventions as needed. The Reintegration and Inclusion Lead will contact the mainstream school weekly with the attendance plans and to provide information on work covered. Good communication is essential for any transitional programme to work, mistakes that are made can have a detrimental effect on this programme and the ultimate outcome for the student. In the final stages of transition, the Pupil Passport will be provided for the receiving school which will outline a range of strategies that should be used to support the student on final return to their school. Individual or whole staff packages of support and training will be offered as part of the placement offer. Only Good or Outstanding schools will be used for placements.

The key transition points for any young person in secondary education are:

- Year 6 to Year 7
- Year 9 to Year 10
- Year 10 and 11 towards Post 16 Provision

Young people attending the school will also be subject to additional transition points. These include:

- Leaving their existing placement to begin a placement at the school
- Reintegration, partial or fully, into a mainstream secondary school setting
- Starting a vocational or alternative education placement

The school, working with young people and their parents/carers, will seek to pre-empt anxiety and any other difficulties around any of these transitions. The school will work on a case-by-case basis using strategies such as:

- Tours of the school outside of school hours when it is less busy, on the proviso a placement has been agreed.
- An 'online tour' of the school to be published on our website
- A personalised plan for attendance at the school, gradually increasing in time.
- A personalised plan for reintegration into mainstream settings, including supported visits.

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

All of our young people will have access to high-quality careers advice, to ensure they are working towards aspirational, realistic and sustainable study and employment goals. This will be carried out by a Connexions Adviser who will be based at the centre on a weekly basis. Access to their own school's adviser will also be facilitated.

Key stage 3

Transition back to their home school will begin on admission to the school. This may initially be visits back to the school with a 'secure' adult. Students will fill in a school survey which helps identify activities and times of the school day when they find life stressful. This will help formulate a reintegration programme which helps them develop skills for them to return to and engage with the larger educational environment. Attendance at their school will be increased over a three term period with a full return within an academic year. Throughout transition, there will be support provided to the home school which identifies strategies to support both their academic and emotional needs.

Key stage 4

Referrals at key stage 4 will be supported in two phases. Phase 1 will be an initial 8 week placement to enable effective emotional and academic assessments to take place to identify need. During this time, the student will continue to attend their mainstream school to study a GCSE or vocational qualification which may not be offered in the Free School model. This will ensure that barriers are not created which prevent a future return. At the end of this 8 week assessment, a return to school may be identified and a gradual return will be planned over the next 4 weeks. For those for whom a full return is not feasible, a full time package will be provided. However, all students will need to access additional educational experiences away from the Free School. For the majority this will be attendance at their mainstream school continuing with their additional GCSE/vocational work. Therefore a placement in Key Stage 4 could be a maximum of two academic years

Short Term Placements

Following the initial assessment a student on a short placement will benefit from:

- 'Focused respite' in terms of breaking cycles of high-anxiety and fight / flight responses.
- A smaller, specialist setting whereby a young person with questions around the nature of their needs can be placed under a 'gentle scrutiny' through observation and assessment.
- A programme of mentoring that will make inroads into a young person's perspective of themselves, others and the value of learning – with a view to this being carried forward by their mainstream school.

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

- Practical, constructive recommendations to mainstream schools in terms of the work they can carry forward for the young person – with a view to preventing issues escalating in the future.
- Establishment / re-establishment of working relationship between school professionals, family and any outside agencies.
- Attendance at their mainstream school for 40% of their timetable to maintain links with the school and to 'test' new skills developed at the Laurus AP school
- A decision on the best possible pathway for ensuring achievement of GCSEs / qualifications at the end of KS4.

Long term Placements

For those who require a longer term placement the following will be offered for the remainder of their Key Stage. It will include elements of the short term plan with the additions shown below. For some a medium term placement will be a mixture of the short and long term plans.

- Provision of an alternative educational environment that will lead to more successful outcomes in terms of achievement of GCSEs / qualifications, in comparison to their current projected outcomes within a mainstream educational environment.
- Provision of a programme of purposeful, personalised learning, mentoring and enrichment that will make inroads into a young person's perspective of themselves, of others and of the value of learning – with a view to them making a positive transition to a post-16 environment.
- In partnership with mainstream schools, a programme of partial reintegration to widen the curriculum opportunities for each young person and maintain their experience of a larger educational environment in preparation for their post-16 transition.
- Where appropriate, and working in partnership with mainstream schools, ensuring outside agency assessment is undertaken – including statutory assessment for an EHC Plan.

The School Day

There will be a minimum entitlement of 30 hours of taught time per FTE place. An important part of the school day will be the enrichment curriculum which will be focused on developing each young person's emotional needs including resilience and self-esteem. Whilst we have outlined below a typical school day, there will be sufficient flexibility to meet individual needs or the needs of the group as a whole. Most students will spend time within their mainstream school each week (accompanied by their key worker – an HLTA or TA) and the length of time will be determined through the assessments on entry and where the student is on their personal education pathway.

All students will receive a weekly 1- to-1 mentoring session with their key worker (HLTA/TA). This will help establish routines, and address any specific issues that are

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

raised. Referral to specialist support will be identified, for example counselling, but also the additional support which might be needed in class to support progress and achievement. This will deal with problems early and prevent a return to past behaviours shown through non-attendance, disengagement in lessons and barriers being raised to learning.

School Day: KS4 Achievement and Transition Placement & KS3

08:30 – 09:00	Registration and Breakfast Club
09:00 – 10:00	Lesson
10:00 – 11:00	Lesson
11:00 – 11:20	Break
11:20 – 12:20	Lesson
12:20 – 12:45	Lunch
12:45 – 13:45	Lesson
13:45 – 14:45	Lesson
14:45 – 15:45	Enrichment

School Day: Y10 Assessment Placement

08:30 – 09:00	Registration and Breakfast Club
09:00 – 10:00	Lesson
10.00 – 11:00	Lesson
11:00 – 11:20	Break
11:20 – 12:20	Lesson
12:20 – 12:45	Lunch

Qualifications

The qualifications to be offered are detailed below:

Qualification Name	Level
GCSE EnglishAQA	Foundation/Higher
GCSE Maths Edexcel	Foundation/Higher
GCSE Science OCR	Foundation/Higher
European Computer Driving Licence (ECDL) Computing	BCS Foundation/Higher
GCSE in a creative subject	Foundation/Higher
Preparation for Working Life AQA	Level1/2
Citizenship	Foundation/Higher
Additional GCSE of choice (home school)	Foundation/Higher
Additional BTEC of choice (home school)	Level1/2

The core offer will be followed by all the students, with their additional programmes of study supported.

D2 – measuring pupil performance effectively and setting challenging targets

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

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

- use the space provided below; and
- refer to the [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

Introduction

The school is being established with students who are currently disengaged and who have undiagnosed autism and SEMH, impacting on their attendance and engagement with education. These students are at risk of becoming NEET or having long-term health conditions which will carry on into adult life and therefore impact on their working life. This does **not** however mean that we should automatically expect less of them in terms of their academic achievement.

The Key Performance Indicators (KPI's) around which our targets will be set are:

- Academic Achievement including qualifications
- Emotional well-being, including behaviour, attendance and participation
- Destination and reintegration outcomes for all students.
- Student, parent/carer and commissioners satisfaction reports
- Quality of teaching

These KPI's will contribute to the delivery of the Laurus Trust vision

'for everyone, regardless of background or circumstance, to be inspired, thrive in all environments, recognise what it takes to succeed, set aspirational goals and work hard to achieve them.'

Targets

For most of the KPI's specific targets will be set at both an individual and whole school level. These targets will represent a partnership response as the mainstream's school involvement will be measured and will sit within their own KPI's.

Given the changing nature of the cohorts from year to year – in terms of incoming levels of ability / prior attainment, incoming levels of engagement / prior engagement,

D2 – measuring pupil performance effectively and setting challenging targets

background circumstances (LAC, SpLD, FSM) - the setting of targets has to be carried out in a nuanced, multi-faceted way.

There will be a 'Universal Target' agreed across the provision: *"Where prerequisites are judged to be in place (ie - attendance average. 90%, positive engagement in school, increased social and emotional well-being), students make expected or above expected progress."*

Academic Achievement

The curriculum strands of Core Academic and Additional Academic provide the context for this KPI and the associated targets.

Key Stage 4

Setting cohort targets is complex due to the highly individual nature of each individual cohort. Targets will be considered and set on an individual basis based on prior levels of attainment and using Progress 8 methodologies. Cohort targets will be based on all students having a positive Progress score in each subject based on students of similar prior attainment nationally using Progress 8 methodology. This means that students in the AP Free School will make more progress than students of a similar starting point nationally.

Over two academic terms students will have increased their baseline grade by one or more grades. These students have been out of the system for varying amounts of time and therefore will make rapid progress in the new setting

100% of all students attending for over half an academic term will achieve a qualifications in English and Maths, enabling them to access the next stage in their education.

75% of students will achieve an additional GCSE or BTEC award, via mainstream partners and/or vocational placements. We expect all students whose needs allow them to access this provision to be successful

Key Stage 3

- Using the Laurus Trust Foundation Stage levels, KS3 students will increase attainment by two sub-levels or more in all core subjects over an 18 week period. There will be evidence of further assessment and intervention in cases where prerequisites are in place but progress is slow i.e. assessment for dyslexic difficulties.

Emotional well-being, including behaviour and attendance

The curriculum strands of Social-Emotional and Alternative provide the context for this KPI and the associated targets.

Key Stage 4

- KS4 students attending for over one academic term show minimum of 25% increase in attendance – with 90%+ attendance being achieved after two

D2 – measuring pupil performance effectively and setting challenging targets

academic terms. Evidence of graduated intervention where not achieved i.e. use of TAC process, use of Young Person's Worker (LA funded).

- KS4 students over one academic term show 10% decrease in negative behaviour points –after two academic terms student is consistently in positive behaviour points for overall conduct score.
- 90%+ of Year 11 students achieve three sectional certificates for Duke of Edinburgh Bronze. 30% achieve the full award.

Key Stage 3

- KS3 students attending on an 18 week placement show minimum of 25% increase in attendance over first 6 weeks – with increase to 90%+ attendance achieved by the end of 18 weeks. Evidence of graduated intervention where not achieved.
- KS3 students show 10% decrease in negative behaviour points within school and partner mainstream school – after two academic terms student is consistently achieving positive behaviour points for overall conduct score.

Social-Emotional Targets across all Key Stages

- 100% of all students show measurable progress in at least one of the social-competence tests (Resiliency Scale, PASS, SDQ) when comparing entry and exit scores. (See sample data tracking sheet on page 51.) Evidence of graduated intervention where not achieved.
- Reduction of fixed-term exclusions, where student has a record of past fixed-term exclusions, with a target of 90% reduction for individual students. Less than 5% of the cohort should have received a fixed-term exclusion over the course of one academic year.

Destination and reintegration outcomes for all students.

- A target of 0% NEETs is maintained, based on historical trends, except where a medical issue has caused NEET status.
- 90% of all students should be accessing provision at a mainstream partner school, vocational placement or a post-16 college.
- 100% of students on Y10 or Key Stage 3 assessment placements are fully reintegrated back to their mainstream school

Student, parent/carers and commissioners satisfaction reports

The nature of the placements being established within school make it important that we have a rigorous and robust tracking system that enables us to measure performance on a regular basis. The sharing of this information with students, parents/carers and the schools is imperative if we are going to ensure that both academic and emotional progress is made.

Throughout each placement from a mainstream school all stakeholders will be regularly consulted. Written feedback reports will be used to inform continuous improvement in service. Reports will be shared on a regular cycle via a secure portal. Exit Placement consultations will also take place to ensure that opportunities are

D2 – measuring pupil performance effectively and setting challenging targets

provided for clear and meaningful feedback. 100% satisfaction from these consultations is a KPI.

Assessment, data tracking, monitoring and measuring progress

The new provision will adopt a Chartered Institute of Assessors Verified method of assessing students to identify their strengths / difficulties as a learner alongside strengths / difficulties in emotional-social interaction. This method will be transferred over from the Pendlebury Centre.

The school's data systems will be overseen by the Head of School in the first instance and will operate as outlined below. All academic assessments will be carried out by teachers.

