Department for Education

Free school application form

Special schools

Published: July 2016

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

Contents

The application form explained 4

Sections 4

Application checklist 6

Declaration 8

Completing the application form 10

Section A – applicant details (use Excel spread sheet) 10

Section B – outline of the school (use Excel spread sheet) 10

Section C – vision 11

Section D – education plan: part 1 16

Section D – education plan: part 2 17

D1 – an ambitious and deliverable curriculum plan which is consistent with the vision and student intake 17

D2 – measuring student performance effectively and setting challenging targets 30

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels 42

D4 – the school will be welcoming to students of all faiths/world views and none 58

D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately 61

Section E – evidence of need 67

E1 - provide valid evidence that there is a need for this school in the areas 67

E2 – valid evidence of need for non-statemented students/students without an education, health and care (EHC) plan 70

Section F – capacity and capability 71

F1 (a) Skills and experience of your team 71

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 78

F3 – independent schools only: a good educational track record and credible plans for meeting the standards of the state sector 83

F4 – Independent schools, including special institutions that are privately run only: a good financial track record and credible plans for meeting the standards of the state sector 84

F5 – Independent schools only: an appropriate, well-maintained, and secure site 84

Section G – accurate financial plans that are consistent with the rest of the application, demonstrate financial viability, and are based on realistic assumptions about income and expenditure 85

Section H – premises (use Excel spread sheet) 96

Annexes 97

CV template 98

Self-assessment form for independent schools 140

Governance self-assessment 146

The application form explained

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

Sections

Declaration

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

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

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

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

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

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

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

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

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

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

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

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

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

Submitting Sections A to H

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

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

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

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

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

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

Submitting Section I

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

Data protection

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

Application checklist

Task to complete	Yes	No
1. Have you established a company by limited guarantee?	☒	☐
2. Have you provided information on all of the following areas (where appropriate)?		
Section A: Applicant details	☒	☐
Section B: Outline of the school	☒	☐
Section C: Education vision	☒	☐
Section D: Education plan	☒	☐
Section E: Evidence of need	☒	☐
Section F: Capacity and capability	☒	☐
Section G: Budget planning and affordability	☒	☐
Section H: Premises	☒	☐
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	☒	☐
4. Have you fully completed the appropriate budget plan(s) where necessary?	☒	☐
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?	☒	☐
6. **Independent schools only*:** Have you provided a copy of the last two years' audited financial statements or equivalent?	☐	☐
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?	☐	☐

8. **Independent schools only*:** Have you provided the documents set out in the criteria document specifically around your current site?	☐	☐
9. **Re-applications only:** Have you changed you application in response to the written feedback you received, if you are re-applying after being unsuccessful in a previous wave, as set out in Section 4.4 of this guide?	☐	☐
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?	☒	☐
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, 3rd Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT	☒	☐

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

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

Section I of your application	**Yes**	**No**
12. Have you sent: • a copy of Section A (tab 1 of the Excel template); and • copies of the Section I Personal Information form for each member, director, and principal designate who has not submitted one of these forms within the past 365 days; and • a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days by emailing scanned copies of Section I forms to due.diligence@education.gsi.gov.uk stating the name of the school in the subject title, including a full list of members, trustees, and the principal designate (if appointed); and a copy of Section A? (See guidance for dates and deadlines)	☒	☐

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 (e.g. safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and
- for children with an education health and care plan ('EHCP') naming the school, the requirements pertaining to children with SEN within the special educational needs and disability (SEND) code of practice, including the duty to admit a child where the school is named in an EHCP;
- for schools where the Secretary of State agrees in the funding agreement that they can also admit non-statemented students with special needs, the school must, in respect of these students, comply with the School Admissions Code, the School Admissions Appeals Code and the admissions law as it applies to maintained schools. 16-19 applicants do not need to follow these codes but must have admissions arrangements and criteria which are fair, objective and transparent.

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

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

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

Signed: [redacted]

Position: [redacted]

Print name: [redacted]

Date: 27th September 2016

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

Completing the application form

Section A – applicant details (use Excel spread sheet)

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

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

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

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

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

Section C – vision

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

Please:

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

Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area
Introduction This proposal has been developed in consultation and collaboration with the local authority and includes evidence of widespread backing and support from the local authority and a range of partners from Central Bedfordshire. (See letter of support in appendices) The vision reflects our absolute commitment to ensuring the very best educational opportunities for all students in Central Bedfordshire and a recognition that we need to be more ambitious in our approach to the most vulnerable. We are very much aware that young people who are disaffected with, and disengaged from, education are more likely to experience significant limitations to their life chances and opportunities. **Vision** Our vision is to set up a Special Free School (Sandy Lane Academy) accommodating students with Social, Emotional and Mental Health identified as their primary need that will utilise the knowledge and experience of the leadership team at Oak Bank School an Outstanding SEMH Special School already in Central Bedfordshire. '*Outstanding leadership by the executive headteacher and the head of school has ensured that the school has gone from strength to strength so that now all aspects of its work are outstanding. Senior leaders have established a culture of very high expectations for all students, whatever their needs or age in all subjects. They have put into place rigorous checks on the quality of teaching and how it affects students' learning.' Ofsted July 2015* The school will cater for up to 60 students from year 5 through to year 13. The vision aligns with the Central Bedfordshire's SEND and Partnership for Education visions. *"We want every child in Central Bedfordshire to enjoy their childhood and have the best possible start in life. We want every child to do well in education, make friends and*

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

build strong relationships with their family. As young adults, we want every young person to have the knowledge, skills and qualifications that will give them the best chance of success, so that they are prepared to take their full place in society as a healthy, happy, contributing and confident citizen." (Partnership Vision for Education, Central Bedfordshire, 2015-19)

The vision for all children and young people in Central Bedfordshire with disability and/or special educational needs will be that services will be shaped and delivered to support them in achieving the very best they can.

To achieve this vision Sandy Lane Academy will provide life-transforming education for young people with complex social and learning difficulties. Sandy Lane Academy will create an outstanding learning community that engages students and develops positive attitudes to learning.

Staff at the Academy will be confident and skilled in building positive relationships that will help to break down barriers, build self-esteem and challenge disaffection.

We recognise that for vulnerable young people it is often a long road to success. Through the provision of a structured, specialist learning environment, the Academy will build that success through challenge, personalisation and innovation. Our aim, for all our students, will be to enable them to have a full and fulfilling independent life in which they are equipped to make positive contributions to their community. All students will have access to accredited courses and learning which will include GCSE courses and vocational qualifications.

We believe that every child has a right to achieve, and that every parent and carer has the right to expect that the Academy will do its very best for their child. To achieve this, we will work in partnership with parents, carers and mainstream schools as well as other agencies as appropriate. All staff within the Academy will be committed to enabling all our students to overcome their challenges and achieve their potential through both their social development and their academic and vocational learning.

The Government's recent publication 'Mental Health in Schools' March 16, highlights the need for schools to promote resilience. This paper emphasises the need for schools to have access to continuous professional development for staff, promoting good mental health and signposts them to work with others to provide interventions for the students with possible mental health problems as part of the Graduated Response.

We believe that schools in Central Bedfordshire should be encouraged to work together, to create and sustain this much needed approach to student provision through supportive partnership work. Students with SEMH can create significant challenges to mainstream schools and as a result they frequently fall behind in their education and adopt negative attitudes towards schooling, often reflected by their

parents / carers. It is essential that the needs of these students are fully understood and supported by staff working within a curriculum structure that enables these students to positively re-engage with learning and for them to successfully transition into employment, further education or training when they leave school.

To support the vision of partnership working, we aim to provide 'hubs' within the academy for other professionals to work with the students and family of the academy. Creating positive relationships with students is essential to effective working. Often when students are referred to other professionals from health or social care, they have to travel away from the school to access the recommended support. This often results students not engaging properly with the professionals as the necessary relationships doesn't exist. The vision for Education, Health and Care Plans is closer collaborative working between education, health and social care. By having 'hubs' of health and social care located at the Academy, students and their families will benefit from a more informed and consistent approach to supporting the needs of the students. In addition, students will be able to build relationships with the full range of professionals which will enable intervention work to be more impactive.

A further benefit of colocation of education, health and social care will be the opportunities continual professional development through collaborative training. This model will up-skill all professionals working with the students and their families becoming more effective in the support they provide.

The Academy will also provide a hub for the Local Authorities key stage 2 provision, Jigsaw. Jigsaw's role is to reduce exclusions, build capacity and provide expertise in the schools to ensure that students with SEMH stand the greatest chance of achieving their potential. Jigsaw also acts as a safety net for those children whose behaviour has been so extreme that they receive a permanent exclusion. In this capacity Jigsaw provides an opportunity to educate, relook at and assess needs with a view to adapting the educational offer more closely to the child. By providing a 'hub' for Jigsaw, students who have been permanently excluded can access the provision and support that that Sandy Lane Academy will provide. It will also enable Jigsaw to provide a broader curriculum offer to the students it works with. In addition the Academy will be able to use the outreach currently provided by Jigsaw to support schools who are struggling with students with SEMH. Early identification and appropriate support is essential to successfully working with students and their families and where necessary evidencing the need for an EHCP can prevent additional unsuccessful school transitions before a student accesses the correct provision to support their needs.

The academy will also link with the unique property group 'Legacy'. Spearheaded by [redacted], Legacy and Central Bedfordshire are committed to regenerating the Kingsland Campus in Houghton Regis, and area where a significant number of students who will attend Sandy Lane Academy live. Legacy's

vision is for delivering united communities through the provision of quality housing and fully integrated sports and community facilities. This is a Legacy pilot scheme, which comes with the full support of the Department for Communities and Local Government.

The existing communities in the Kingsland area are among the most disadvantaged in Central Bedfordshire and are within the top 20% most deprived in the UK, plus 41% of children in that area live in income deprived households.

The vision for Kingsland includes integration with education facilities with special emphasis on support for those young people with Special Education Needs. Legacy wish to work closely with local education providers to offer after school sports coaching which will support development of skills, confidence and motivation. Legacy will also work with parents and the wider community to support pathways into employment.