Aspect	Standard Operating Procedures	Purposes	
		Identifying Strategies	Review
Academic	Baseline of subject levels / grades established on entry, within first 2 weeks. This is established through use of subject-based assessments (such as previous exam papers) and use of subject data provided by referring school. Assessment of abilities / foundational attainment undertaken on entry and on exit (or after 12 months if student is still at provision) covering reading decoding, reading comprehension, spelling and maths computation. Half-term subject progress reporting by subject teachers.	<p>This will enable the school to identify for each referred student any discrepancies in academic skills set / potential learning difficulties.</p> <p>This will enable school to set an accurate baseline on which the student's progress can then be tracked at regular intervals.</p> <p>This information will inform Team Around the Child meetings, any EHC plan referrals / updates</p> <p>This will inform interventions for each student.</p> <p>This will inform reintegration / transition planning for each student.</p>	<p>This will enable the school to scrutinise progress at half-termly intervals – focusing on subject performance alongside performance of cohorts such as male / female, ethnicity, FSM, LAC etc.</p> <p>This will enable the school to be aware and responsive to the changing cohort – identifying trends, such as referral of students with particular difficulties, particular statuses such as LAC – this will be used also to inform the early interventions / support taking place within partner schools.</p> <p>This will enable the school to undertake self-evaluation in terms of:</p> <ul style="list-style-type: none"> - Subject performance

D2 – measuring pupil performance effectively and setting challenging targets

			<ul style="list-style-type: none"> - Teacher performance - Use of additional resources such as TAs
SEMH	<p>Series of social competence tests (see below) undertaken on entry and on exit (or after 12 months if student is still at provision) using the Resiliency Scales, Strengths and Difficulties Questionnaire and PASS (Pupil Attitudes to Self and School).</p>	<p>This will enable the school to establish a profile for each referred student in terms of their Social, Emotional and Mental Health – confirming professional observation, and at times, challenging any notions that are incorrect</p> <p>This will enable school to set an accurate SEMH baseline on which the student's progress can then be evidenced.</p> <p>This information will inform Team Around the Child meetings, any EHC plan referrals / updates</p> <p>This will inform interventions for each student.</p> <p>This will inform reintegration / transition planning for each student.</p>	<p>This will enable the school to evaluate and evidence its offer as a specialist provision providing a holistic approach to student development.</p> <p>As with academic data, the school will be able to have a clear view of cohort commonalities and trends, being able to deploy / redeploy resources as necessary.</p> <p>The school will be able to evaluate / evidence the individual performance and impact of its personnel.</p>
Engagement	<p>Baseline set on referral using attendance % for academic year and attendance % for 12 weeks prior to referral.</p> <p>Other key aspects also noted where relevant – number of previous Fixed Term</p>	<p>This will enable the school to establish a baseline for each student in terms of their engagement in school, which future progress can be tracked against and evidenced</p> <p>This shapes interventions</p>	<p>This will enable the school to evaluate and evidence its offer as a specialist provision providing a holistic approach to student development.</p> <p>This will assist the school to evaluate its response systems in</p>

D2 – measuring pupil performance effectively and setting challenging targets

	Exclusions / number of hospitalisations. Summary for each student produced in 2 – 3 week cycles weeks (depending on length of term) detailing attendance and conduct for the reporting period – drawn from SIMS data base.	undertaken by the Attendance Worker. This information will inform Team Around the Child meetings, any EHC plan referrals / updates	relation to attendance and behaviour management.
--	--	--	--

Baseline Assessments (carried out by HLTAs)

The provision will undertake detailed formative assessment with all students referred for support / placements. This will involve:

Academic

- Core subject assessments, moderated by partner mainstream schools within the MAT
- Standardised attainment tests focused on reading decoding, reading comprehension, spelling and basic numeracy.
- The WRAT-4 gives a good first indication in terms of shaping the SEN Coordinator's thinking around individual access arrangements.
- The WRAT-4 helps inform the Maths team, in terms of interventions.
- The personalised selection of assessments where need is observed – such as use of the DASH for handwriting and Edinburgh 4 for extended reading, will help discern the more nuanced difficulties of some students.

Social Emotional

- Standardised social competence tests focused on resilience, self-esteem, emotional literacy and risk of SEMH escalation.
- There will also be a 'track back' in terms of looking at historical patterns of behaviour and attendance.
- The Resiliency Scale will shape the targets given on PLPs.
- The PASS provides a useful report for Educational Psychologists, ahead of assessment around learning.
- The SDQ is an important tool and will be useful when we report onwards to CAMHS.

Case studies

The sample data tracking sheet on the following page is currently used at the Pendlebury Centre and will be adopted in the new provision. It demonstrates how progress is measured over a relatively short period of time:

Student C Significant increases in attendance alongside a significant increase in their resiliency score. This also runs alongside the achievement of 4

D2 – measuring pupil performance effectively and setting challenging targets

GCSES in core subjects (Maths, English, Science, and ICT) and three alternative awards.

Student M Reduction in negative behaviour/interactions and significant strides towards positive behaviour /interactions in the educational environment. Again, this sits alongside academic attainment.

Name	2.1					2.2					2.3					2.4		2.5		2.6		2.7		2.8			
	PC Start Date	Approx Months at PC	Att % for yr prior to PC	Att % for 12 wks prior to PC	Overall Att % Y10 at PC	Attendance % Aut 1	Attendance % Aut 2	Attendance % Spr 1	Attendance % Spr 2	Attendance % Sum 1	Conduct Score Aut 1	Conduct Score Aut 2	Conduct Score Spr 1	Conduct Score Spr 2	Conduct Score Sum 1	Entry Emotional Literacy	Exit Emotional Literacy	Entry R_Scale - Resiliency	Exit R_Scale - Resiliency	Entry R_Scale - Vulnerability	Exit R_Scale - Vulnerability	Entry SDQ - Heightened Risk Areas	Exit SDQ - Heightened Risk Areas	Further Intervention and Support	GCSEs	Alt Awards	Exam Absences
						Progress = increase over time + increase vs entry % + stabilising pos %					Progress = increase over time + stabilising pos score					Progress = increase		Progress = increase		Progress = decrease		Progress = elimination					
C	06/14	9	54	36	61	<u>66</u>	<u>60</u>	<u>61</u>	<u>72</u>	<u>90</u>	17	6	14	16	24	47	62	<u>36</u>	<u>54</u>	60	55	E C	/	TAC	<u>4</u>	<u>3</u>	0
M	12/14	5	61	60	/	/	83	61	76	71	<u>1</u>	<u>0</u>	<u>-26</u>	<u>3</u>	<u>39</u>	45	56	16	43	77	53	E B C	B C	Acc Arr	<u>3</u>	<u>4</u>	0

* = 'Disruptive Life Event' – change in primary carer, serious illness of student, hospitalisation, new diagnosis for student, parental breakdown, new sibling, serious illness of immediate family member

D2 – measuring pupil performance effectively and setting challenging targets

The new provision, building on the existing expertise at the Pendlebury Centre, will create Personalised Learning Plans for each student, based on their formative assessment, professional observation, student voice and liaison with both parents/carers and any outside agencies. This '360' approach is already well-established at the Pendlebury Centre. These Personalised Learning Plans will ultimately transfer back to partner schools / post-16 as each student moves on.

[NAME]		D.O.B: [REDACTED]	PLP No: 1 Date: [REDACTED] Review:	Mainstream School: [REDACTED] School
My Goals: 1. To pass three GCSE's – English, Maths and Science 2. To apply and gain a place on a post-16 vocational course – explore possibility of a Public Services course. 3. To develop skills in order to cope and manage effectively with stressful situations.		Success Criteria: [NAME] gains at least three GCSE's including the core subjects which will then enable him to do an apprenticeship when he leaves school. [NAME] able to readily and realistically identify his strengths and weaknesses as a learner – and in turn making clearer study choices. [NAME] sharing worries and concerns with an identified member of staff and has a 'toolkit' of strategies for dealing with stressful situations. No repeat of serious incidents of verbal abuse and threatening behaviour.		
<i>I am good at...</i> <i>I am most interested in and enjoy...</i> <i>I like school mostly when I...</i>	<i>I find it difficult to...</i> <i>My triggers are...</i>	<i>Things we can do to help me...</i>		
Academic: <ul style="list-style-type: none"> I am keen and willing to learn. I cooperate with staff and am eager to do well. I want to get the most out of my time at Pendlebury. I feel better solving problems with my hands / fixing things practically. I like working in groups. Social/Emotional: <ul style="list-style-type: none"> I am keen on sport – I like playing team games like football. I can be a loyal friend. I can make friends quite quickly. 	Academic: <ul style="list-style-type: none"> I can be forgetful and need reminders about what I should be doing. I feel the ADHD medication can make me feel tired and irritable towards the end of the school day. I struggle to recognise what I am good at. Social/Emotional <ul style="list-style-type: none"> When I get upset, I will sometimes stay upset for hours or even a day. I can hurt others when I get upset, which I then feel guilty about later. I can sometimes get 'led along' by others and be the 'fall guy'. 	My mainstream school will: <ul style="list-style-type: none"> Provide funding for a Young Sports Leader placement. Provide resources to support reading at home. Pendlebury will: <ul style="list-style-type: none"> Provide one to one time with a member of staff at the start and end of the day to discuss and share any issues/ concerns before they escalate. Help to boost [NAME]'s self-esteem using praise and encouragement in order to minimise [NAME] putting himself down by thinking negatively. Parent/carer will <ul style="list-style-type: none"> Continue to encourage [NAME] at home Continue to support [NAME] with his ADHD medication Communicate with school if [NAME] has had a dispute with a peer or is holding on to a grievance I will: <ul style="list-style-type: none"> Continue to work cooperatively with staff in lessons Work with an identified member of staff sharing my worries and concerns aiming for positive outcomes. 		

The information gained from the above will also be used, where necessary, to:

- Trigger and inform further specialist assessment from outside agencies, including educational psychologists, psychiatric professionals and speech & language therapists.
- Trigger and inform referral for an EHC Plan.

The provision will utilise existing relationships / links established to assist with the ongoing review and continuous improvement of their special assessment and tracking methods. SENCo's within the MAT and Emotional well-being leads will contribute to this aspect of assessing and reviewing.

Monitoring and measuring the quality of Teaching

The Laurus Trust believes that quality first teaching is the key to each student's success and appropriate for all types of provision. We recognise that the difference happens in the classroom and therefore it is essential that staff are the best they can be.

D2 – measuring pupil performance effectively and setting challenging targets

'We know that leadership is second only to classroom teaching as an influence on pupil learning.'

(Leithwood et al., 2008)

Outstanding teaching will be based first and foremost on national guidance (Ofsted Criteria, National Standards for Teachers). We will also draw on principles, given the nature of the AP cohort, around the teaching of students with specific learning difficulties – namely Orton-Gillingham. In terms of how this is interpreted and observed as a reality in the new school this will be triangulated using Trust wide QA protocols.

D2 – measuring pupil performance effectively and setting challenging targets

<u>O-G Aspect</u>	<u>Teacher Actions</u>	<u>Student Observables</u>
Targeted	<p>Teacher uses baseline testing to build up a profile of students individually and acts upon this in activity design and use of language.</p> <p>Teacher uses assessment from previous lesson to shape currently lesson.</p> <p>Teacher intersperses formative assessment in the lesson to identify areas of weakness and strengths. The teacher responds organically to this, going 'off piste' from the lesson plan as and when required.</p>	<p>All students are active participators for the majority of the time in lessons.</p> <p>Students are observed experiencing 'quick wins' and 'long campaigns' in terms of the thinking challenge behind activities.</p> <p>Students are observed using language and literacy skills, in line with their current development stage.</p>
Multi-Sensory	<p>Activity instructions are modelled as well as told.</p> <p>Resources are accessible through a varied and imaginative use of text, image, sound and touch.</p> <p>Text resources are made accessible through clear 'keep track and understand' strategies'.</p> <p>Teacher coaches in the use of language and text.</p>	<p>Majority of students on-task following beginning of activity, only minority required further clarification.</p> <p>All students can access the resources.</p>
Structured	<p>The lesson has a clear destination / progression – there are clear, appropriate aims matched with tangible outcomes.</p> <p>The lesson fits in with a sequence of lessons, forming part of a clear scheme of work with clear aims and outcomes.</p> <p>The teacher gives clear signposting to students about their 'flight path' – teacher is enthusiastic, clear in delivery of this.</p>	<p>Students can describe where they are going as well as what they are doing.</p> <p>Students show a level of security / comfort with classroom routines.</p>
Overlearning	<p>Teacher plans in recap / consolidation activities – using 'stirrers' and 'settlers' as appropriate.</p> <p>Teacher has extension activities ready for students who succeed quickly. Teacher uses formative assessment strategies to determine this.</p> <p>Teacher has activities for students who have been absent and may</p>	<p>All students contribute to feedback for AFL – be it through simpler, recall answers (Level 1 & 2 on O-G Blank Model) or answers that demand greater verbal reasoning (Level 3 & 4 on O-G Blank Model).</p>

D2 – measuring pupil performance effectively and setting challenging targets

	have gaps in prior learning that need addressing to then access current lesson.	
Emotionally Sound	<p>Teacher adopts an upbeat, friendly yet business-like tone.</p> <p>Teacher encourages students to problem-solve through questioning and activity design.</p> <p>Teacher designs pair and group task to encourage constructive social interaction.</p> <p>Teacher manages behaviour constructively through proactive strategies as well as reactive strategies.</p>	<p>Students providing 'how' and 'why' answers, not just 'what' answers.</p> <p>Students demonstrate a level of respect for the teacher and the lesson as a whole – paying attention when signalled, following clear routines for Q & A etc.</p>

To monitor, maintain and where necessary undertake improvement initiatives towards this 'gold standard', there will be a number of monitoring systems coordinated by the Teaching and Learning Lead in the Laurus AP school, reporting through appropriate channels and protocols both in the AP school and to the Trust:

- Lesson Observations, in line with Performance Management Cycle, undertaken by SLT and Teaching and Learning Lead
- Learning Walks – two per half-term, all staff participation in delivery – some learning walks 'themed' in relation to school improvement priorities around teaching and learning
- Regular Planning scrutinies
- Book / folder / portfolio scrutiny, with focus points such as marking and feedback
- Student Interviews
- Progress / Attainment – Check each Half-Term, Enhanced Scrutiny for KS4
- Classroom Environment Scrutiny, as part of learning walks

The above processes around target setting, data collection and monitoring the quality of teaching are recognised by the Laurus Trust as being appropriate to an AP setting and sit within Trust wide QA procedures, designed to ensure the highest standards of teaching and the best possible outcomes for students regardless of phase or type of provision.

Professional Learning

As a Trust we will provide first class professional learning as well as effectively monitoring the performance of teaching staff in order to ensure that students are receiving the best education possible. The reference to 'everyone' in the Trust's vision is significant

D2 – measuring pupil performance effectively and setting challenging targets

‘for everyone, regardless of background or circumstance, to be inspired, thrive in all environments, recognise what it takes to succeed, set aspirational goals and work hard to achieve them.’

An important aspect of the culture across the Trust is the principle that we are all learners. We believe that the best educators are the best learners. All teachers should be striving to get better, to improve, in order to provide a better education for the students they come into contact with. Great teachers believe in the growth of intellect and talent, and they are fascinated with the process of learning. Across the Trust we will provide significant amounts of professional learning opportunities in order to ensure that staff continue to learn and to improve. As with the curriculum for the students, we understand that learning takes time and the professional learning approaches we will deliver will ensure that staff development is also taking place over time.

All staff at Laurus AP free school will be involved in Professional learning. Staff will work within an action research community to ensure that they are reflecting and developing their own practice. This model has been running within CHHS for several years and has been an influencing factor in the school's success.

It is also important for staff to be able to access subject specific expertise. Therefore they will work with staff from other Trust schools in developing their own subject specific pedagogy. This model encourages and promotes sharing of expertise so that specific methodologies used and developed in the Laurus AP school can similarly be shared with mainstream colleagues across the Trust. The geographical nature of Trust schools will ensure that this can take place.

Further/ voluntary professional learning takes place within Trust schools on a weekly basis. These events will be timed to ensure that staff at the Laurus AP school can access them. This will enable a community of practice to develop across the trust schools.

Finally all staff at the Laurus AP free school will be able to access the Masters of Education programme that is delivered by the Trust in conjunction with Manchester Metropolitan University.

Professional learning will be monitored using Guskey's Five Critical Levels of Professional Development Evaluation (Gutsky, 2000). This will enable the trust to see the impact that Professional learning is having on the teachers, students and outcomes.

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

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

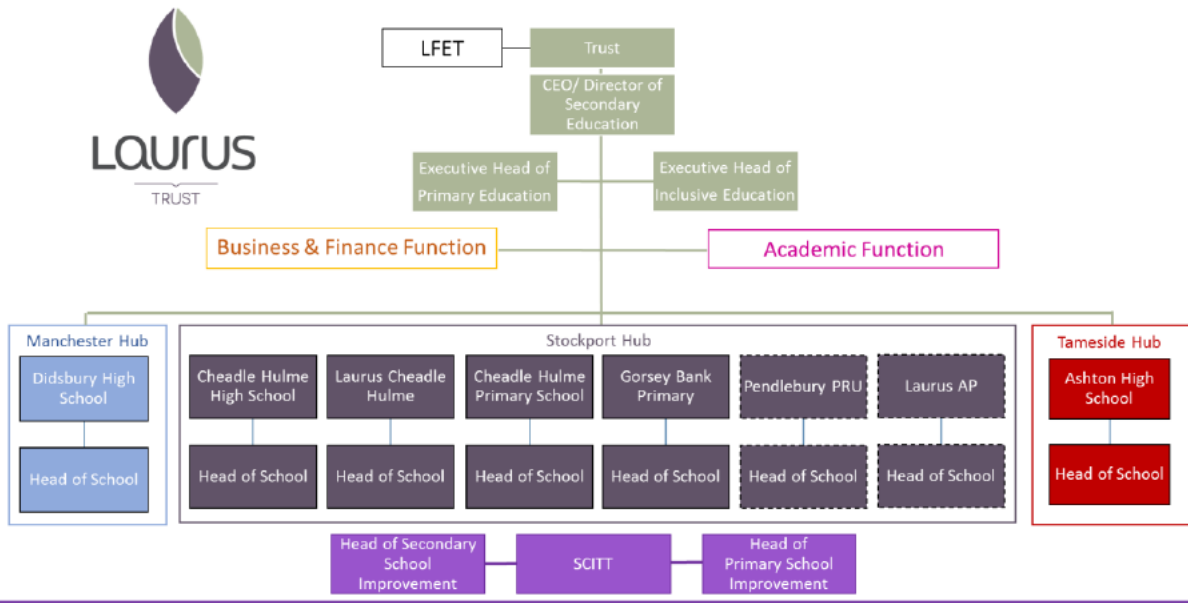
All applicants will need to complete the table below but you will give us different information depending on which of the assessment criteria you meet. Please:

- use the space provided below; and

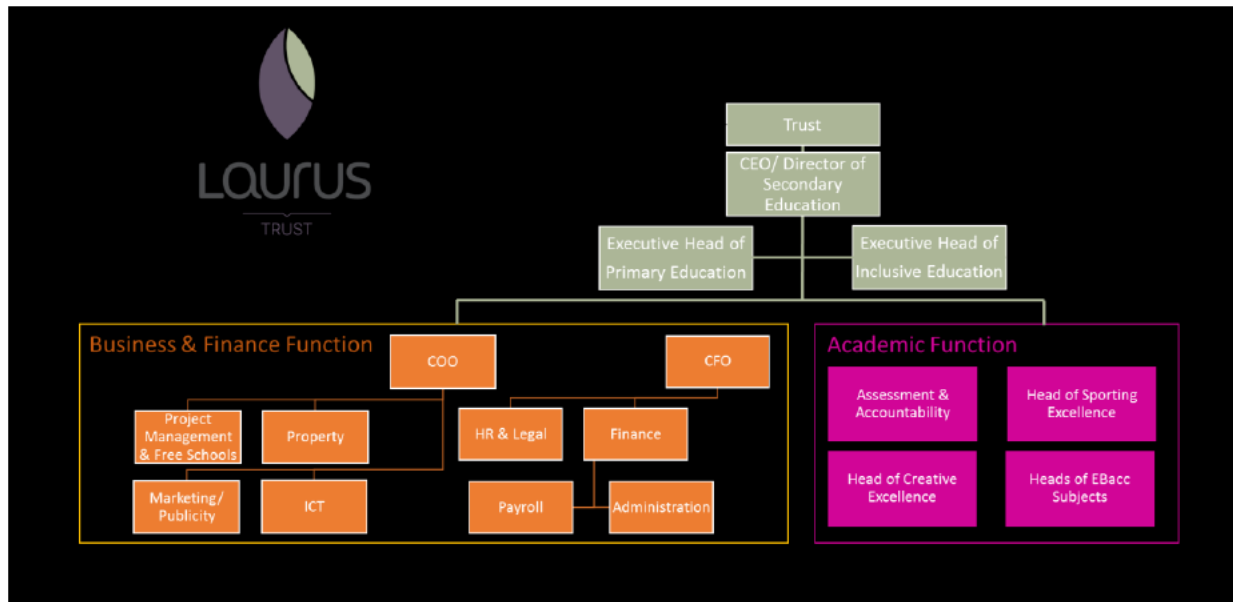
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

The following organograms outline the lines of accountability within the Trust:



The Altius Teaching School Alliance



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

The table shows the proposed staffing structure in line with pupil numbers:

Staff/year	Sep-18	Sep-19	Sep-20	Sep-21
Students on Roll	20	40	60	80
Leadership Team				
Executive Head*	0.5	0.5	0.5	0.5
Head of School	0.5	0.6	0.75	1
Deputy Head/ Director of Curriculum				1
CFO*	0.1	0.1	0.2	0.2
Business Manager		0.4	0.5	1
Total leadership	1.1	1.6	2.0	3.7
Teaching Staff				
English Coordinator	1	1	1	1
Maths Coordinator	1	1	1	1
Science Coordinator	0.4	1	1	1
English			1	1
Maths		0.5	1	1
ICT	0.2	0.4	0.6	1
Enrichment/General/PE	0.2	0.4	1	1
Vocational delivery	0.2	0.4	0.6	1
Total teaching Staff	3	4.7	7.2	8
Support Staff				
Higher Level TA (Therapeutic staff / Key Workers)	2	3	4	4
Teaching Assistants (Therapeutic staff / Key Workers)	2	4	6	8
Senior Finance Officer/Administrator	1	1	1	1
Administrator			0.5	1
Placement Officer	0.2	0.4	0.5	1
Midday Assistants		0.2	0.4	0.4
Total support staff	3.2	5.4	8	11

* Central Laurus Trust resource

As outlined in section D2, outstanding, quality first teaching is at the heart of the Laurus Trust. Staffing in all Trust schools will be of equally high quality, allowing the sharing of expertise and the development of staff as a two way process. A relentless focus on

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

pedagogy, subject knowledge and the ability to deal with complex learners will contribute to the realisation of the Trust vision

'for everyone, regardless of background or circumstance, to be inspired, thrive in all environments, recognise what it takes to succeed, set aspirational goals and work hard to achieve them.'

The staffing at the school will have to be flexible from the outset with many people carrying out multiple roles. As part of the MAT we will be able to call upon the Trust wide Heads of Ebacc subjects to support the curriculum offer.

All members of staff including the Head of School and Director of Curriculum (Deputy Head) will have a teaching commitment as well as their leadership and management responsibilities.

The four HLTA's will hold specific responsibility within the school, for example an Attendance Lead, Reintegration and Inclusion Lead and an Enrichment Lead, except in Year 1 where the roles will be shared between the non-teaching staff.

Staffing years 1 – 4

The above model is based on an assumption of an average group size of 8 and 1 to 1 support for some students. In the Years 1-3 some teaching staff will be shared with existing Laurus Schools, which will include the Pendlebury Centre. Furthermore, one of the Trust's mainstream Free Schools, also in Stockport, will be growing year on year during the same time frame which will also facilitate the sharing of key staff.

External networks

The Laurus Trust will commission a range of experts who can support assessment and intervention of the students referred, including an Educational Psychologist, a Speech and Language specialist and an Occupational Therapist to work with all schools across the Trust.

Leadership and Management

The Members of the Laurus Trust and the governing body will establish a governance and staffing model for the school that mirrors best practice and meets need as it develops. This may include developing a commissioning body which supports and monitors students referred into the school. Leadership and management of the school are important in ensuring that all students reach their potential and have access to high quality teaching and effective intervention packages. All staff will go through a rigorous induction programme so that they clearly understand both the school's and Trust's expectations. We will implement a distributed leadership approach across the school with every member of staff understanding their role and responsibility to achieve this.

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

Executive Head/Director of Inclusion (Trust level)

(In Years 1-3 will also share the role of Head of School)

The Executive Head AP/Director of Inclusion will have a clear strategic role in the development of the school in line with the MAT development and the support identified from the schools both within and outside of the MAT. The main activities will be:

- Direct reporting and accountability to the Trust CEO
- Engagement with the Trust and MAT academic function
- Accountability to Commissioners of student places
- Strategic responsibility for Safeguarding
- Strategic planning including the ethos, development plan and SEF
- Leadership of the Heads of AP provision
- Links with strategic partners
- Staffing
- Links with trustees, including termly reports.
- Policies and procedures, to update and implement
- Recruitment
- Running the school as an effective business
- Advising the Trust Schools on Inclusion and implementing a Trust wide strategy.

Head of School

(In Years 1-3 will also take the role of Deputy Head of School - Director of Curriculum)

The Head of School will have a clear operational role in the development of the school in line with the MAT's development and the support identified from the schools both within and outside of the MAT. The main activities will be:

- Direct reporting to the Trust Director of Inclusion
- Engagement with the Trust and MAT Headteachers
- Overall responsibility for Safeguarding and Health and Safety issues
- Operational responsibility for Safeguarding
- Leadership of the Senior Leadership Team
- Links with governors, including termly reports
- Operational management of staff performance management and appraisal system

Senior Leadership Team

The SLT will be led by the Executive Head and will consist of the Head of School, Deputy Head of School (Director of Curriculum) and Business Manager. All members will contribute to the overall leadership and management of the school but will be allocated specific areas of responsibility.

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

Deputy Head of School - Director of Curriculum

The Director of Curriculum will be responsible for all matters concerned with the curriculum structure and development and improving standards in teaching and learning. They will ensure that the curriculum is challenging and meets both the academic and emotional needs of the students.

- To contribute to the Senior Leadership Team in planning for the continued development and delivery of high quality education and standards of practice across the full range of the school ensuring the efficient use of available resources.
- To assist in maintaining and developing an organisational framework to ensure the effective delivery of support to students experiencing difficulties in maintaining their school placement.
- To lead on data analysis, SEN, Tracking and Assessment, Performance Management.
- To have regard for and implement statutory requirements for students educated 'otherwise'.
- Effective deployment of all teaching and non-teaching support staff (TA's)
- SENDCo
- To have responsibility for the care and personal welfare of students whilst at the centre and to access external agency support as and when appropriate to support the students' progress.
- To ensure the effective implementation of policy and procedures aimed at the maintenance of good order and discipline at all times for students supported by the centre.
- To ensure that all statutory and Services to People procedures for students with Special Educational needs are adhered to.
- To ensure students' educational programmes are reviewed regularly and that appropriate records are maintained relating to the educational programme for each student.
- To play a major role in developing and ensuring coherence across the MAT and referring secondary schools in respect of initiatives to support disaffected students, especially those with social emotional and mental health needs and autism
- To teach a Secondary Core Curriculum area

Business Manager

(In Year 1 this role will also be taken by the Senior Finance Officer)

The Business Manager will report to the CFO of the Trust and will have responsibility for the operational activities of the school on a day to day basis. This will include:

- Finance, planning and management
- Personnel (HR)

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

- Estate Management, use of premises and facilities management
- Line manage School Administration team and caretaking support
- Exams Officer

Financial resilience if the school should open under the target numbers

In a situation where the school opens with less than the anticipated student numbers of 20 in year 1 and 40 in year 2, the Trust would look to adopt the following measures:

- a) Approach other schools and Local Authorities (e.g. Tameside) with a view to them commissioning places at the AP free school
- b) Utilise the teaching staff within the Trust's Teaching School providing School to School support and Continuing Professional Development to other schools. This could generate income of £350-£450 per day per teacher. Specifically the Maths and English Co-ordinators time would be 0.5 in year 1 in a scenario when pupil numbers were 30% lower than anticipated.
- c) Reduce variable non-staff costs in line with a reduction in numbers
- d) Delay recruitment of support staff (HLTAs and TAs) to match pupil numbers and utilise other Trust support staff, particularly finance and admin within the AP school.
- e) Letting of empty space to other health professionals i.e. counsellors or local groups during the day as well as evenings and weekends.

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

The Laurus Trust's Vision is *'for everyone, regardless of background or circumstance, to be inspired, thrive in all environments, recognise what it takes to succeed, set aspirational goals and work hard to achieve them.'*

This vision can only be achieved in schools which have inclusivity at their core and which place great importance on ensuring that written policies and operating procedures are translated into everyday actions and ways of behaving which generate a welcoming, tolerant and inclusive community.

Below is an extract from the Laurus Trust Single Equality Scheme, followed by examples of how this policy will be implemented in the day to day life of the Laurus AP school:

Extract from the Laurus Trust Single Equality Scheme

The Laurus Trust welcomes its duties under the Equality Act 2010. We will work towards building a culture that values diversity and equality, by recognising and appreciating individual needs and differences. In the Laurus Trust, everyone is valued highly and tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum provides equal opportunity for all students to maximise their potential regardless of:

- Disability
- Gender identity/reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Within the Laurus Trust we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion. We endeavour to promote positive relationships with parents, governors and members of the wider community.