We have confidence that this vision is shared and owned by both the providers and commissioners. We have worked hard to engage a broad range of local stakeholders in supporting our vision and we believe the evidence of that commitment is well demonstrated in this proposal.

The financial planning is secure and there is an commitment from the local authority to fund the Free School at the current rate that students who attend Oak Bank School the current SEMH provision within Central Bedfordshire are funded at. This funding provides a firm financial platform as staffing, premises costs can be modelled on the Oak Bank model. Within the team there is good financial acumen and a clear understanding and experience of Academy funding.

The Free School will build on the Outstanding identified best practice from Oak Bank School (Ofsted July 2015) as well as engaging locally and nationally with initiatives that will benefit all practitioners involved in the Academy. The Academy will also benefit from the expertise of our partnership of school leaders which includes and the professional development opportunities provided by a Training School. Our aim is to learn from existing best practice and then move beyond this to realise our ambition to create a new vision of excellence for students with social emotional and behavioural issues. To ensure the Academy provides Outstanding education to the students, the Academy will be part of a challenge partners initiative established between Oak Bank School and another Outstanding SEMH special school (The Gateway School, Northampton)

Teaching specialists will be employed within all key stages enabling the delivery of appropriate curriculums. Close partnership working with Oak Bank School will allow the sharing of specialist teachers, support staff and resources to broaden the range of provision the Academy will be able to offer. Students in each key will have their own dedicated teaching area to enable greater specialism within the curriculum offer.

'Excellent teaching is characterised by outstanding relationships between staff and students and

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

high expectations of both behaviour and academic achievement. This accelerates learning. Students start to believe in themselves because they trust their teachers' judgements.

Teachers plan work that is very well matched to students' interests and needs. Excellent verbal and written feedback means students are very clear as to how they are doing and how they could do even better.' (Oak Bank Ofsted July 2015)

Key Stage 4 provision will focus on ensuring appropriate progression routes for all students including: reintegration into mainstream school; securing a college placement following a recognised and relevant course; a suitable and supported work placement.

'Outstanding careers guidance and excellent partnership working with colleges and other providers help students gain high levels of work- related skills and qualifications. This all helps them to make the right choice for their future employment or training.' (Oak Bank Ofsted July 2015)

For some students the key stage 5 provision will enable them to continue to access the specialist support that they benefit from whilst accessing further education / training. There are currently a number of colleges and external providers that Oak Bank School work closely offering a range of courses which students attending the Academy will be able to access receiving the support of the Academy staff.

This application is being submitted in conjunction with an application for an Alternative Provision Free School within Central Bedfordshire, Crossways Academy. If both of the applications are successful, the intention is to form a multi-academy trust which would incorporate the two new Free Schools, Oak Bank School and The Academy of Central Bedfordshire. Governors of both Oak Bank School and The Academy of Central Bedfordshire have been consulted on this proposal and both sets of governors' see the benefits of forming this MAT. Governors, Local Authority officers, and Senior Leaders from the two existing schools have visited a MAT in Blackburn (EPT) to begin developing the format for a MAT across the schools/ academies in Central Bedfordshire. The MAT is not being applied for yet as we would like to wait for the outcome of the Free School bids to assess the makeup of directors, trustees and local governors. Once the outcome of these applications is known we will use the expertise of these personnel to establish the final governance structure of the MAT. To ensure the transition to a MAT is straightforward, it is suggested that the governors for each individual institution would become the Local Governing Body (LGB), with directors and trustees of the MAT largely drawn from these groups. Where necessary, LGBs will be supplemented with new governors where existing governors step up into more senior governance roles.

In addition to drawing on the experience and outstanding practice of Oak Bank School, Sandy Lane Academy would look to utilise the leadership experience currently at Oak Bank to form a strong leadership team within the new school.

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 student 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 students 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.

	Current number of students (if applicable)	2018	2019	2020	2021	2022	2023	2024
Year 5		2	3	3	4	4	5	5
Year 6		3	3	4	4	5	5	6
Year 7		4	5	5	6	7	8	8
Year 8		4	5	6	6	7	8	8
Year 9		4	5	6	7	8	8	8
Year 10		4	5	6	7	8	9	8
Year 11		4	5	6	6	7	9	9
Year 12		2	2	4	4	4	4	4
Year 13			2	2	4	4	4	4
Totals		27	35	42	48	54	60	60

These numbers reflect the typical cohort distribution and sizes based on students attending Oak Bank School.

These figures are approximate. The numbers of students in specific year groups will be flexible. In the opening year vertical class groups will be used in KS2 and KS3 until fully staffed.

Section D – education plan: part 2

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

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

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

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
English	5	M	
Maths	5	M	
Science	4	M	
ICT	1	M	
PE	2	M	
General Studies(to include History and Geography)	3	M	History and geography combined to enable it to be delivered in a more flexible, holistic way.
SMSC	1	M	RE to be taught as a planned programme of study that also supports the development of resilience, well-being and celebrating British values
Vocational Options(Animal Care, Bike maintenance, Hair and Beauty, Food Technology)	2	M at Key Stage 2/3	Options offered at Key Stage 4/5
Expressive Arts	2	M at Stage 2/3	Options offered at Key Stage 4/5
Please see end of section D1 for further detail re: proposed timetable			

[Add more lines as appropriate]

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

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

The Curriculum at Sandy Lane Academy supports our vision to provide outstanding education which is child–centred and will mirror the curriculum at Oak Bank School.

> *'The curriculum is outstanding. It prepares students extremely well for their next steps in education and life. The range of courses available and subjects studied are constantly extended so that every student has the opportunity to excel or pursue an interest to as high a level as possible' (Oak Bank Ofsted July 2015)*

Student Characteristics:

Our fundamental belief is that every student has the potential for growth. We believe that by having high expectations and aspirations, all our students can learn and achieve. We will provide a curriculum that allows students the opportunity to learn and develop in a supportive and creative environment, in which there is a focus on recognising achievement and supporting progression and in which students feel safe and are happy. The curriculum is individualised, creative, innovative and flexible allowing for the needs of each student to be met. It aims to promote the social, moral, spiritual and cultural development of the students as well as their intellectual and physical development. We want our curriculum to engage students as active participants in their education.

As identified in the evidence of demand (E1) the need for Sandy Lane Academy is due to demographic growth. It is therefore extremely likely that the students that attend the academy will have the same profile in relation to their breakdown as students that attend Oak Bank School. Based on figures for Oak Bank School it is anticipated that the % of students that will qualify for FSM (Ever 6) will be in the 80th percentile (69% vs. 26.7% nationally). This in conjunction with the school deprivation indicator (0.24 vs. 0.2 nationally) reflects the challenged background that the significant majority of students that will be attending The Academy will come from. Generally these students are from split families (65%) and live in social housing (at least 58%) Many of The Academy's students will have parents / carers who are not in employment (at least 47%). A significantly high percentage of students (in the 20th percentile 24.1 vs. 92.3 nationally) will not have had stable education. The students it is anticipated will attend The Academy will have typically moved school frequently either due to exclusions / managed moves (Fair Access Protocol) or due to parents / carers frequently moving. This disrupted education prior to joining The Academy results in a significant majority of students' attainment being below national expectations. The average points scores for Key Stage 2 students in 2012 for the national curriculum subjects was 20.3 vs. 28.2 nationally. The scores for English were slightly better than those for Mathematics 20.3 vs. 28.2 (APS difference = 7.9) against 19.5 vs. 28.4 (APS difference = 8.9). (All above data from Raiseonline 2013)

Oak Bank has historically had a significant difference between the number of boys and girls attending the school. The % of girls is in the 20th percentile 6.9% vs. 49.6%

nationally. The curriculum offer at The Academy will cater for the anticipated smaller number of girls and provide them with the support to pursue their learning and career interests.

It is anticipated that students entering The Academy will generally have a level of attainment that is below their mainstream peers in terms of literacy. This is evidenced at Oak Bank School by SAT results, teacher assessment, data relating to reading accuracy, comprehension, spelling ages and assessments completed during the statementing process. As part of the admissions process for students into The Academy staff will visit referring schools to generate more sensitive qualitative data about learning styles, sociability; medical conditions etc. this will then be used to support the transition process and ensure students' needs are accurately met.

Based on figures for the student population at Oak Bank School it is anticipated that a similar make up of students to attend Sandy Lane Academy. Using data from Oak Bank School we anticipate that the students will predominantly be White British (88%) with a further 4% being from a White and Black Caribbean background, 2% Native American Indian and 6% Gypsy Roma. (Based on 85 students attending Oak Bank March 2016).

As with students who attend Oak Bank School, Student Premium will be used to support the identified learning needs of students to enable them to close any gaps they have in their learning and prepare them for employment, further education or training.

> *'Disadvantaged students achieve at least as well as other students in the school. School records show that the student premium money has been used highly effectively to enable these students to improve their literacy and numeracy skills and to support their emotional well-being and inclusion. This means that they too make rapid progress in their behaviour, attitudes to learning and in the subjects they study while at the school.' (Oak Bank Ofsted July 2015)*

From day one, we will get to know our students and work with them to tailor their education so that they make outstanding progress, building resilience and developing the courage to take risks and aspire to achieve. We aim to support and inspire our students, whether it is through academic excellence, a personal interest or passion that needs nurturing. It's about finding the key that helps unlock potential.

The Academy will be committed to providing a broad and balanced curriculum, based on the National Curriculum for those students of compulsory school age. This will be blended with opportunities for students to develop functional skills, independence skills and skills for working life as appropriate in line with the 14-19 Curriculum. Some subjects will be taught discretely while others will be covered via a creative curriculum approach.

Differences from Oak Bank School's Curriculum:

The curriculum at Sandy Lane Academy will look to complement the curriculum offer at Oak Bank School, identifying elements that can utilise shared resources e.g. the planned new sports hall being proposed for Oak Bank School in addition to the animal care centre and sports fields. Sandy Lane would look to develop vocational specialisms

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

that Oak Bank School currently do not have, especially ones which Oak Bank are currently having to commission places with external providers to enable students to gain access to. Sandy Lane Academy would therefore develop a design technology and construction resource which would include plastering. This resource and the specialist teaching could then become a shred resource with Oak Bank. Sandy Lane Academy would also ensure that the curriculum enhances the enrichment opportunities currently available at Oak Bank. The addition of a skate /bike park will provide students with an addition to their PE curriculum that will also provide extended day opportunities.