We aim to:

- ensure that every member of the school community has opportunities to achieve the highest possible standards and the best possible qualifications for the next stage of their life and education;
- develop a curriculum and resources to support all students' learning;
- provide equality of opportunity for all students;
- provide a learning environment where all individuals see themselves reflected and feel a sense of belonging;
- prepare children for life in a diverse society in which children are able to see their place in the local, regional, national and international community;

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

- include and value the contribution of all families to our understanding of equality and diversity;
- provide positive, non-stereotyping information about different groups of people regardless of gender, ethnicity, disability, sexual orientation, religion and age;
- plan systematically to improve our understanding and promotion of diversity;
- actively challenge discrimination and disadvantage;
- make inclusion a thread which runs through all our activities.

To achieve these aims we will:

- involve stakeholders in the development, review, evaluation, and impact assessment of all relevant improvement plans, policies and procedures;
- publish and share our policies and impact assessments with the whole community;
- collect and analyse data to ensure all groups are progressing well and no group is subject to disadvantage;
- use all available information to set suitable learning challenges for all, respond to students' diverse needs and overcome any potential barriers to learning;
- ensure that the wider school curriculum makes explicit and implicit provision to promote and celebrate diversity;
- respect the religious beliefs and practices of all members of the school community and comply with reasonable requests for religious observance and practice;
- have high expectations of behaviour which will demonstrate respect to others.

British values and the Prevent duty

Fundamental British Values - tolerance, democracy, liberty and respect for the rule of law -are embedded throughout the Trust community. Our Leadership and Service cornerstone recognises the fundamental importance of highlighting and promoting these values:

We value individuality, celebrate diversity and encourage our students to have the confidence to think for themselves, whilst emphasising the importance of tolerance, teamwork and collective responsibility. We place great importance on both leadership and participation and encourage students from all backgrounds to take on roles of responsibility and engage in School activities. By the time they leave us, we want each student to have that true sense of self worth which will enable them to make wise choices, stand up for what is right and what they believe in and, in doing so, be of value to society.

Unashamedly high expectations are set across the Trust for the promotion of tolerance, respect, understanding and appreciation of the diverse communities in which we live. These expectations will apply in the Laurus AP school. Through our curriculum strands and enrichment opportunities we aim to develop the ability to recognise the difference between right and wrong so that students are increasingly able to respect the civil and

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

criminal law of England and in turn students develop their own moral code. Students will be given opportunities to develop their individual sense of self whilst equally recognising the importance of respecting British values and cultural diversity. They will be encouraged to offer reasoned views about moral, religious and ethical issues whilst learning to appreciate the viewpoints of others on those same issues.

In order to foster a climate of intelligent and informed debate in times of national and international threats of terrorism (and in line with our responsibilities in relation to the Prevent Duty - that “schools should provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments”) Trust staff receive training on identifying and understanding risks, protecting students and providing a safe environment for exploring sensitive or controversial issues. The Social-Emotional curriculum strand will provide opportunities for discussions of this type.

Safeguarding

As per the Laurus Trust Safeguarding Policy, all members of staff, volunteers and governors are trained in safeguarding and child protection issues as part of their induction process. The procedures relating to safeguarding and child protection are then discussed with all staff annually. *Keeping Children Safe in Education* is shared with and made available to all staff.

Staff also receive training on gender related issues and homophobic language. Stereotypes are challenged through the exploration of issues such as transgender awareness. This gives the clear message that the Trust welcomes and values every student, parent, carer and member of staff.

Preparing students for life in modern Britain

The Cornerstones programme provides the framework for this aspect of the work of the Laurus Trust, and in particular the Cornerstone of Leadership and Service.

In preparing students to ‘function as an economically active member of British society’ (Ofsted: School Inspection Handbook), the Laurus Trust is committed to providing a wide range of activities and opportunities to support its CEIAG provision. The Trust currently works with ‘New Economy’ to ensure that Senior Leaders and staff delivering advice are aware of Labour Market Information for the Greater Manchester area and how to use this to inform students. The Trust already has strong links with SETA Education and Training, the Cartwright Group (Engineering), STEMNET and ‘inspiringthefuture’ organisations. At Key Stage 3, we will work with Young Enterprise through their ‘Learn to Earn’ and ‘Your School, Your Business’ programmes designed to encourage students to speak to a group, develop confidence, assess their enterprise abilities and analyse and solve problems. At the start of Key Stage 4 students will be taken through a series of workshops to ensure that they are in a position, in terms of

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

their skills, to take advantage of the opportunities which we will offer. This will be delivered through our existing links with www.futurefirst.org.uk and supplemented by our relationships with groups such as Interserve and Totalpeople.

Similarly we fully engage with The Manchester Chamber of Commerce and the work of 'New Economy' (www.neweconomymanchester.com) when structuring the focus of careers provision. Based on the latest available data it is now anticipated that there will be a net gain of 110,000 new jobs across Greater Manchester by 2024 and New Economy report that 'the top three occupation types by growth in the next decade are expected to be: professional, associate professional and technical and management, directors and senior officials.' (New Economy - January 2015). The New Economy Greater Manchester Skills Analysis (2015/2016) reports that Greater Manchester's professional services sector has seen the fastest growth in employment of the last three years. Other sectors adding employment include property, arts, entertainment and recreation and retail. The Manchester Evening News reported a 28% rise in job vacancies in the 12 months up to May 2015. This was much bigger than the 18% recorded, for the same period, nationally. The biggest areas of growth have been for HR and supply chain and logistics professionals. The financial services industry is 'also seeing a boom in the north west' (Manchester Evening News. 29th May 2015). By continuing to review LMI information such as this, the Trust will tailor the particular sectors of the local business community that it engages with. The Trust will subscribe to the recently (August 2015) released ASCL '*Foundation code on Careers Education, Information, Advice and Guidance (CEIAG)*'. The foundation code will serve as a sound starting point in the achievement of 'Inspiring IAG' award (www.inspiringiag.co.uk). The Trust also has experience of gaining Centre of Excellence status from PFEG for Financial Education. This experience will be used to ensure that financial education is at the heart of CEIAG provision.

In terms of preparing students for future success, the Laurus Trust is acutely aware of its key aim to ensure that its students have access to an all round educational experience which rivals that on offer in private schools. The recent report published by the Sutton Trust – *Leading People 2016* – demonstrates that

“the UK’s professional elite is disproportionately educated at private schools and Oxbridge”.

The following three extracts from the report underline much of what drives the Laurus Trust in its pursuit of all round opportunity and excellence –

“While private school and Oxbridge students often have higher academic achievement, it is not just grades that determine future career success. These students often have the social skills and advantages – from higher aspiration and greater extra-curricular

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

opportunities, to easier access to professional networks – that precipitate career success.“

“As Ashley et al. have found, “elite firms define ‘talent’ according to a number of factors such as drive, resilience, strong communication skills and above all confidence and ‘polish’, which... can be mapped on to middle-class status and socialisation.”

“Recent research in the UK, including by the Sutton Trust, has also suggested that non-cognitive skills, including confidence, aspiration and ambition, are more likely to be possessed by those who come from higher socio-economic groups and by those who attend private schools. And that these, too, are often highly prized by employers. Again, these raise broader questions of inequality in UK society, beyond the immediate remit of this report, but are important to consider in any discussion of access.”

The Cornerstones Programme generates an Enrichment curriculum and opportunities designed to address this question of ‘access’. We strongly believe that exposing students to the type of opportunities outlined in section D1 (Enrichment) is key to us not only achieving our Trust vision

for everyone, regardless of background or circumstance, to be inspired, thrive in all environments, recognise what it takes to succeed, set aspirational goals and work hard to achieve them.

but also to enabling us to contribute to a more equal and inclusive education system in Britain.

How the Laurus Trust policies and principles will be implemented and realised in the AP Free School

We aim to create a welcoming school where everyone is valued highly and where tolerance, honesty, co-operation and mutual respect for others are fostered. We are committed to the development of the whole person within a supportive, secure and creative environment. A broad, balanced and appropriate curriculum will provide equal opportunity for all students to maximise their potential regardless of age, gender, sexual orientation, race, colour, religion or disability. The Social-Emotional and Alternative curriculum strands will deliver specific aspects focussing on these areas and are described in section D1. We will endeavour to promote positive relationships with parents, governors and members of the wider community.

Specifically, we will:

- Provide a safe, nurturing environment in which students who have become habitually withdrawn and passive within school environments – believing this to be the most effective coping strategy – will develop both confidence and communication skills.

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

- Provide a challenging environment to help change the interactions / reactions of those students who express their discomfort through more 'acting out' behaviours – which can lead to significant disruption in a learning community.
- Provide a curriculum, supported by a wider school culture, which promotes a positive sense of British citizenship. This involves an outstanding PSHE curriculum and Duke of Edinburgh Award opportunities, including volunteering in the local community .
- Provide a learning environment where all students see themselves reflected and feel a sense of belonging - a community in which student voice / democracy is actively promoted. This will involve specific initiatives on an individual level (social-competence surveys and the PLP process) alongside whole-community initiatives such as weekly 'Forum' slots, similar to a school assembly and an opportunity to celebrate achievements and recognise successes.
- Provide opportunities for students to engage in social, moral, spiritual and cultural education. Specifically, this will involve utilising the Pendlebury Centre's existing links with local churches, synagogues and gurdwaras.
- Encourage sensitive and mature reflection on sexual relationships and sexuality – building on the existing work of the Pendlebury Centre, which provides 1-to-1 and whole group initiatives around such themes – both within PSHE, via themed weeks and through visiting agencies.
- Work with families in a challenging yet compassionate way – encouraging the contribution of all families, taking into account their differing cultural and socio-economic backgrounds.
- Actively work with all students on issues of community cohesion and radicalisation – and work more intensively with those identified as being particularly sensitive, building on the existing experience of the Pendlebury Centre in this field.
- The new provision will adopt 'dyslexia-friendly' and 'autism-friendly' approaches, drawing on the existing Ofsted 'Outstanding' practices at the Pendlebury Centre. This will include a 'lower stimulus' environment for students with sensory processing issues around crowds and noise.

Working with families

Working with families is intrinsic to supporting children and young people to make progress. The school will work in partnership with Stockport Family, which is the local integrated children and family service, including Children's Social Care, Children and Young People's Disability Partnership, Early Help Services, Health Visiting, School Nursing, Parenting Services, Youth Offending Service, Education Welfare, Mosaic Drugs and Alcohol Service and careers and transition support for vulnerable young people.

The operational partnership will use the 'team around the school' approach to ensure that the holistic assessment of children, young people and their family is undertaken where required and jointly owned and planned for, working with families using restorative and therapeutic based practice.

Stockport Family will identify a link social worker, school age plus worker and school nurse in the first instance to work with the school and other key professionals as a team around the school, calling in other specialist services as appropriate to support engagement, learning and participation from a holistic perspective.

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

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

- use the table below to complete; and
- refer to the [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

Assessing how a pupil's learning needs are being met, whether those needs have changed/are likely to change and what needs to happen next to further meet those needs can be measured with consideration of the following key factors:

- Increased attendance
- Ensuring progress is in line with students with similar prior attainment nationally
- Matching or improving the pupil's previous rate of progress and taking account of their difficulties
- Activities that demonstrates an improvement in self-help, social or personal skills
- Activities that demonstrates improvement in confidence, self-esteem or behaviour
- Engagement in school life and learning evidenced primarily by attendance and behaviour data

The school will build an initial profile of a student via:

- Risk assessment, using referral information and professional observation
- Early baseline testing
- Academic tracking, based on subject progress data provided by teachers every half-term
- Engagement tracking, monitoring attendance and behaviour data in 2 – 3 week blocks
- A written 'Progress Report', collecting the views of teachers and progress data, published for each student every term and shared with home school
- Ongoing professional observation, shared daily during afternoon briefings and taking into account presentation within the AP, feedback from parent(s)/carer(s) and any feedback from other placements such as a student's mainstream school and/or vocational placement

The school will place importance on undertaking any considerations in collaboration with parents/carers, outside agencies, the mainstream school (if the student is dual-registered) and the young person themselves. This will be carried out through IEP Review meetings – and where applicable, Annual Review meetings and TAC meetings.

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

In considering the factors above, the school will seek to further clarify and collate evidence that will build up a picture of:

Severity

- Severity may depend on the setting and context in which students are taught
- Severity is a measure of how a student compares with his or her peers across Stockport or nationally
- Where possible it is based on standardised tests, rating scales or structured observation which provide evidence
- Attainment scores/centiles are used as comparisons with other students

Complexity

- Complexity takes account of the number and range of factors which may contribute to a child's SEN. It ensures each child is considered as an individual and as a member of the school community
- The existence of complexities does not necessarily mean that the child's learning will be affected. Resilience and an ability to cope mean that each child will respond differently
- Understanding of the complexity of a student's needs depends on the collection of accurate information from a variety of sources. IEP targets and evaluations should reflect the complexity of a student's needs.
- Such complex needs might be due to a variety of issues including:
 - Lack of continuity in education due to moving schools or home setting
 - Missed opportunity for education due to illness or adverse life experiences
 - Bereavement or loss
 - Mental health issues
 - Child protection issues
 - Disability requiring therapy, medical support or equipment

The progress that a child has made in response to any support previously provided – primarily through quality first teaching (including differentiation), school-based intervention and the involvement of outside agencies - is a further consideration in deciding whether a student should move to a higher (or lower) stage within the three-tiered framework.

Role of the SENDCo (Deputy Head of School)

The SENDCo's role is to provide input on any issues that are or may be related to SEN. This includes:

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

- Attending meetings such as IEP Review Meetings, Annual Reviews and Team around the Child (TAC) meetings where issues are or maybe related to SEND.
- Undertaking specialist assessment ahead of referral.
- Liaising with educational psychologists and other agencies.
- Liaising with families and the local authority with regards to the application for and maintenance of EHC Plans.
- Communicating with post-16 provision on SEND issues.
- Communicating with partner schools on SEND issues relating to reintegration.
- Providing training to Centre staff on SEND issues – including briefing on any new development to arise with a young person.