The timetable and Curriculum will be reviewed annually to ensure compliance with current legislation and guidance and taking into account best practice within special needs education.

We will endeavour to provide opportunities for students who are identified as having a gift or talent to develop their skills and abilities in that area. Where this is not possible within the curriculum offer at The Academy we will use our partnerships with other schools and education providers to provide the curriculum required.

The curriculum is planned to provide continuity and progression from KS2 through to KS5. It enables students to make connections and transfer skills and to think creatively and solve problems. It also develops students' capacity to work independently and collaboratively.

We know that our students are happiest and achieve most when their routine is clear and when their learning opportunities build on their particular skills and talents. To this end, we will tailor the curriculum to help students make progress in a way that best suits them. The proposed curriculum aligns to the vision and can be delivered by the identified staffing structure from the outset. It is essential that the academy is able to recruit and retain the specialist staff required to deliver the curriculum and that there is access to the specialist teaching resources necessary to deliver some of the subjects.

The planned curriculum will ensure:

- That students make outstanding progress against personal targets
- That students acknowledge their achievements and have a sense of pride
- That students have opportunities to participate in a range of enrichment activities within and beyond the curriculum
- That students develop skills for independence
- That students use of ICT is encouraged
- That students develop a greater awareness of their local community and make a positive contribution
- That students learn a range of skills for life beyond school
- That students develop an understanding of how they can maintain good

mental health

The core curriculum will be English/literacy, Maths/numeracy, Science and ICT. Central to the core offer will be personalised learning.

Personalised learning

Personalised learning can have a powerful impact on the intellectual, social, cultural, moral and spiritual lives of everyone involved and will be central to each student's experience at Sandy Lane Academy

Personalised learning is key in making the shift between 'surface' learning to 'deep' learning and, ultimately, to effective learning. It transforms the conditions of learning, enabling students to access and understand ideas independently, with the confidence to pursue their learning to even more profound levels.

Personalised learning will be achieved through:

- Recognising and accommodating different learning preferences and styles.
- Developing thinking strategies such as problem solving, analytical thinking, reasoning, organising, memory skills and creativity.
- Creating innovative and exciting opportunities for students to regularly practice and develop skills and competencies.
- Encouraging social skills including listening, co-operating, small group and paired learning, team work and negotiation.
- Providing structured academic mentoring and coaching, supported by comprehensive monitoring and data.
- Extending curriculum choice and pathways.
- Being flexible in extending 'learning time' through after-school and co-curricular activities.

To help determine the personalised needs of the young person a detailed assessment of each student will provide base line data against which progress can be monitored in terms of academic, social, behaviour and attendance issues. Following assessment an individualised, personalised curriculum focused on the needs and interests of each student will be put into place to achieve a positive experience with clearly defined pathways within a nationally accredited framework. Alongside personalising the curriculum, behaviour management of students will be addressed through various levels of engagement. Through deployment of specialist staff and timetabling the individualised programmes will focus on evidenced need. For some students this will mean a greater focus on managing their social and emotional needs, whilst for others the small group sizes with specialist teaching and support will enable a greater capacity for learning.

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

Fundamental to the curriculum is the recognition that literacy, numeracy, science and ICT skills are critical to students' success. These subjects will form a 'core offer' which will be accredited subject to the assessed needs of each student.

> *'Students' learning accelerates in English and mathematics following entry to the school. The large majority make up ground lost previously and make better than expected progress, particularly in mathematics and reading. Some achieve good GCSE qualifications in Year 9 and Year 10 in mathematics.' (Oak Bank Ofsted July 2015)*

Lessons will include the use of collaborative group challenges where students are provided with a task and charged with the responsibility to complete it to meet agreed criteria and within a set time. One of the criteria will be that all members of the group take a role and participate. This type of opportunity will encourage students to enquire into the topic or skill while they practise the social and emotional skills required to work in a team.

Staff will be coached that learning will only take place if opportunities are provided for the students to share their experiences and prior learning and this is explicitly built upon.

Literacy and Numeracy

Targeted literacy and numeracy interventions will be provided to students who have an audited need to improve their levels. Researched and recognised literacy and numeracy programmes will be in place as part of the 'core offer'. Interventions that take account of an individual's gaps rather than an off the shelf scheme have been evidenced to be more effective for students of a secondary school age. For students at Key stage 2, interventions will also be incorporated into their daily routines and focus on basic building blocks of literacy and numeracy. A daily structured session for all students will be used to support the development of key skills.

English

All students that attend Sandy Lane Academy will have regular access to English appropriate to their age and stage of development and learning opportunities will follow and build upon their previous experiences and shape future learning. Students will be given the opportunity to develop their oral and written skills to the best of their ability and in line with the National Curriculum. English will be central to the curriculum and it will be taught across all subjects. It should be seen as important not only in its own right but in relation to other subjects. Specialist teachers will be involved in the teaching of English, and English will be time tabled as a specialist subject for all year groups. Evidence of student's achievements will be gathered by a variety of methods, written, graphical and pictorial work, listening and discussions, recording observations and periodic tests and structured exercises. All students will be entered for external accreditation relevant to their ability.

Maths

All students that attend Sandy Lane Academy will have regular access to Mathematics

appropriate to their age and stage of development and learning opportunities will follow and build upon their previous experiences and shape future learning. Mathematics is essential in everything we construct, everything we calculate and almost every problem which we have to solve on our daily lives. This will be reflected the delivery of Mathematics where the use of Mathematical knowledge, skills and understanding is required in all other areas of the curriculum. Student's knowledge, skills and understanding in Mathematics will develop as they use it in practical activities, to solve relevant and meaningful problems, and to explore the patterns and relationships on which Mathematical concepts depend. All students that attend Sandy lane Academy will develop a positive attitude to Mathematics and learn to use it with confidence, understanding and pleasure.

Specialist teachers will be involved in the teaching of Mathematics, and Mathematics will be time tabled as a specialist subject for all year groups. Evidence of student's achievements will be gathered by a variety of methods. All students will be entered for external accreditation relevant to their ability.

Science

The Science curriculum will develop students' scientific skills, knowledge and understanding through challenging, motivating activities that extend the students learning. It is important that students are taught in a specialist environment and are able to access as much practical Science as possible. The curriculum will build on student' natural curiosity and teach them scientific knowledge and scientific skills. Students will be stimulated to investigate, question and develop positive attitudes towards Science.

Specialist teachers will be involved in the teaching of Science, and Science will be time tabled as a specialist subject for all year groups. Evidence of student's achievements will be gathered by a variety of methods. All students will be entered for external accreditation relevant to their ability.

ICT

ICT has a very significant impact on all aspects of our modern society. Whether at home, school or work its influence is felt and it is expanding students' knowledge and understanding of the world in which they live. Students now leaving school require considerable ICT knowledge and awareness if they are to be successful in their futures. ICT also offers education a powerful learning tool to help enhance learning and teaching across the whole curriculum and it is important that staff and students at Sandy Lane Academy have access to technology to ensure they benefit from it. All students will be entered for external accreditation relevant to their ability.

Behaviour (PSPs)

The Academy will use Behaviour Watch, a nationally recognised web-based behaviour management system. Staff will record key behaviours that support the analysis of both short and long term progress.

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

Behaviour Watch will be central to the running of the school day; it is where positives and negatives will be recorded on a daily basis. The system itself will make a variety of calculations that will give automatic totals. Every student will have a Key Worker who will analyse student data and support each student in determining weekly targets with their students. The Key Workers will share this with their students and use this information as a basis for target setting for the following week.

Students who need particular help with behaviour management to overcome barriers to learning will be allocated to a Teaching Assistant/Behaviour Support Worker (BSW) on a one-to-one basis. These specialist staff will develop approaches to maintaining students who are in crisis where their education placement is fragile and link with providing support for their re-integration as required. The role of the TA/ BSW will be to:

1. Set clear targets for social and behavioural achievement of individuals.
2. To provide an environment conducive to the social and emotional needs of the students.
3. To assist individual students experiencing difficulties in managing their behaviour by supporting them outside the classroom/social group.
4. To assist students integration into the classroom/social group as part of their planned programme.

Social & Emotional (Well-being Mentors)

Students who need particular help with specific social, emotional and problem solving skills will be allocated Well-being Mentors on a one-to-one basis. Following an assessment the Well-being Mentors will make arrangements to meet the young person's needs providing specific programmes of support alongside other professionals where necessary.

At Sandy Lane Academy we want to enable each young person to feel safe, secure and valued. To be self-aware in order to build lifelong emotional resilience; by developing strategies and personal resources to nurture a sense of emotional wellbeing.

Anxiety is a key block to learning. It can prevent the imprint on the brain. A culture that supports wellbeing is a culture of learning and increased outcomes for our young people.

Vocational Education

A wide range of vocational pathways will be offered to enable students to make better informed choices of career possibilities in the future. These pathways will include:

- Construction skills (carpentry, bricklaying, painting and decorating, plastering, groundwork engineering, roofing)
- Motor vehicle maintenance

- Bicycle maintenance
- Animal care
- Horticulture
- Fisheries
- Catering and hospitality
- Hair and beauty care

Oak Bank School has developed excellent working partnerships with 14-19 providers who will be utilised to support the curriculum offer Sandy Lane Academy. These providers include:

- Colleges (E.g. Barnfield, Bedford, Central Bedfordshire, Shuttleworth, Milton Keynes)
- Training Providers (E.g. Ridgemond, Bedford Training Group, Vocational Skills Training, Education Youth Services, KWS Educational Services

'There are excellent arrangements to support students' transition into the world of work or college. The school uses a range of part-time alternative placements to enrich its curriculum and offer students opportunities to acquire vocational skills relevant to future employment or training. Leaders check meticulously on students' safety, attendance and behaviour at these placements as well as on their progress.' (Oak Bank Ofsted July 2015)

Expressive arts also have great potential to support disaffected students with low self-esteem. Music will be delivered through a variety of mechanisms through one-to-one peripatetic lessons, constructing and playing musical instruments and producing music in a variety of electronics mediums. Engagement in music can also be used to bring a more positive state of mind, helping to keep depression and anxiety at bay. This can help prevent the stress response and can help keep creativity and optimism levels higher.

In addition to music, Art will be delivered through a variety of mechanisms through fine art and craft experiences. Engagement in Art can make the invisible (such as painful emotions and experiences) visible through external expression. Experiences in art increases self-esteem and self-awareness and encourage self-control through working with art materials. Art and emotions are closely linked and therefore art-making can help to positively alter one's mood. Developing skills in drama can support a young person's self-esteem through role play and acting out life experiences.

A variety of curriculum initiatives such as cross curricular projects, compulsory enrichment activities for all, PSHE, Religious Studies and Citizenship will encompass accredited life skills and experiences across the curriculum. Many of these curriculum opportunities will be delivered through collapsed timetable themed days (RE and Citizenship) and structured regular timetabled opportunities during the day and afterschool activities.

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

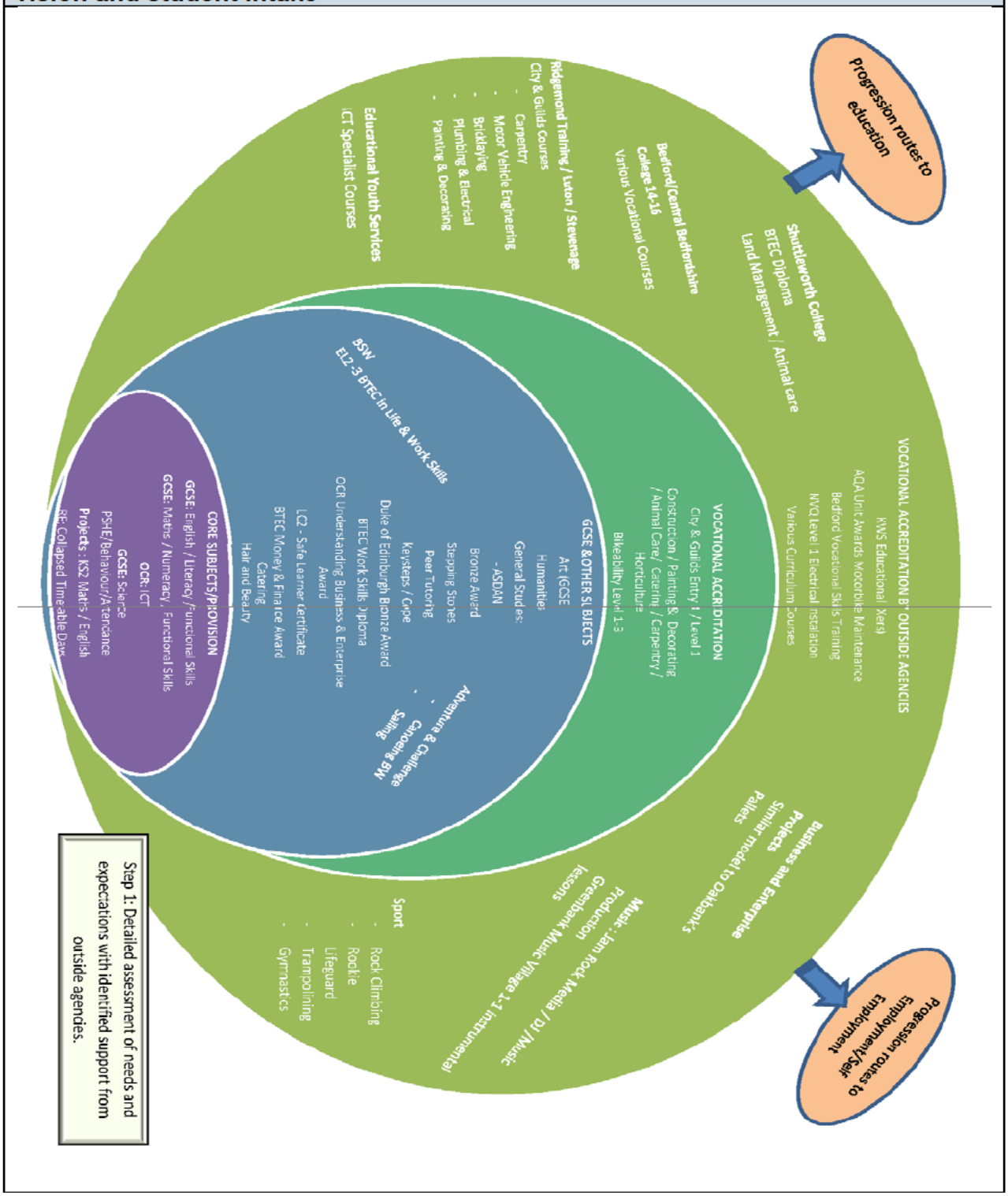
Students' spiritual, moral, social and cultural development is exceptional. They are supported to high levels of personal and social awareness. The school's values of respect and tolerance for diversity are promoted in everything that it does. (Oak Bank Ofsted July 2015)

Recruitment, retention and the CPD of staff, within a clearly defined staffing structure, is crucial to the success of the personalised curriculum.

Recognising and utilising the skills and qualities of support workers (behaviour and teaching) increases the flexibility within the curriculum through the employment of 'instructors'.

The diagram on the following page shows how the curriculum will be personalized for each student, with the initial assessment of all needs being the starting point for every student.

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



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

Proposed timings of the school day

Monday			Tuesday, Wednesday & Thursday			Friday		
Time	Mins	Activity	Time	Mins	Activity	Time	Mins	Activity
9.45-10.05	20	Breakfast	9.45-10.10	25	Breakfast	9.45-10.10	25	Breakfast
10.05-10.25	20	Assembly	10.10-10.40	30	Literacy / Numeracy	10.10-10.25	15	Assembly
10.25-11.00	35	Lesson 1				10.25-10.40	15	Keyworker time
11.00 -11.35	35	Lesson 2	10.40-11.20	40	Lesson 1	10.40-11.20	40	Lesson 1
11.35-12.10	35	Lesson 3	11.20-12.00	40	Lesson 2	11.20-12.00	40	Lesson 2
12.10-12.40	30	Lesson 4	12.00-12.40	40	Lesson 3	12.00-12.40	40	Lesson 3
12.40-1.05	25	Lunch	12.40-1.05	25	Lunch	12.40-1.05	25	Lunch
1.05-1.50	45	Lesson 5	1.05-1.50	45	Lesson 4	1.05-1.35	30	Lesson 4
1.50-2.30	40	Lesson 6	1.50-2.30	40	Lesson 6	1.35-2.15	40	Enrichment
2.30-2.55	25	Enrichment	2.30-2.55	25	Enrichment	2.15-2.55	40	Enrichment
2.55-3.00	5	Taxi/End of day	2.55-3.00	5	Taxi/End of day	2.55-3.00	5	Taxi/End of day

The proposed later start to the school day ensures that any students that have to travel across the county to attend Sandy Lane Academy will not have to leave home too early. Breakfast will be available for every student on arrival to school to ensure that students start the day well fed.

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

The curriculum – an analysis of the breakdown of lessons for students in each key stage.

	Year 5 & 6	Year 7, 8 & 9	Year 10 & 11
English	5	4	4
Mathematics	5	4	4
Science	2	4	4
Computing	1	1	1
Art	2	1	
Expressive Arts	1	2	
PE	3	3	3
Humanities	1	2	
General Studies	1	1	3
SMSC	1	1	2
Wellbeing	1		
Vocational Education	2	2	
Options			4*
Enrichment	6	6	6
Literacy / Numeracy	3	3	3
Keyworker	5	5	5
Assembly	2	2	2

*Proposed options:
Sports Studies
Music
Food Technology
Animal Care/Horticulture
Hair and Beauty
Childcare
PE
Princes Trust
Health and Social Care

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and student intake
Law Business Arts Award Bike Maintenance

D2 – measuring student performance effectively and setting challenging targets

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

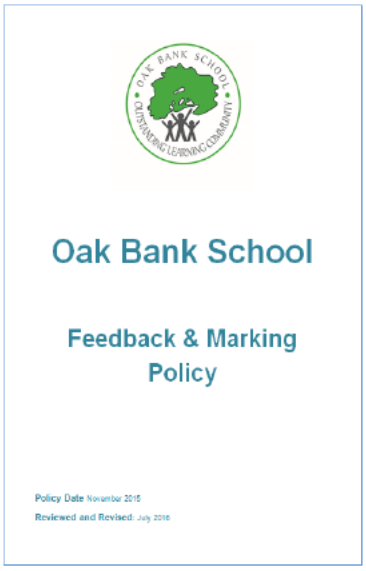
All applicants will need to complete the table below but you will give us different information depending on which type of group you are. Please:

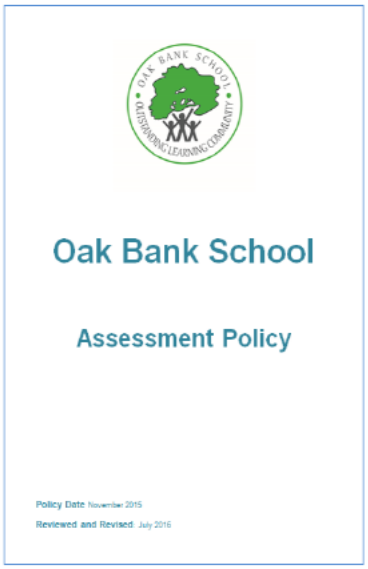
- use the space provided below; and
- refer to the *how to apply to set up a free school guidance and the criteria for assessment* for what should be included in this section.