SENDCo Assessment and involvement of External Agencies

The school will not be a designated specialist provision for young people with an *Education Health Care Plan* or *Statement of Special Educational Needs* but will make provision for young people with special educational needs and disabilities in accordance with the Laurus Trust ethos that educational provisions are as inclusive as possible, and that young people with special educational needs and disabilities should be supported to ensure that they make the best possible progress.

As part of the referral protocol (described fully in Section E), all young people admitted to the school would ideally have had recent contact with an Educational Psychologist and/or a specialist from Child and Adolescent Mental Health Services (CAMHS). They may also have recently been part of the TAC process. From there, they participate in an admission meeting with the Head of School or a member of the school's Senior Leadership Team. At this point, a decision may be made to refer for statutory assessment for an EHC Plan, if one has not been issued already.

Within their first few weeks at the school, the young person then undertakes – again, as a matter of course – a series of baseline assessments to provide a snapshot of their academic ability and social-emotional competence. In addition to this, our staff will make careful observations of the young person, noting any concerns regarding their access to the curriculum and school life. These will then be discussed at the young person's first PLP meeting, with targets for future progress agreed upon. At this point, a decision may be made to refer for statutory assessment for an EHC Plan, if one has not been issued already.

From there, at any time of a young person's placement at the school, parents/carers, staff or others may raise concerns about a young person that call for consideration of whether statutory assessment would be a positive, productive way forward.

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

To identify and support the various needs of each student attending the school, importance will be placed on multi-agency working. The new provision will continue the work of the Pendlebury Centre and develop close relationships and partnerships with:

- Mainstream schools
- Stockport SEN Service
- CAMHS and the Educational Psychology Service
- CYPD
- Social Care
- Mosaic (drugs and alcohol)
- Beacon Counselling
- Police services
- Youth Offending service
- Stockport's safeguarding team including the MASE (Multi agency sexual exploitation) Panel
- Sensory Support Service
- Speech and Language Therapy (SALT) Service
- ASD Team (Autistic Spectrum Disorder Team)
- Behaviour Support Service
- Occupational Therapy Service (OT)

Some of these services offer direct support or advice and can help to further identify and clarify and young person's needs

With a view to this, the school will follow a three-pronged approach:

- 1) Communication – ensuring information is shared promptly, appropriately and through traceable processes.
- 2) Collaboration – ensuring all parties involved in a young person's well-being are brought together on a regular basis to agree priorities.
- 3) Clarification – ensuring roles and responsibilities, 'what is to be done', are clearly distributed according to expertise and resources available with stated agreements on timeframe and accountability.

With specific reference to meeting the needs of Looked after Children, those requiring literacy recovery/intervention (including EAL), the most able, those with different degrees of SEN and disabilities and Pupil Premium students, it is the aim of the Laurus AP to ensure that all needs regardless of background or circumstance are met, as described in Section D1.

Safeguarding, Behaviour and Attendance

Safeguarding

The new school will uphold safeguarding as a key component of its practice. The 'standard operating procedures' for safeguarding and child protection – such as safer

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

recruitment and managing disclosures – will be of the highest standard and will comply with the policies and procedures of the Laurus Trust.

- All staff will receive initial safeguarding training when appointed – using an established programme. This training will be refreshed every three years. The Head of School will be the designated safeguarding lead. Their training will be refreshed every two years.
- When necessary, students will be supported through the TAC process. Trained staff will attend these sessions and take the lead role when deemed appropriate.
- It will be made very clear to all parents/carers that all our staff are legally obliged to follow up any concerns they may have around child protection.
- Notes of Concern concerning observations or disclosures presented to any staff member will be reported to the safeguarding lead to action.
- Where abuse is suspected a referral will be made to Social Care by the Designated Officer. The expectation is that a verbal referral will be supported in writing, usually by the completion of the Common Assessment Framework, in line with local procedures.

There will also be a strong focus on the Team around the Child (TAC) process to address wider issues for individual students. The Pendlebury Centre has a long-established record around multi-agency working and supporting families to engage in positive change – and this will be mirrored in the new provision.

The new school's approach to behaviour management will focus on communication, de-escalation and consistency. Specifically, it will work with those students who demonstrate more extreme, unsafe behaviours - such as verbal abuse, absconding and self-harm – to find ways of expressing themselves in a way that is less disruptive and damaging to both themselves and the social circles in which they interact.

In terms of day-to-day behaviour, the new provision will build on existing approaches and support systems of the Pendlebury Centre. This involves 2-3 week tracking of engagement to identify students who are escalating in terms of their behaviour and celebrate those making progress in order to add momentum to positive change.

The principles of 'Restorative Approaches' will be followed by all staff and the new provision will lead on this approach within the MAT.

Behaviour: Restorative Approaches

Stockport's definition of Restorative Approaches is: "A voluntary approach focusing on the harm done rather than the rule broken that involves all parties in an incident, giving them an equal voice, the opportunity to take responsibility for their actions, make amends and reduce re-offending."

We will use this Restorative Approach as part of our behaviour management:

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

- Circles are used in tutor times, mentoring sessions and lessons to encourage an ethos where thoughts and feelings can be explored openly.
- Students carry the Restorative Enquiry questions in their planners.
- Staff have the Restorative Questions on their lanyards.
- Those students who unfortunately need time out of lessons in seclusion to reflect on their actions/behaviours complete a Restorative Enquiry written task with the member of staff supporting.
- Restorative Enquiries are used to resolve conflict between
 - two students
 - member of staff and student/s
 - parent/carer and student

Staff will be trained in Restorative Approaches and revisited regularly so that in time all staff will feel confident to use Restorative enquiries to restore conflict.

Attendance

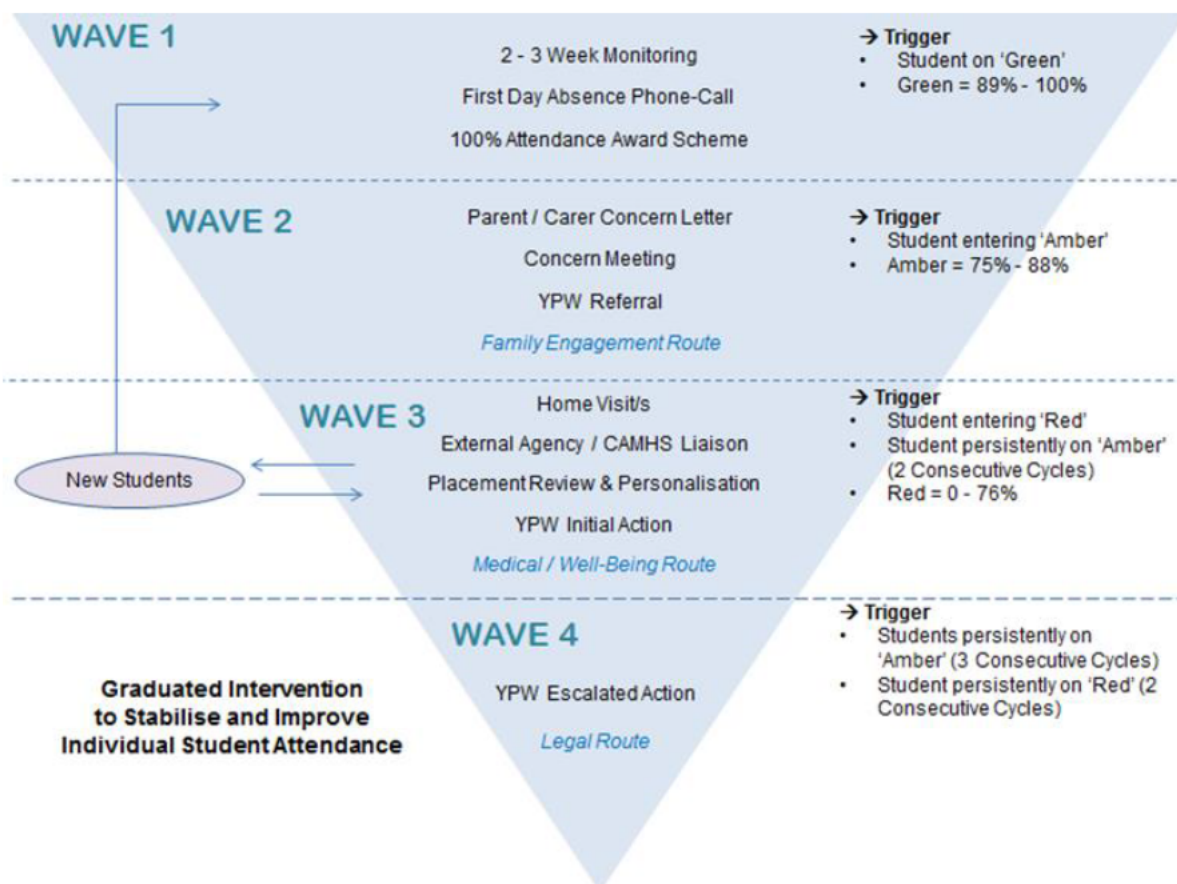
One of the major concerns for a student who will be referred to the school is long term absence from their mainstream school. Therefore, it is of the utmost importance to address this problem as soon as possible so that other problems the student may be experiencing can also be addressed. Parents are encouraged to be honest and not to make excuses for their child's absence. The aim is to develop a more positive attitude towards school and establish a pattern of regular attendance.

If the personalised learning offered at the school does not impact positively on a student, a range of strategies can be employed to encourage the establishment of a good attendance pattern. The new provision will have a designated Attendance Key Worker (HLTA) and will provide:

- First day absence checking and follow-up, telephone calls home
- Contact with the Children and Family Worker
- Liaison with any other outside agencies involved
- Liaison with mainstream school
- Home visits to students where there is on-going school-refusal
- Parent / carer concern meetings where attendance is declining
- Parent contract meeting
- Rewards – as part of reward system or additional negotiated reward
- Part time timetable
- Collection from home by member of staff from school
- Temporary transport arrangements for students with long-term absence
- Assistance with creation of personalised timetables for students with long-term absence
- Use of the Pendlebury Centre's 'School Stress Survey' to unpick attendance issues
- Use of key workers
- Input from child and family workers

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

Throughout, it is vitally important to establish positive, supportive relationships with parents/carers. For many students entering the new provision, they will have long-term absence that will need unpicking and addressing for them to be successful. The new provision will adopt 2 -3 week tracking of this issue and work to a graduated model of intervention:



In all aspects of our provision the length of placement is indicative. Individual need and circumstance will afford the opportunity to vary placement length to ensure both the academic needs and the social-emotional needs of the student are met. This varying of length will be through negotiation with all stakeholders.

Section E – evidence of need

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

- use the space provided below; and
- include evidence as annexes;
- refer to the [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

The following table outlines the commitments that have been made in writing and are available in full in the annexes.

School	Places
Bramhall	4
Cheadle Hulme	5
Harrytown	3
Hazel Grove	4
Kingsway	4
Marple Hall	4
Priestnall	4
Reddish Vale	6
St Anne's	3
St James	3
Stockport Academy	3
Stockport School	5
Werneth	4
Total	52

Below is the information provided to potential commissions to outline the commitment:

Dear Colleague

Support for Laurus AP Free School

I am writing on behalf of the steering group in charge of setting up the proposed Laurus Alternative Provision (AP) Free School. The 11-16 school will be based within the Stockport borough and will have the capacity to support 80 FTE learners (full and part time referrals) with 40 at Key Stage 3 and 40 at Key Stage 4.

The school will cater for:

- Students demonstrating anxiety in a mainstream setting and self-excluding
- Students with mental health issues which present through self-harming behaviours, eating disorders, depression and anxiety
- Students whose behaviour has deteriorated and become more challenging where this could be due to an undiagnosed learning need
- Students at risk of exclusion who require a specialist assessment of their holistic and therapeutic needs
- Appropriate students with/in need of a diagnosis of autism
- Appropriate students with an EHC plan or in the process of getting such a plan

In order to complete our application to the Department for Education to open the AP Free School we need to show evidence of demand. Part of this includes showing the support of the Local Authority and/or schools in the local area and a commitment in principle to referring pupils to our school. We are writing to you to

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

obtain your confirmation that you would be happy to refer pupils to our proposed school and approximately what number we might expect.

We plan to offer these children an AP Free School which will create outstanding provision for students aged 11 to 16 years and which will promote educational mobility through effective partnership collaborations. We will support the vision of the Laurus Trust - 'for everyone, regardless of background or circumstance, to be inspired, thrive in all environments, recognise what it takes to succeed, set aspirational goals and work hard to achieve them.'

Through an intensive and effective assessment of each student's needs on entry, we will be able to identify where additional support is needed. Assessment of both academic and emotional needs are given equal credence. We believe that if a child feels safe and secure and develops positive attachment, then learning and progress will be evidenced quickly. In partnership with AP school staff, mainstream staff, parents and other agencies a personalised learning plan will be created for each student. This will identify need and how this will be addressed. As a school we believe that academic excellence is of great importance. These are the skills and qualifications that all young people need in order to be successful adults.

Every student will access a core, enhanced, emotional and enrichment curriculum. In order to offer this education we would expect there will be a cost for schools commissioning individual placements of [REDACTED] per Full Time Equivalent pupil, after taking into account the [REDACTED] per place base level of funding provided by the Education Funding Agency to alternative provision free schools.

We believe that this free school is necessary in this area because the existing AP provision in Stockport is currently oversubscribed. High quality provision does not meet demand.

Please confirm your support for our plans by completing the attached letter and returning it to us so that we may include it in our application papers to the Department for Education. Please do not hesitate to contact me on [REDACTED] if you have any further queries regarding our plans or the process to open the free school.

Yours faithfully

[REDACTED]

The CEO of the Laurus Trust attended Stockport Secondary Heads' Consortium Meeting on 22/09/16 with the Director for Secondary Education to explain in more detail the aims and objectives of the AP school. This was also an opportunity for the headteachers and directors to question the CEO.