D2 – measuring student performance effectively and setting challenging targets
Introduction: Sandy Lane Academy will model its practice on systems used at Oak Bank School for measuring student performance and for setting challenging targets. Assessment is effectively used to inform teaching and learning, set aspirational targets and to inform professional decisions. These may relate to intervention strategies, agency liaison, and initiating wider professional assistance. *Ofsted observed that Oak Bank School's, 'Senior leaders have an excellent grasp of the quality of the school's work, including how well every student is doing and what would help them to achieve even more. They have established very effective systems for checking on students' progress and for evaluating whether it is good enough. Regular meetings consider the progress of students and ensure that if it starts to slow, staff take swift action to help students catch up.' (Oak Bank Ofsted July 2015)* The structure for monitoring student performance at Oak Bank School is underpinned by sound policies that are consistently adhered to by its staff. The purpose of these policies is to support school improvement and to the raise the standards of achievement, and attainment for all learners. Oak Bank School uses consistent learning language across the school that is understandable to staff, students and parents. This approach puts the students wholly at the centre of discussion and one that strengthens the learning community and partnership between school and home. Every student is viewed as an individual and

this approach takes a holistic approach to make overall judgements on progress, target setting and successful outcomes. We believe this individualised educational approach encourages learning centred dialogue between all involved in the student's progress.

Aligning and sharing best practice with Oak Bank School, and working in conjunction with a model observed as 'outstanding', with help to make for a successful start for Sandy Lane Academy. We teach students with social, emotional and mental health educational needs and will hold high expectations that will be monitored regularly. Use will be made of successful policies currently being used at Oak Bank School.





Assessment

The Department for Education (DfE) removed the assessment system of National Curriculum levels from September 2014. These would have previously been used to monitor academic progress in a linear way. These have not been replaced. There are tests at Key Stage 2 and GCSEs at Key Stage 4, but beyond these schools must decide their own levels of assessment.

To replace NC levels, Sandy Lane Academy will use its own created progression frameworks. These will be used to adequately show progress against key performance indicators. Teacher formative and summative assessments are used to evidence gather against these descriptors. Our frameworks have been produced based on the 'The Rising Stars Progression Frameworks'. This method of measuring progress is supported by the 'National Association of Headteachers'.

We believe our progress tracking will provide a non-linear method of assessment that is beneficial to our cohort. Our frameworks map out learning and will allow the Academy to show progress is being made. This method acknowledges the revisiting of missed education and the development of prior learnt skills as learning and progress.

D2 – measuring student performance effectively and setting challenging targets

Progress is reported on termly as either below, making or exceeding the expected progress of the individual. Timely formative and summative assessments in departments across the Academy will be able to show the value that it has added to an individual's education as a learner makes progress from baseline testing.

Data collected will be used to target set for students, link curriculum performance to professional development and make purposeful decisions on interventions. The Academy will be able to make informed decisions to address under performance of individuals, groups and key stages.

As a school we will use a variety of effective assessment methods that provide meaningful data to support all areas of outstanding teaching & learning. As part of the admission process all students will undertake a holistic, rigorous baseline assessment of need that will be used in conjunction with views of parents, student and other professional to put together the PLP. The school will use the use of several standardised assessments on pre-admission with each student: the Student Attitudes to School and Self (PASS)[1] survey and the York Assessment of Reading for Comprehension (YARC)[2] CSAT's , SDQ and NGRT

The PLP document will contain the information that established the baseline data (qualitative and quantitative) to enable a more robust start to formative assessment by teaching staff.

The use of standardised data, in formative assessment by classroom practitioners is not yet common practice in schools. It is often viewed as the domain of specialist teachers, SENCos and/or external professionals such as educational psychologists. It is not typically part of initial teacher education programmes. However, there is research evidence to show that judicious use of standardised student attainment data can lead to more accurate assessment of learning[3][4]. Snowling et al. (2011) showed that teacher assessments overestimated the 'risk of dyslexia' in a cohort of primary school students based on national curriculum data. However, teacher judgements, supplemented by two short standardised assessments allowed for a more accurate and specific identification of students who subsequently experienced reading difficulties. Similarly, a

[1] Students Attitudes to Self and School survey: http://www.gl-assessment.co.uk/products/pass-student-attitudes-self-and-school

[2] York Assessment of Reading for Comprehension http://www.yarcsupport.co.uk/

[3] Squires, G., Humphrey, N., Barlow, A., & Wigelsworth, M. (2012). The identification of special educational needs and the month of birth: differential effects of category of need and level of assessment. *European Journal of Special Needs Education*, *27*(4), 469-481.

[4] Snowling, M. J., Duff, F., Petrou, A., Schiffeldrin, J., & Bailey, A. M. (2011). Identification of children at risk of dyslexia: the validity of teacher judgements using 'Phonic Phases'. *Journal of Research in Reading*, *34*(2), 157-170.

survey conducted by Squires et al. (2012) of 450 schools in England supported international research which has shown that summer-born children are more likely to be identified as having SEN. They demonstrated that when a more thorough, multi-professional assessment (including standardised assessments) was undertaken, the month-of-birth effect was no longer present.

Baseline Data

The use of standardised tests for our group of disenfranchised learners is one that has taken great consideration. However, it took time to make a decision about which ones to use as we need to consider the collective and individual needs of the students, which assessments offered data that could be readily used as part of formative assessment but also offered the opportunity to collect long term data on the school population, resourcing in terms of purchasing the assessments and use of staff time and finally implications for student time. The school decided to use two standardised assessments, the PASS survey and the YARC assessment with all students.

The PASS survey in the United Kingdom, has found to be used in mainstream and specialist settings, including student referral units (PRUs)[5]. Students' attitudes to learning can influence their whole experience of education and have significant effects on their overall levels of attainment, engagement and well-being. Most of the students at the academy came with negative attitudes to learning so it was key to measure and monitor how their experience of being at the academy influenced their attitudes in the short and long term. Furthermore, the different elements of the PASS survey allowed the school to gather personalised data on individual students to set specific targets and teaching strategies.

In addition to attitudes towards learning, literacy ability is also a very important indicator of educational attainment[6]. When a student presents with a reading difficulty in school it is not always clear to the class teacher whether a student has difficulty with reading in terms of accuracy, fluency and/or comprehension. For students in care, social, emotional and mental health difficulties (SEMH) have been identified as the most common SEN and yet studies confirm that a considerable proportion of school-age children and adolescents with emotional and behavioural difficulties also have

[5] Case study of how one junior school in England uses findings from the PASS survey: http://www.stlawrence-junior.surrey.sch.uk/Documents/Inspection%20Reports/2013-14/PASS%20Survey%20Results%20January%202014.pdf

[6] Hulme, C., & Snowling, M. (2009). Developmental disorders of language learning and cognition. West Sussex: Wiley-Blackwell.

language difficulties[7]. Reading is a complex activity that is also underpinned by oral language. The academy wanted to use a standardised assessment that measured reading for all students (those with and without reading difficulties), along with teacher assessment, that helped to clarify the specific reading difficulties of a student, in order to better understand their literacy difficulties and plan their learning accordingly. The YARC, based on the Simple View of Reading[8] was selected to use with students.

Data Collection Cycle & Structure

'Data Collection Points' will be identified in the calendar to ensure quality summative data is used to generate each parent report. Subject leaders will have accountability to overlook departmental data collected and use this to update departmental reviews and target set for the subject.

The subject leader will compile a 'Curriculum Evaluation Review' (CER) from the subject. This will be a summary report that is compiled at the end of each term. This will be sent to the key stage managers. The key stage managers will look at progress and the interventions being used by departments with individuals. This progress data will be reviewed alongside behavioural information and anything else we know about each individual to form an overall judgement.

The CER reports will be overseen by an Assessment Coordinator and will be used to monitor standards, draw comparison with identified groups/schools and National benchmarks. This will also form the basis of data presented for inspection to external agencies and Governor's.

The lead SLT member with responsibility for the quality of teaching, learning and assessment will monitor the quality of the tools being used for the assessments, identify new assessment tools and will look at the data across the schools to identify any inconsistencies.

[7] Clegg, J., J. Stackhouse, K. Finch, C. Murphy, and S. Nicholls. 2009. "Language Abilities of Secondary Age Students at Risk of School Exclusion: A Preliminary Report." Child Language Teaching & Therapy 25 (1): 123–140

[8] Hoover, W. ad Gough, P. (1990. The simple view of reading. Reading and Writing: An Interdisciplinary Journal, 2,127-160

D2 – measuring student performance effectively and setting challenging targets

SANDY LANE ACADEMY ASSESSMENT STRUCTURE

Role	Responsibility
Subject Teacher	▪ Enter student's baseline measures to Classroom Monitor ▪ Day-to-day formative assessment. ▪ Periodic In-school summative assessment ▪ Record assessments on Classroom Monitor. ▪ **Complete Data Collection Point on time** ▪ Prepare students for Nationally Standardised Assessments
Subject Leader	▪ Oversee subject data entry to Classroom Monitor. ▪ Ensure the Dept. meets DCP deadlines ▪ **Produce a Curriculum Evaluation Review** ▪ Use Classroom Monitor to; -inform department planning -Direct appropriate personalised learning strategies -Meet individuals/groups learning needs -Target Set -Identify achievers, GCSE entries -Support quality teaching / Share good practice. ▪ Initiate professional discussion relating to learning
Key Stage Manager	▪ To coordinate Curriculum Evaluation Reviews. ▪ To ensure learning needs of the student is being met by their curriculum. ▪ To liaise with Behaviour Managers when progress is not being met / Case Study approach. ▪ To oversee Learning Journeys for students ▪ To suggest positive targets and strategies that place importance on learning where appropriate. ▪ To work with Subject Leaders to ensure students are supported to achieve sufficient progress and expected progress. ▪ To assist the Assessment Coordinator in ensuring the assessment methods used by departments sufficiently provide data on which quality teaching and learning can be judged.
Assessment Coordinator	▪ Monitoring standards in core and foundation subjects. ▪ Analysing pupil progress and attainment, including individual pupils and specific pupil groups across the school ▪ Identifying pupil groups who are vulnerable to underachievement in relation to age expectations and prior attainment ▪ Prioritising key actions to address underachievement of individuals and groups ▪ Reporting to Governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.

D2 – measuring student performance effectively and setting challenging targets

Making Overall Judgements on Student Progress

At Sandy Lane Academy we will have a range of information available when making overall judgements on a student's progress. Typically students that attend SEMH special schools are behind age related expectations and do not meet the DfE floor standards used within mainstream education.

Our academic data will provide a source of information that will then be considered alongside all other information we will gather when making judgements. Judgement outcomes will then reflect if a learner is below, meeting or exceeding what is expected of them as an individual.

We focus on personalised education and knowing our students very well. We will provide a qualitative review of progress that adds credibility to our quantitative judgements to evidence that excellent progress is being made by all students.

Sandy Lane Academy's assessment process will make it possible to make informed judgements at an individual student, class, key stage and whole school level. The assessment process will identify progress whilst being at Sandy Lane Academy and will take a holistic view of the individual before an overall judgement is made.

Making an Overall Judgement on student progress

Our assessment process should make it possible to make informed judgements at a pupil, class, key stage and whole school levels.

The assessment process identifies progress whilst being at Oak Bank and takes a holistic view of the individual before an overall judgement is made.

3 Year Data

- Sandy Lane Trends
- Ofsted Framework
- T,L& Assessment
- Assessment Policy

Compare & Contrast

- Local & National
- Age related comparison
- National Summative Data
- Floor Standards
- Comparison with similar schools
- Cross moderation with ACB / Maplefields

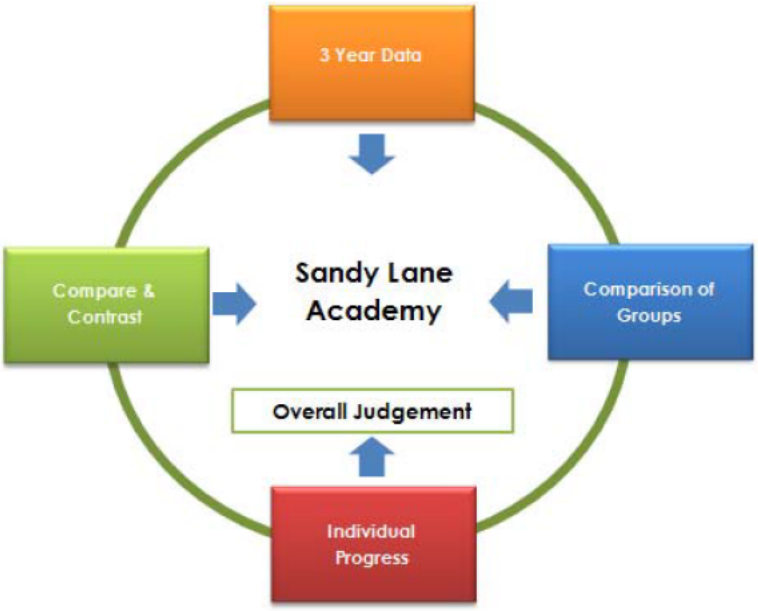
Comparison of Groups

- Vulnerable Groups
- National Data
- Baselines / KS2 2016
- Comparison of groups (PP, FSM etc)
- Yr groups / Class lists
- Staff groups
- Whole School

Individual Progress

- Teacher Summative Assessment
- Social Emotional Development
- Formative Assessment
- External Summative Assessment
- Behaviour Watch
- Learning Journey
- Interventions
- Transport issues
- Exclusions
- Case Study Approach

D2 – measuring student performance effectively and setting challenging targets



In recognition of the primary need of students that will attend Sandy Lane Academy, it is imperative that progress in relation to behaviour is measured and celebrated. To support the tracking of behaviour, Sandy Lane Academy will utilise the programme currently used by Oak Bank School, Behaviour Watch. Behaviour Watch is a nationally recognised web-based behaviour management system that has been bespoke designed to meet the needs of the school. Staff record key behaviours that support the analysis of both short and long term progress. Staff will use the system to record positives and negatives on a daily basis. The programme is then able to make a variety of calculations that will give automatic totals. Key Workers will use this information when working with their students as a basis for target setting.

Pastoral Support Plans (PSP)[9] will be established for every student. These will be referred to by all staff so that absolute consistency is used around the management of each child's behaviour. It is important that the student, their parents / carers and any other professionals linked with the student and their family are involved in producing the PSP so that it is as comprehensive as possible and everyone is aware of what strategies will be used to deal with negative behaviour.

Behaviour change comes from being shown a better way. Relationships create trust. Learning to "make it right" when you've done something wrong allows students to reflect and change their behaviour. At Sandy Lane Academy, a great emphasis will be placed on positive reinforcement of behavioural standards through de-escalation,

[9] See example of proposed PSP in Appendices

positive modelling from staff and praise. Students' confidence and self-esteem will be developed through encouragement, praise, positive modelling and rewards, both verbal and written. The behaviour policy will clearly explain to staff and students the school's behaviour system and the importance of fairness and consistency with the issuing of sanctions and rewards.

Sanctions

Sandy Lane Academy will utilise the successful Behaviour Management System currently used by Oak Bank School.

> *'Students are highly reflective about their behaviour and very clear as to what they need to improve further.' Ofsted July 2015.*

The system uses Red and Yellow criteria to record student's behaviour that has unacceptable. Red criteria are used for the most serious behaviours, whilst Yellow criteria record less serious behaviours. The school will operate a Level 2 system for its students which will recognise all students who are able to evidence 30 days of consecutive good behaviour without receiving criteria. Students' progress towards achieving Level 2 status will be tracked by their key workers daily. Receiving criteria will have consequences in relation to their progress to achieving Level 2 status, with Red criteria having a greater impact than Yellow criteria.

In addition, the receiving of criteria will have daily consequences for students. These consequences will include:

- Catch-up - All students need to engage in their learning in all lessons. Students who fail to engage fully need to catch-up the work they have missed. All subject teachers will have records of the engagement of students on Behaviour Watch. These records will be used to identify any patterns / trends in particular student's levels of engagement. Where patterns of disengagement are identified staff will ensure that the reasons for this are understood and where appropriate alternative learning opportunities are provided.
- Loss of enrichment activities - A student who receives red criteria during the day will have an enrichment detention that afternoon. The student is expected to go to the allocated room, and complete their detention. During detention, students will complete a 1:1 de-brief, where their day will be reviewed with the relevant key stage manager for behaviour or with a member of SLT.
- Detention - SLT will support detentions during student social time. This will provide a rapid and instant response to behaviour that requires a consequence. In general, if a student has received yellow criteria, then they should be in lunch detention. The detentions run for 5, 10 or the whole of the session.
- Internal exclusion - Will be used to support students who fail to comply with

identified strategies for their learning and behaviour. During this exclusion, students will be expected to complete work they have missed or will be missing due to being in there. It is important that all staff managing the internal exclusion are consistent in their supervision of students. It is important that it is used as an opportunity to reflect and 'make right' the situation. All students will meet with a member of SLT prior to returning to lessons. Only the SLT will have authorisation to place someone in internal exclusion through consultation with staff. Students will be clear on the length of time they are in internal exclusion, the behaviour expectations and what they need to do in order to return to class.

- Fixed term exclusions – In very rare circumstances it may be necessary to use fixed term exclusions to reflect the serious of the behaviour of a student. In all circumstances where fixed term exclusions are used, students will be provided with work to ensure they do not fall behind their peers at school. Every fixed term exclusion will be followed by a return to school meeting between the student, their parent / carer a member of the SLT and the student's key worker. During this meeting staff will support the student in reflecting on their behaviour and agree strategies to avoid a possible repetition. If there is a need for any restorative justice, this will take place during this meeting.

Rewards

Students need to have constant reminders of when they do it right, as well as when they get it wrong. All staff will have the ability to issue students with Vivos in line with the guidance identified in the Behaviour Policy. At Loreto High School we recognise the importance of praise as a means of motivating students. We also encourage students to become active members of our learning community and take greater responsibility for their own independent learning.

We use the Vivo Miles award-winning rewards platform to allow teachers to award students electronic points called "Vivos". The points can be redeemed on a wide selection of items that will be available in our Vivo Shop, or they can donated to charity or spent on line on the Vivo website. The scheme's currency – the Vivo – goes beyond conventional stickers and stars to offer a real-life vehicle for financial learning. This reward system will be understood and valued by all students of all ages, and will supports the silent majority of students who often go unnoticed. Students will save and spend Vivos on their choice of rewards and develop their financial capability in the process.

How will it work?

Students will be provided with their own secure personal access details for their account. Staff will reward students with Vivo points. The points accumulated each day show on the Vivo website and students can log on to their account and monitor

their progress.

As well as being able to earn Vivos in every lesson, students will also be issued with them in recognition of achievements against other criteria. E.g.

- Student of the year winner
- Most improved student of the year
- Level 2 status
- Maintaining Level 2 status (full term)
- 100% Attendance (full term)
- Meet school target Attendance (full term)
- 100% attendance (full week + no reds + yellows)
- Student of the week Values
- Making Friday activities
- No reds in a week
- Values Nomination
- Enterprise activities

All staff will have the chart below displayed in their classroom, with the aim that students can be given visual take up time to see when they are heading towards picking up criteria. This is designed to reduce low level disruption and develop consistency across classes