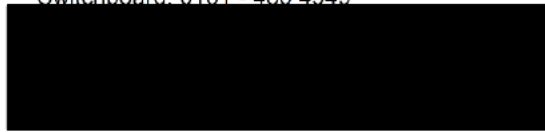
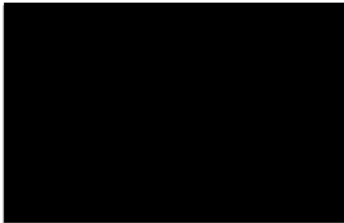
Below is the supporting letter from Stockport LA:

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



STOCKPORT
METROPOLITAN BOROUGH COUNCIL

Services to People
Town Hall, Stockport SK1 3XE
Switchboard: 0161 - 480 4949



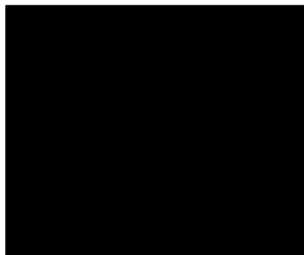
26th September 2016

Confirmation of Support for Laurus AP School

I confirm that Stockport Local Authority supports the Laurus Trust's application to open an alternative provision (AP) school **within the existing quantum of funding currently available**. The Local Authority will work with the Laurus Trust and our local school leaders to review our commitment in the light of our financial projections in the coming years and the needs of the whole school system. We understand that the Laurus AP School will be based within Stockport with the capacity to support 80 learners with 40 at Key Stage 3 and 40 at Key Stage 4 and is proposed to open in September **2017 or 2018**.

As yet we are not clear of the exact numbers of referrals but we believe there would be approximately 20 in the first year and a further 20 in the second year making a total of 40 places in second year of the provision opening. The LA will bear the cost of the base rate from the free school's third year of operation for no more than 40 places in total. The top up fee for the young person taking up a place at the AP School will be the responsibility of the school they attend. We have met with the Secondary School Head teachers who have agreed that they will pay the top up fee of **£6,000** per FTE each year. It was also stated that the allocation of places will be agreed through SPI.

Yours sincerely



Rationale

As a Local Authority, Stockport, has a long history of successful collaboration across its secondary school network. Through these close working relationships, a range of supportive pathways have been created to enable students to access the most appropriate provision for their needs. Initially this takes the form of the Pupils at Risk of Exclusion (PARE) Forum where strategies to support pupils in their mainstream home school environment are discussed and subsequently implemented. Where these strategies are not sufficient pupils are subsequently referred to the Secondary Panel

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

for Inclusion (SPI). The panel determines the most suitable provision for the pupil based on the appropriateness and availability of places.

Current Alternative Provision

Within Stockport, the current Local Authority PRUs can partially support these students on a short term basis. The existing PRU's in Stockport have clear remits:

Moat House	Pregnant Schoolgirls unit, 20 place provision. Ofsted Outstanding
Highfields	Excluded students and those at risk of exclusion, 85 place provision, Ofsted Good
Pendlebury Centre	40(+5) place provision. The 40 places are for pupils with SEMH needs. The 5 additional places are for pupils with severe mental health needs. Ofsted Outstanding
Windlehurst	Stockport SEBD secondary school, which is currently full and does not provide a therapeutic offer. All students have to have an EHC plan for behaviour to access a place. Recently moved from RI to Good.
Castle Hill	MLD school. All students have to have an EHC plan. There is Autism provision but for students with moderate learning difficulties. The provision is not big enough to meet a wide range of needs. Students with high functioning autism are placed with independent provision or have their needs met in mainstream schools. Ofsted Outstanding

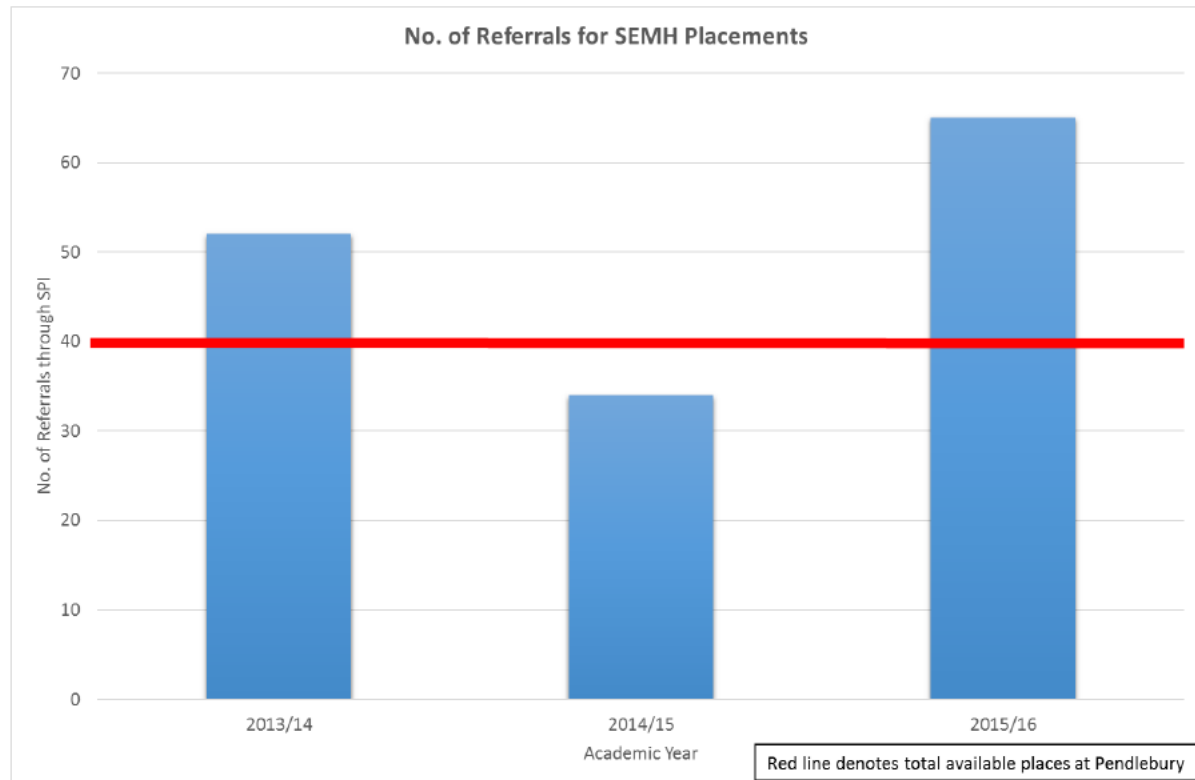
There are other support services which will provide short-term advice and support; two independent special schools have opened in the local authority to meet more specialist need but these provide either for those with an EHC Plan or are vocational in provision and do not have a focus on academic attainment.

Current SEMH Provision

In 2015/16 472 cases were reviewed by SPI. Of these 108 were successfully managed by the mainstream secondary schools, through close working relationships, offering fresh starts to students at risk of permanent exclusion in their home school. However, there were 167 referrals to PRU provision. This figure is for the academic year for new referrals and does not include those pupils already within the system. This demonstrates the significant challenges with regard to capacity within the AP sector in Stockport. With 40 SEMH places available at the Pendlebury Centre there were 63 referrals the Centre last year, 70% of which were already under CAMHS. A quarter of the pupils under CAMHS who were referred to the Pendlebury Centre in 2015/16 were

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

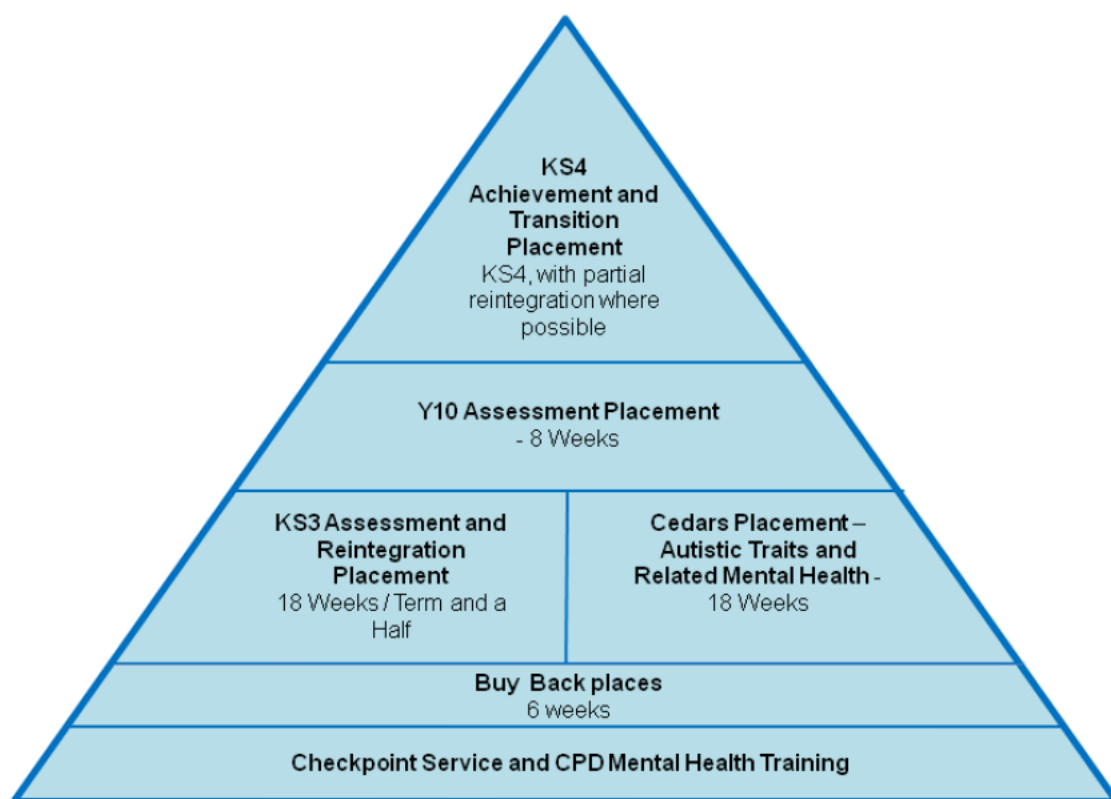
unable to access this specialist SEMH provision due to the lack of places in the authority.



The **current** SEMH alternative provision within the Stockport area is full and oversubscribed. The current structure of placements within the Stockport area (see diagram below) is complex. There are currently 40 places (+5 for Cedars) distributed within this structure. However, due to the nature of need, the vast majority of places are occupied by Year 11 students in the KS4 Achievement and Transition Placement. The demand for places in this area limits the access to provision in other areas. As a result of this there is a waiting list for places in Years 10 and 11.

With services already at capacity there is a real need for an expansion of provision in this area. The Laurus AP would replicate and therefore extend provision in the KS4 Achievement and Transition Placement pathway, the Year 10 Assessment Placement pathway and the KS3 Assessment and Reintegration Placement pathway.

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



There are a growing number of children and young people displaying more complex social emotional and mental health needs (from SPI data: 20% increase from 2014/15 to 2015/16) which large mainstream secondary schools are struggling to support. Children and young people with such needs frequently experience heightened anxiety in such environments over a period of time, sometimes years, which eventually culminates in low-level ‘acting out’ behaviour, incidents of self-harm, incidents of high stress in the home environment and persistent non-attendance. The Pendlebury Centre PRU has seen an increase of 25% in referrals. The tables below show the increase in referrals to the Pendlebury Centre throughout a single academic year and the increase in those numbers between 2014 and 2016 (figures in brackets)

Pendlebury SEF Data 2014/15

Category	Autumn Start (20)	Autumn End (31)	Spring Start (38)	Spring End (39)	Summer Start (42)	Summer End (43)
Single parent	40%	32%	37%	36%	38%	39%
LAC	10%	7%	8%	8%	7%	7%
CAMHS Tier 2/3	45%	39%	50%	49%	47%	63%
Mosaic	20%	22%	25%	20%	19%	23%
Social care	25%	26%	26%	26%	26%	30%
FSM	25%	32%	29%	28%	29%	23%
Autism	35%	42%	37%	46%	45%	42%

E1 – provide valid evidence that there is a need for this school in the area**Pendlebury SEF Data 2015/16**

Category	Autumn Start (39)	Autumn End (35)	Spring Start (38)	Spring End (39)	Summer Start (52)	Summer End (56)
Single parent	17%	60%	53%	61%	67%	61%
LAC	3%	6%	8%	8%	10%	10%
CAMHS Tier 2/3	51%	63%	79%	84%	85%	86%
Mosaic	13%	23%	26%	26%	27%	30%
Social care	20%	37%	40%	42%	39%	43%
FSM	33%	40%	37%	34%	31%	34%
Autism	41%	60%	63%	64%	52%	50%

All students at the Pendlebury Centre demonstrate SEMH needs and from the table above it is clear that the proportion of most disadvantaged and vulnerable pupils accessing this provision is increasing and meeting their needs is a challenge.

Projected shortfall of places

By 2028 there is a projected increase within the secondary school population in Stockport of 28%. These children are already present within the primary/nursery system. This equates to approximately 4,000 additional students in the system.

Year	Secondary Population
2017-2018	14,035
2018-2019	14,808
2019-2020	15,631
2020-2021	16,170
2021-2022	16,667
2022-2023	17,168
2023-2024	17,418
2024-2025	17,554
2025-2026	17,729
2026-2027	17,882
2027-2028	17,944
2028-2029	17,981

Maintaining the proportion of SEMH pupils in the system there will be a similar increase in the number of students being reviewed at SPI and by extension being referred to specialist SEMH provision. Notwithstanding the lack of places in the current system this would mean an additional 20 students within Stockport in need of SEMH alternative provision.

In addition, Manchester is currently a net exporter of students and by 2028 there will be a 74.5% rise in the secondary aged population in Manchester. Levels of SEMH in

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

Manchester are higher than in Stockport and as such it is reasonable to assume that the exporting of students for education in Manchester will not just be limited to those without additional needs.

Projected increase in exclusions population

Assuming that the proportion of students with SEMH remains the same over a 10 year period is potentially problematic. However focusing on exclusions data provides more objective data. The table below outlines the proportions of students within the system.

	Percentage of the school population permanently excluded	Number of fixed period exclusions expressed as a percentage of the school population	Number of pupils expressed as a percentage of the school population
England	0.13	6.62	3.64
North West	0.15	7.05	3.83
Stockport	0.21	9.14	4.52

*Data taken from DfE Exclusions data July 2015

Stockport's exclusions (both fixed and permanent) are significantly greater than those of the North West and England. Therefore, projections of demand using national or regional data will create significant shortfalls in the local area. In numerical terms these exclusions are as follows:

- There will be an additional 226 more students excluded for one or more episodes of fixed period exclusion
- There will be 1819 more sessions of fixed period exclusions
- There will be 909 more days of fixed period exclusion
- There will be 8 more permanent exclusions

The success of the Pendlebury Centre in meeting the needs of students at risk of permanent exclusion is needed more than ever.

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



E2 – clear plans to manage referrals

The referrals process for the AP will access existing mechanisms to ensure the best use of resources across the area. The gatekeeper to accessing this provision within Stockport is the Secondary Panel for Inclusion (SPI).

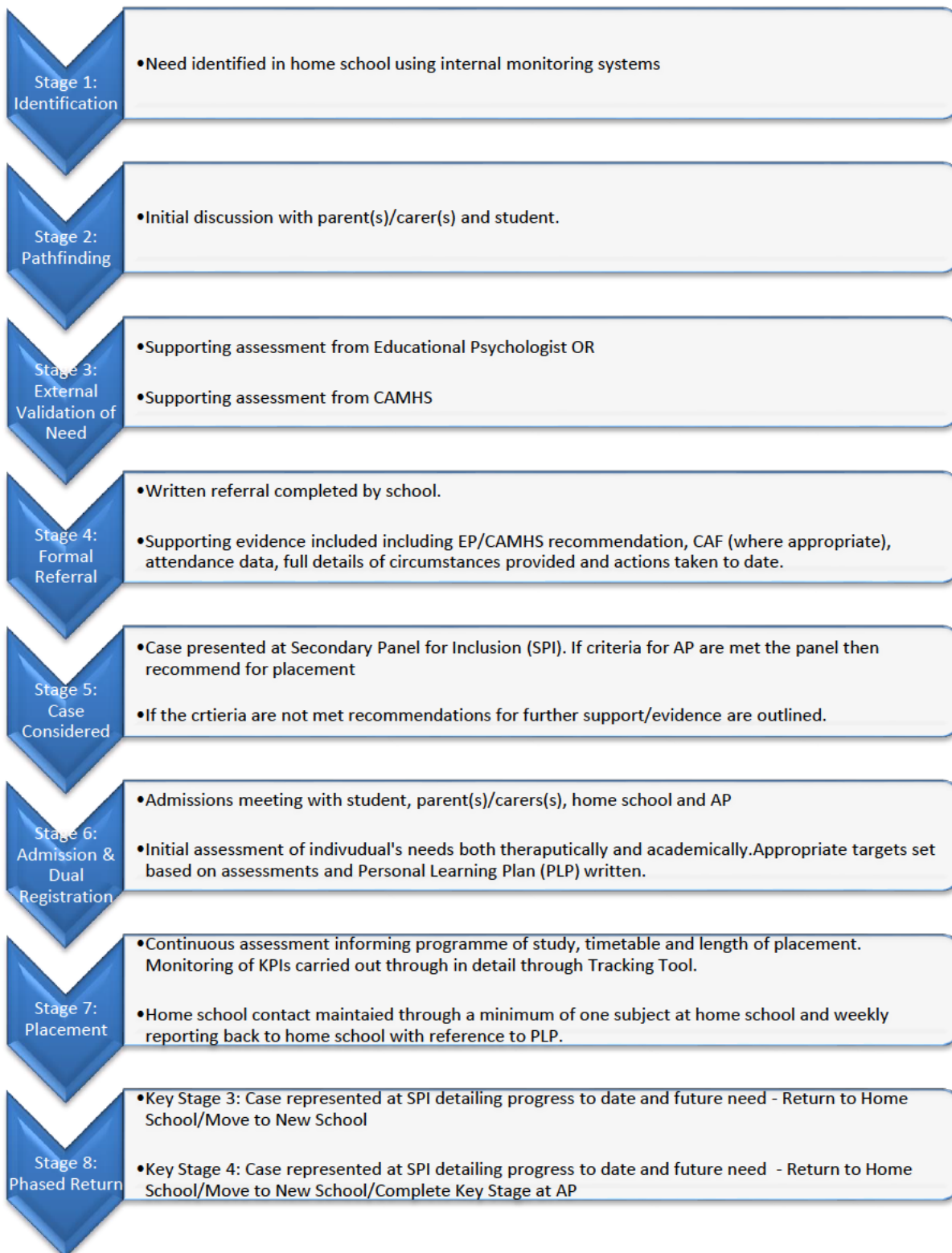
Secondary Panel for Inclusion

[Redacted]	[Redacted]
[Redacted]	[Redacted]
[Redacted]	[Redacted]
[Redacted]	[Redacted]
[Redacted]	[Redacted]
[Redacted]	[Redacted]
[Redacted]	[Redacted]
[Redacted]	[Redacted]
[Redacted]	[Redacted]
[Redacted]	[Redacted]
[Redacted]	[Redacted]
[Redacted]	[Redacted]
[Redacted]	[Redacted]
[Redacted]	[Redacted]
[Redacted]	[Redacted]
[Redacted]	[Redacted]

Secondary Head representatives are chosen by the Secondary Headteachers' Consortium and are refreshed every two years. PRUs are represented by the Headteacher. For other agencies, the representatives are selected by the Head of Service. Should other local authorities wish to commission places at the AP similar panels will be convened with the Executive Headteacher monitoring access to the allocation of places.

The following flowchart outlines the referrals process both in and out of the Laurus AP:

E2 – clear plans to manage referrals



The assessment on entry is described in Section D5 of the Education Plan . The subsequent placement into a curriculum pathway , the creation of a PLP and the ongoing assessments to ensure that a student is given the most appropriate placement for their needs are outlined in Section D1. The sharing of information with parents and commissioners is included in Section D2.

Section F – capacity and capability

F1 (a) Skills and experience of your team

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please refer to the relevant section of the [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 the school is open)	Summary of relevant expertise Please refer to the relevant section of the assessment criteria booklet to check what detail you need to give	Available Time (hours per week)
██████████	██████████	████████████████████	██████████	█
██████████	██████████	████████████████████	██████████	█
██████████	██████████	████████████████████	██████████	█

[Add lines as appropriate]

F1 (a) Skills and experience of your team

As an academy sponsor with at least one open school and written confirmation from the RSC stating we have the capacity to open an AP free school we name Linda Magrath NLE as the individual in charge during pre-opening. Her CV along with the executive head and principal designate can be found in the Annexes.



Regional Schools Commissioner for Lancashire & West Yorkshire

Department for Education
Piccadilly Gate
Store Street
Manchester
M1 2WD

LWY.RSC@Education.gsi.gov.uk

[Redacted]

22 July 2016

[Redacted]

FREE SCHOOLS CAPACITY AND CAPABILITY MEETING - 19 JULY 2016

Thank you for attending the free schools capacity and capability meeting on 19 July. As you know, I was asked as Deputy Director, to lead this discussion on behalf of the Regional Schools Commissioner, along with Martin Shevill from the Lancashire and West Yorkshire Head Teacher Board and Helen Fawcett from the RSC office.

We agreed to come back to you in writing having considered your plans further. You confirmed the Pendlebury Centre in Stockport will be joining the Laurus Trust, and your plan is to apply for an alternative provision free school in partnership with the Pendlebury Centre.

On this basis, I am satisfied your trust has capacity to apply in Wave 12 for an alternative provision free school in Stockport. Your trust is eligible to follow the shorter application route for the capacity and capability sections of the application form. Please can you include this letter when submitting your free school application to the department. As discussed, this letter is not an endorsement of your application as a whole and does not imply your application will be approved.

If you have not already done so, please can I also encourage you to register your interest on the department website; we will then give you a unique registration number that you should quote when you submit your formal application.

[Redacted]

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

Yours sincerely,

[Redacted]

F1 (a) Skills and experience of your team



Nick Gibb MP
Minister of State for Schools

Sanctuary Buildings 20 Great Smith Street Westminster London SW1P 3BT
tel: 0370 000 2288 www.education.gov.uk/help/contactus



18 February 2016



I am writing to convey my warmest congratulations to you, your staff and your pupils for your school's very high standard of achievement in the GCSE exams in 2015.

The percentage of pupils achieving five or more GCSEs at grades A*-C, including English and mathematics, shows that your school is one of the top 100 non-selective state-funded schools in England.

In addition, your school is one of the top 100 non-selective state-funded schools in England based on the percentage of pupils achieving the English Baccalaureate. Ensuring your pupils are achieving high standards of attainment at key stage 4 provides a strong basis for their further education and employment.

Finally, your school is also one of the top 100 non-selective state-funded schools in England based on the key stage 2 to key stage 4 value added measure, reflecting the fantastic progress made by your pupils since the end of primary school.

Thank you for your work in these important areas of a young person's education and congratulations again to you and your staff for your hard work and professionalism.

With best wishes.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Nick Gibb'.

Nick Gibb MP

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
None		

[Add more lines as appropriate]

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

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

- use the space provided below; and
- refer to the [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

The Laurus Trust is a growing MAT and currently consists of Cheadle Hume High School. Gorseley Bank Primary School, a “Good” school is due to join the Trust on October 1st 2016 as a converter academy and Cheadle Hume Primary School, Didsbury High School, The Ryecroft School and Cheadle Hume High School 2 are in pre-opening.

The governance structure that has been approved by DfE for the schools in pre-opening will not alter with the addition of the new AP school proposed within this application. Specifically, each school will be overseen by a Local Governing Body, consisting of local governors with relevant skills and knowledge appropriate to their delegated powers and responsibilities. The Trust may establish a LGB for more than one school: in the first few years of the development of this AP School, for instance, the LGB of Pendlebury PRU may prove a more effective and efficient governance solution until the school becomes established. Ultimately, however, each secondary school may have its own LGB. Every LGB within the Trust will report into the main Board.

While the basic structure of the governance will remain the same with the addition of these two secondary schools, the Trust is currently in the process of strengthening its capacity through the addition of a corporate member – the Law Family Education Trust (LFET). LFET is a charitable foundation established to support the education of pupils in and around Stockport, Tameside and Manchester. LFET will work on behalf of the Laurus Trust as a sponsor by gifting it money and supporting a range of extended opportunities for pupils and students in the Trust’s schools. These activities will focus on the areas of arts and sports and seek to provide pupils and students with high quality opportunities to encourage, nurture and develop their talents and abilities. In this way, the work of the LFET will be complementary to the educational excellence provided by the Trust’s schools.

As a Corporate Member of the Laurus Trust the LFET will have the power to appoint the Chair of the Board plus a number of Trustees, securing the relationship between the LFET and the Trust. In the short-term it is likely that a number of existing Trustees will be designated as “LFET” trustees but over the longer term The LFET will appoint

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

high quality Trustees as and when vacancies on the Board arise and/or specific skill gaps are identified. The Trust's scheme of Delegation is available on request.

Conflicts of Interest

Any pupil and student services provided to the Laurus Trust by The LFET will constitute a related party transaction. All such services will be provided at cost, in line with the latest guidance within the Academies Financial Handbook. Given the specific nature of the relationship between the Laurus Trust and The LFET, permission will be sought from the DfE to name The LFET within the revised articles, thereby formally recognising its status as a sponsor body and provider of services.

No other conflicts of interest exist.

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

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

- use the space provided below; and
- refer to the [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, including alternative provision that is privately run: a good educational track record and credible plans for meeting the standards of the state sector

N/A

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

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

- use the space provided below; and
- refer to the [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: a good financial track record and credible plans for meeting the standards of the state sector
N/A

F5 – independent schools, including alternative provision institutions that are privately run: an appropriate, well-maintained, and secure site

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

- use the space provided below; and
- refer to the [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
N/A

Section G – budget planning and affordability

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

Please:

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

G1 – budget planning and affordability

The detailed financial plan has been based on current costs of The Pendlebury Centre, The Laurus Trust and benchmark data for other similar size Alternative Provision schools nationally as well as Secondary LA Maintained Schools and Academies.

Income

The core funding for the Alternative Provision school, as per the Education Plan, has been calculated with 20 FTE places in the first year of opening and an additional 20 places per year until a capacity of 80 FTE places in 2021. Commissioning schools and Local Authorities will pay ██████ per KS3 or KS4 place in top up funding in addition to the ██████ per place funding provided by the EFA. The ██████0 top up element has been calculated based on the provision we wish to offer the students and also benchmarking against other Local Authority providers.

We have not included any third party income in our assumptions.

Expenditure

Teaching Staff

All teaching staff are assumed to contribute to Teachers Pension Scheme, costed at employer rate 16.4%. National insurance calculations have been based on contracted in employer's rate and adjusted for the current lower earnings limit.

The Senior Leadership Team has been benchmarked and costed at Group 3 (Leadership point shown in brackets) as follows:

- Head of School - Leadership scale 11 - 24 (17)
- Deputy Head Teacher - Leadership scale 11 - 15 (13)

Teaching staff have been costed at M6 + SEN allowance to attract the right calibre of staff and to account for performance pay. Additionally, Subject Co-ordinators in

G1 – budget planning and affordability

English, Mathematics and Science have been costed with a TLR 2. An additional teacher joins in year 2 as the numbers increase to 80.

Support Staff

All support staff are assumed to contribute to the Greater Manchester Pension Fund and the rate used 16.7% is the Trust's current employer rate. National Insurance is calculated as stated for teaching staff.

All support staff have been costed at mid-point on the scale to allow for any incremental increases. The School Business Manager (part of SLT) has been costed at SO1. HLTAs are at Scale 5 whilst Teaching Assistants are Scale 3. The Senior Administrator and the Placement Officer are Scale 4, the Administrator and Mid-day supervision is Scale 2.

The following staff will be shared across the Trust and the costs have been shown in the staffing template;

- Executive Headteacher / Director Of Inclusion (SLT)
- CFO
- Finance Assistant
- Caretaker
- IT Technician

A contingency has been calculated at 1% of the total income.