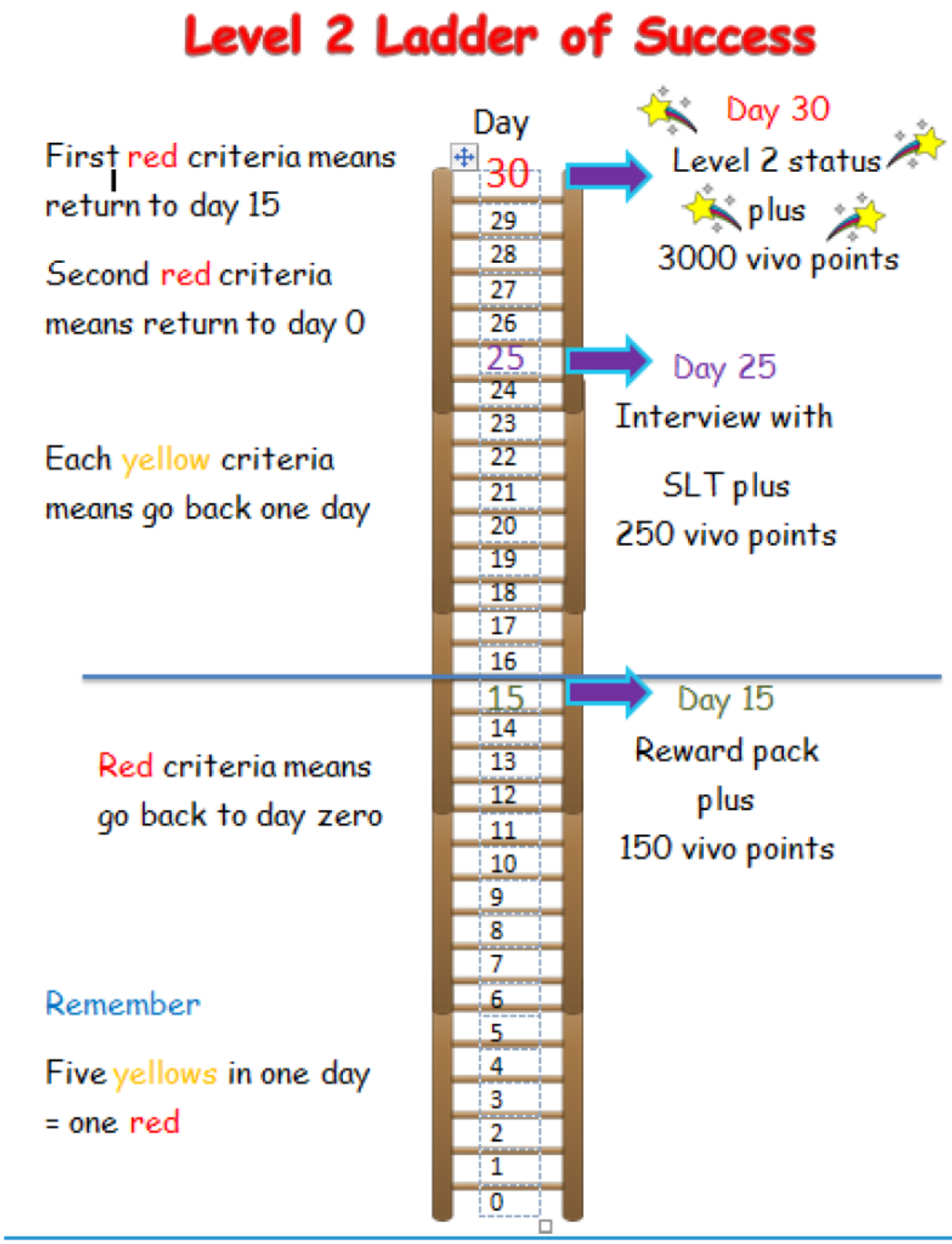
My classroom behaviour today:

	WARNING 1	WARNING 2	YELLOW CRITERIA	RED CRITERIA

Any student that finishes a lesson underneath the sunshine will receive a Vivo and a raffle ticket. The raffle ticket will form part of the weekly recognition cycle that will publicly celebrate students' achievements.

D2 – measuring student performance effectively and setting challenging targets

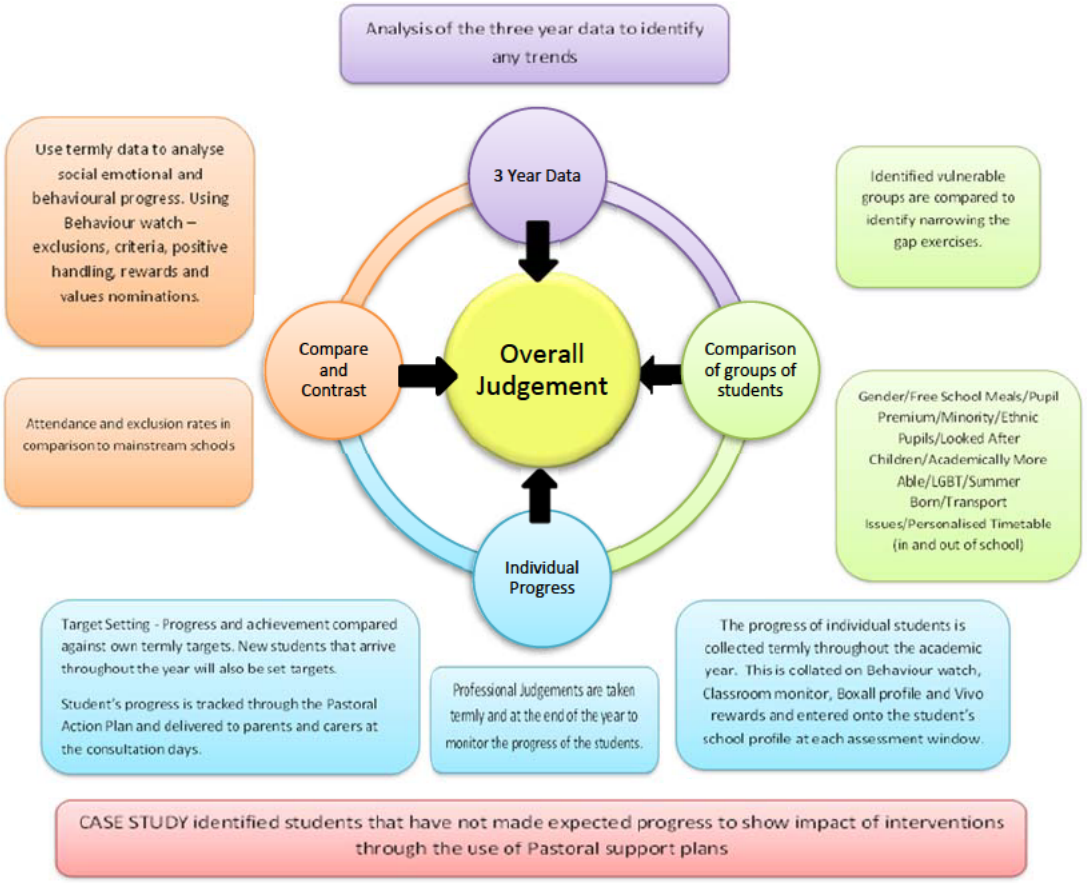
Achieving 'Level 2' status.



The ladder shows how students will progress towards becoming 'Level 2'. Once a student has achieved 'Level 2' status they will also have access to the 'Level 2' dedicated area within the school and will be issued with a new uniform which reflects their 'Level 2' status.

D2 – measuring student performance effectively and setting challenging targets

Sandy Lane Academy cycle of personal development, behaviour and welfare.



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

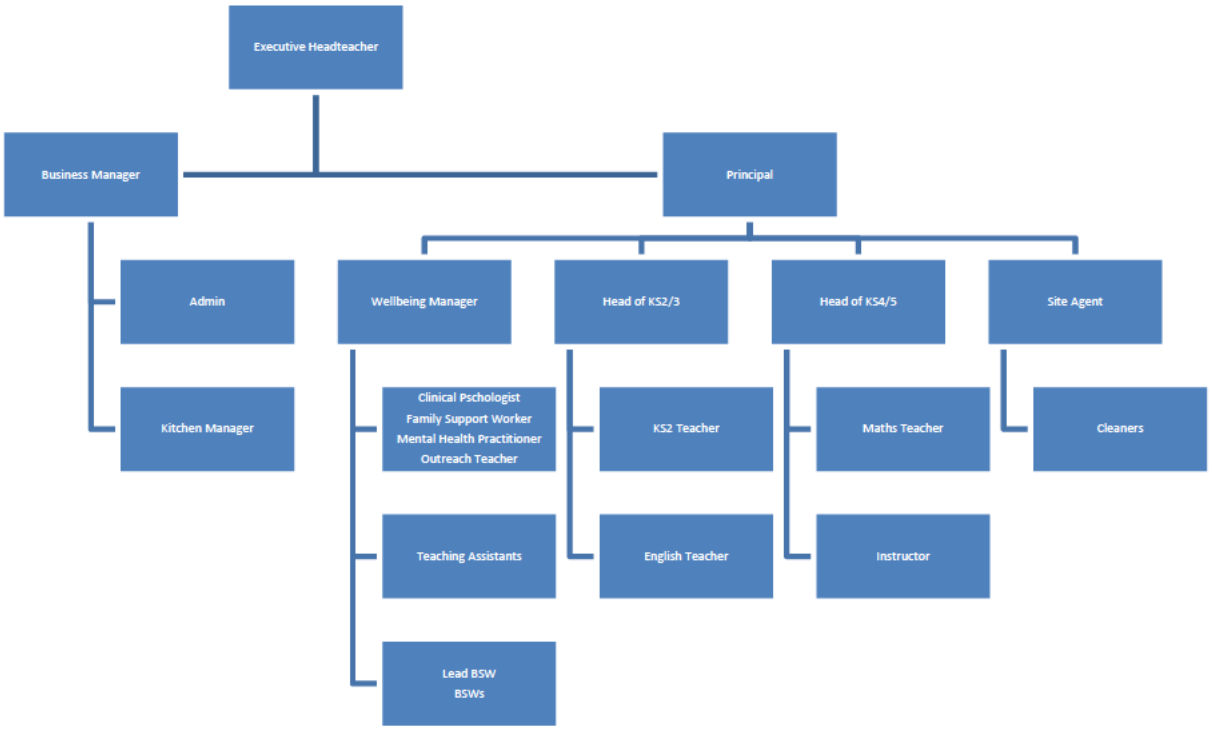
If you are applying for more than one school, please provide one version of this section, referring to individual schools or circumstances where relevant.