Value for money

As the school will be part of an already existing Trust, costs have been assessed against value for money already achieved. This will also ensure economies of scale for example existing contracts for goods and services as follows;

- Energy – Costs have been calculated on the m² of the proposed free school: 1,550 m² based on the Trust costs
- Admin resources – Existing suppliers within the trust who are continually reviewed to ensure best value
- Cleaning and catering – The Trust's cleaning contract ends on 31st August 2017 and the catering contract ends 31st August 2019. The AP school will become part of the new cleaning contract which will be retendered through the OJEU competitive tender process. The cleaning cost has been based on the recommended size for the AP school of 1,550m². The catering contract will be cost neutral, however costs have been included for free school meals and breakfasts
- Audit Fee – The Trust's statutory accounts will be prepared by the Trust's CFO. The accounts will be audited annually by the Trust's external auditors, currently Grant Thornton. As normal practice the external auditors will be reappointed

G1 – budget planning and affordability

annually. The Trust's financial management package and asset management system will be extended to be used in the AP school

- Recruitment – The Trust has a central contract that allows for unlimited adverts per year
- HR Provision – The Trust outsources its HR provision and costs are based on employee numbers
- Payroll - The Trust employs its own Payroll Officer who will administer any payroll transactions and records
- Legal – current Service Level Agreement with Stockport
- Insurance – based on RPA costs with an additional central cost to cover insurance not provided by RPA e.g. engineering inspections, travel, ill retirement cover
- Depreciation charged at 33% for IT Equipment based on a replacement cost of ██████████, starting in 2019/20 year 2 rising to a full replacement cost of ██████████
- Current Service Level Agreements with Stockport MBC have been included

The calculation of the Trusts central costs has been attached at Appendix G.A. The central charge has been kept within the region 4% to 5%.

The Accounting Officer of the Trust will ensure that the AP School will meet its regularity and probity through its financial management and achieve value for money.

The CFO, who is a qualified Accountant (ACMA) will ensure compliance with relevant accounting regulations by the highest standards of openness, integrity and accountability. To ensure that it has the additional capacity to meet the expansion of the Trust the following additional support staff have been appointed;

- Deputy Finance Director who is also a qualified Accountant (ACA)
- HR Assistant to support existing HR provision and Payroll Staff
- Assistant Network Manager and IT & Trainee Audi Visual Technician

In addition a Trust Marketing Director post is being advertised to assist with the marketing of the school and the maintenance of a website. With the proposed expansion of the Trust, an effective process for independent checking of financial controls, transactions and risks will be achieved by the appointment of an internal auditor. The main function of the internal audit function will be to provide the Trust with an assurance on the adequacy of the internal control systems.

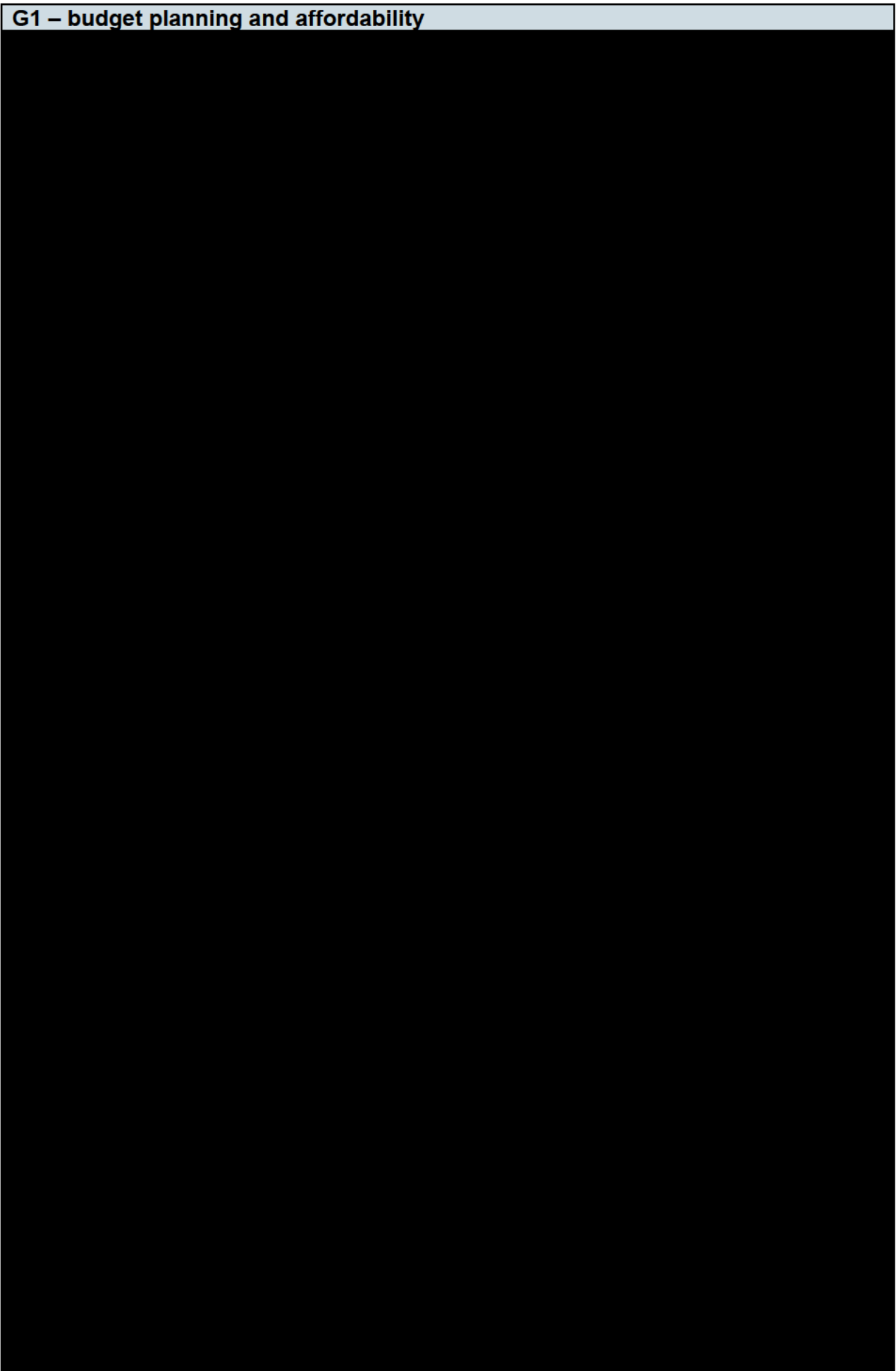
The financial plan has been constructed in line with the education proposal. This has been established by looking at what learning experience and environment we would like to provide for the students. The financial plan shows that we are able to provide this vision within the pupil income available. The plan has produced year on year surpluses and each year has remained within a 6% surplus of overall income. Additionally, it is anticipated that once the AP school is at steady state in year 4

G1 – budget planning and affordability

(2021/22) the cumulative surplus is 12%. This will enable the AP school to review its strategy and development going forward.

The table below highlights the annual surplus and percentage of income.

	2018-19	2019-20	2020-21	2021-22
Surplus (£k)	8	27	49	79
% of income	2%	4%	5%	6%



Section H – premises (use Excel spread sheet)

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

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

Annexes

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

- Provide CVs of key individuals, any letters of support and maps.
- The annex is excluded from the page limit but should be submitted as part of your application, 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.

CV template

CV template												
1	Name	██████████										
2	Area of expertise (i.e. education or finance)	██████████										
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> • name of school/ organisation • position and responsibilities held • length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	████████████████████										
		████████████████████										
		████████████████████										
		████████████████████										
4	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> • date of qualification • professional body membership number • how your qualifications are maintained 											
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> • the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and 	████████████████████										
		<table border="0"> <tr> <td>████</td> <td>████</td> </tr> <tr> <td>████</td> <td>████</td> </tr> <tr> <td>████</td> <td>████</td> </tr> </table> <p>████████████████████</p> <table border="0"> <tr> <td>████</td> <td>████</td> </tr> <tr> <td>████████████</td> <td></td> </tr> <tr> <td>████████████</td> <td></td> </tr> </table>	████	████	████	████	████	████	████	████	████████████	
████	████											
████	████											
████	████											
████	████											
████████████												
████████████												

CV template		
	<p>per student for level 3 qualifications</p> <ul style="list-style-type: none"> If the above are not available, the track record of your school in terms of both qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream where appropriate or progression eg to employment) 	
5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications If the above are not available, the track record of your subject/department/school in terms of both qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream 	

CV template		
	<p>per student for level 3 qualifications</p> <ul style="list-style-type: none"> If the above are not available, the track record of your school in terms of both qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream where appropriate or progression eg to employment) 	
5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications If the above are not available, the track record of your subject/department/school in terms of both qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream 	

CV template

	where appropriate or progression eg to employment)	
6	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>[Redacted content]</p>

CV template

CV template		
1	Name	[REDACTED]
2	Area of expertise (i.e. education or finance)	[REDACTED]
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> name of school/organisation position and responsibilities held length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
	4	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> date of qualification professional body membership number how your qualifications are maintained
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>

CV template	
	<ul style="list-style-type: none"> If the above are not available, the track record of your school in terms of both qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream where appropriate or progression eg to employment)
5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications If the above are not available, the track record of your subject/department/ school in terms of both qualifications achieved and the positive destination of pupils (i.e. successful re-integration of pupils to mainstream where appropriate or









Free Schools Applications Team
Department for Education
3rd Floor
Sanctuary Buildings
Great Smith Street
London SW1P 3BT



STOCKPORT SCHOOL

Headteacher Mr I. R. Irwin BA (Hons), MSc, NPQH

26th September 2016

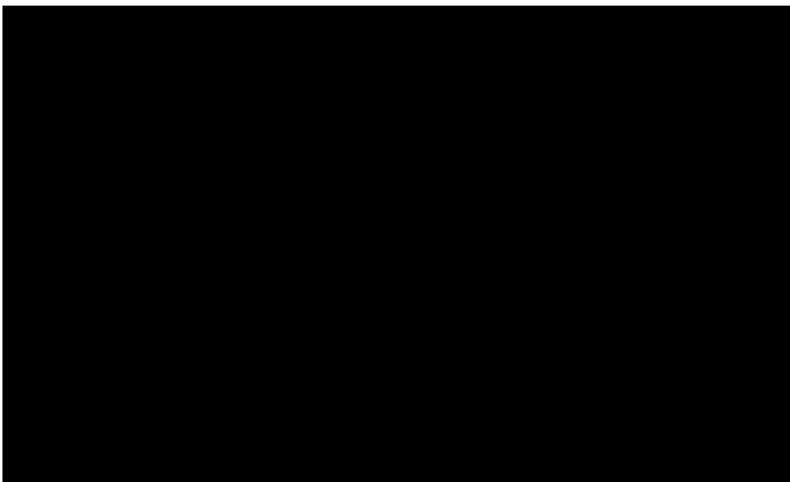
Confirmation of support for Laurus AP school

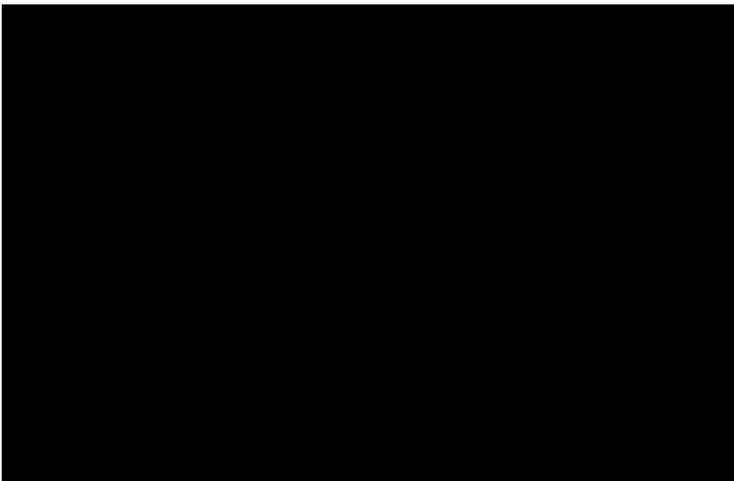
We confirm that Stockport School supports Laurus AP school's application. We understand that the Laurus AP Free School is an 11-16 AP school in Stockport which will offer a core, enhanced access, emotional and enrichment curriculum for 80 full and part time referrals, proposed to open in September 2018

We confirm that we agree there is a need for the type of proposed provision in the local area and we will consider referring pupils to the Laurus AP Free School.

Based on previous years' figures we anticipate that we would be able to make approximately four or five referrals per academic year. We confirm that whatever referrals we do make we will make to the Laurus AP school.







From: [REDACTED]
Date: 22 September 2016 at 11:55:24 BST
To: [REDACTED]
Subject: RE: AP letter

[REDACTED]

Yes agreed ☺

[REDACTED]

From: [REDACTED]
Sent: 22 September 2016 11:52
To: [REDACTED]
Subject: Fwd: AP letter

[REDACTED]

Would you be ok to commit to the top up for 4 places for our bid? The other Heads of large schools have, the smaller ones 3. [REDACTED] but the AWPU is a large part of it.

Thanks

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

From: [REDACTED]

Date: 26 September 2016 at 08:50:11 BST

To: [REDACTED]

[REDACTED]

Subject: Re: Support for AP School

Apologies for delay in responding [REDACTED]. Yes we would definitely support your bid

Best wishes

[REDACTED]

From: [REDACTED]

Sent: 23 September 2016 17:29

To: Headteacher St-Annes

Subject: Support for AP School

[REDACTED]

I'm not sure if you want to support the bid but if you do I'll need to know by Monday as we have to send the bid off on Tuesday.

The other Stockport Heads have supported the bid.

Thanks

[REDACTED]



Department
for Education

© Crown copyright 2016

This publication (not including logos) is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

To view this licence:

visit www.nationalarchives.gov.uk/doc/open-government-licence/version/3

email psi@nationalarchives.gsi.gov.uk

write to Information Policy Team, The National Archives, Kew, London, TW9 4DU

About this publication:

enquiries www.education.gov.uk/contactus

download www.gov.uk/government/publications

Reference: DFE-00173-2016



Follow us on Twitter:
[@educationgovuk](https://twitter.com/educationgovuk)



Like us on Facebook:
facebook.com/educationgovuk