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

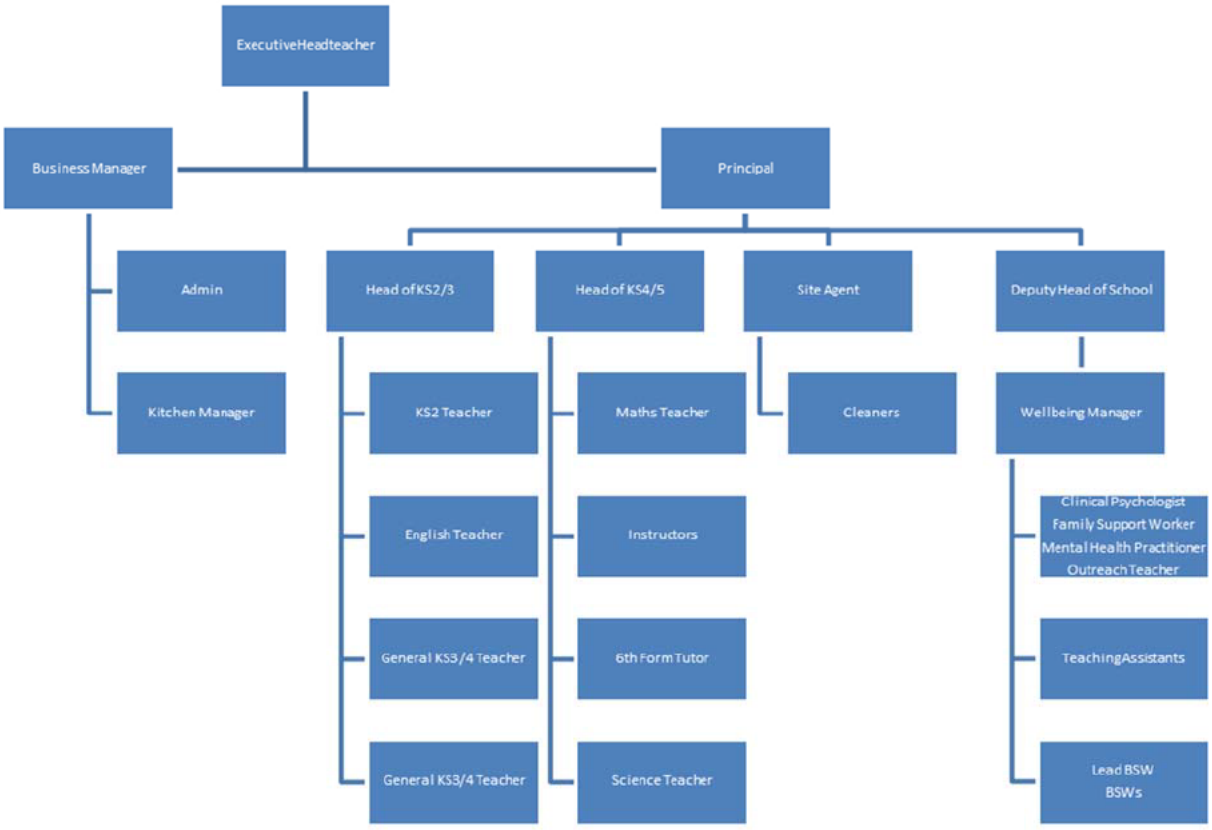
- use the space provided below; and
- refer to the *how to apply to set up a free school guidance and the criteria for assessment* for what should be included in this section.

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

Sandy Lane Academy will appoint to a clearly-defined staffing structure utilising knowledge of staffing an Outstanding SEMH special school that receives the same level of top-up for its students. The organisational chart below shows the staffing structure when the school is opened in 2018/2019 followed by an organisational chart showing the academy when operating at full capacity in 2022/2023.



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



The staffing structure reflects the range of professionals required to fully support the needs of the students that will attend Sandy Lane Academy. It is anticipated that there will be opportunities to share specialist staff across the MAT, once it has been formed. It is anticipated that a team of therapeutic staff will be able to work across the schools providing a holistic response to the range of needs that students present and enabling bespoke training opportunities for all staff working across the MAT.

The staffing levels at Sandy Lane Academy will enable every class group to have a specialist teacher / instructor supported by a teaching assistant. Class groups will be a maximum of eight students. Every student will have a key worker who will be the main point of contact between the school and home and will agree and monitor behavioural strategies and targets with their students. Key workers will remain with their students during their time at Sandy Lane Academy.

Grouping of students

At full capacity, there will be 60 students on roll. They will be grouped as follows:

	Year Group	No.of classes	No. of students in each class
Key Stage 2	5, 6	2	6-8
Key Stage 3	7,8 & 9	4	6-8

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

Key Stage 4	10,11	4	Will depend on option choices of cohort. Maximum groups of 6 in all vocational subjects. Students will also access external providers.
Key Stage 5	12,13	2	Every student will be on a bespoke timetable based on supported placement with college / external placement.

Staffing will be employed in order to deliver the curriculum plan outlined in *D1.* Under the guidance of a member of the SLT, teaching staff and instructors will plan schemes of work which will be consistent and identify progression through the key stages. Schemes of work will lead to accredited outcomes for students recognising the wide range of abilities of the students that will attend Sandy Lane Academy and their different starting points. To ensure that schemes of work are consistent and progressive, it will be necessary for a single, experienced member of staff to have an overview of the planning in a subject area. For this reason, the teaching staff employed in year one will require the subject knowledge to develop effective schemes of work for each of the core subject areas: English and Maths. Use will be made of the schemes of work currently used within Oak Bank School to support development schemes in areas that specialist staff will not employed to in the opening year. Opportunities to use teaching staff currently employed at Oak Bank School and The Academy of Central Bedfordshire will also be utilised to generate savings in staffing costs and increase the range of specialist teachers available to all schools. The other key components of the curriculum: the therapeutic and the well-being skills curricula will be developed by senior leaders in collaboration with the specialist staff. The Wellbeing Manager with the Principal will work with therapeutic staff to coordinate all therapeutic programmes and ensure supervision of therapeutic staff.

Where staff are not specialists the SLT will work with them to ensure their plans are of a high quality and consistent with other schemes.

Delivery of the Curriculum:

In addition to timetabled English and maths lessons, all students in KS 2 – 4 will receive 15 minutes Literacy and Numeracy lessons three days a week to further develop students' skills and confidence in these areas. These lessons will be timetabled at the same time and students will be taught according to ability rather than age. All staff delivering these lessons will be aware of the learning styles of the students and will tailor the lessons accordingly.

All core and specialist subjects will be delivered by specialist teachers / instructors. In KS2, students will be taught in their own discrete area of the school, utilising a more topic based approach to the delivery of the curriculum. KS2 students will only need to access the main body of the school for specialist subjects that need to be taught in specialist areas e.g. design technology.

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

Proposed staffing structure to deliver the curriculum from opening to operating at full capacity.

	Staff / Year	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
	Students on roll	27	35	42	48	54	60
SLT	Executive Headteacher	0.3	0.3	0.3	0.3	0.3	0.3
	Principal	1	1	1	1	1	1
	Deputy Head	0	0.5	0.5	1	1	1
	Business Manager	0.5	0.5	0.5	0.5	0.5	1
	Total SLT	1.8	2.3	2.3	2.8	2.8	3.3
Middle Managers	Head of KS2/3	1	1	1	1	1	1
	Head of KS4/5	1	1	1	1	1	1
	Wellbeing Manager	0.5	1	1	1	1	1
	Total Middle Leaders	2.5	2.5	3	3	3	3
Teaching Staff	English/Maths/ Science Core Subject Leaders	1.4	2.5	2.5	2.5	3	3
	KS2 Teacher	0.5	0.5	1	1	1	1
	General Teacher	0	1	1	1	1.5	2
	Instructor	1	1	1	1.5	2	2
	6th Form Tutor	0	0	0	0.5	1	1
	Total Teaching Staff Excluding SLT	5.4	7.5	8.5	9.5	11.5	12
	Ratio of Teaching Staff to students (Incl Principal)	1:4	1:4	1:4	1:4	1:4	1:4
Support Staff	Teaching Assistants	6	6	6.5	6.5	7.5	9
	Behaviour Support Workers	2	2.5	3	3	3	4.5
	Wellbeing Mentor	0.5	0.5	1	1	1.5	2
	Ratio of Support staff to students	1:3	1:4	1:4	1:5	1:5	1:4
Therapeutic Staff	Clinical Psychologist / Mental Health Practitioner / Family Support	1.8	1.8	2.4	2.4	2.4	2.4
	Ratio of Therapeutic staff to students	1:18	1:19	1:18	1:20	1:23	1:25
Admin / Site	Office Staff	1.4	1.6	1.6	2	2	2
	Site Agent	0.5	0.5	1	1	1	1
	Cleaners	2	2	3	3	4	4

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

How the curriculum will be delivered:

Year One – 1 Principal, 5.4 Teaching Staff (FTE). 27 students on roll

	KS2 (1 Group)	KS3 (2 Groups)	KS4 (2 Groups)	KS5 Bespoke programme	Total Lessons
Head of KS2/3	Science x 2 Humanities x 1 PE x 3	Humanities x 2 Science x 4 SMSC x 1 General Studies x 1 PE x 3			17
Head of KS4/5		Computing x 2 Humanities x 2 SMSC x 1 General Studies x 1	Computing x 2 General Studies x 2 SMSC x 2 PE x 3 Options x 4	KS5 Core subjects	19
Wellbeing Manager / SENCo (0.5)	English x 5		Options x 4	KS5 Core subjects	9
English Teacher (0.5)		English x 8	English x 8		16
Mathematics Teacher (0.5)		Mathematics x 8	Mathematics x 8		16
Science (0.4)		Science x 4	Science x 8		12
KS2 Teacher (0.5)	Mathematics x 5 Wellbeing x 1 SMSC x 1 General Studies x 1 Computing x 1		Options x 4		13
Instructor	Expressive Arts x 1 Voc Ed x 2 Art x 2	Expressive Arts x 4 Voc Ed x 4 Art x 2	Options x 4 PE x 3		22

All staff will be involved in the delivery of literacy / numeracy enabling groups to be established based on ability and a staff to student ratio of 1:3. All staff will also have a key worker role and will be responsible for supporting the delivery of enrichment. Through co-coordinating Sandy Lane Academy's timetable to mirror Oak Bank School's timetable, opportunities to broaden the options programme for KS4 students and to increase the range of enrichment options available will be established.

In KS5 all students will work towards a range of qualifications/accreditations, their timetables will be personalised and the blended curriculum offer of their core and external provision curriculum will be designed to meet their academic, personal and social needs.

Core curriculum will be delivered in school, supported through a comprehensive tutorial programme and the EP curriculum will be delivered off site. Students will also have opportunities to develop their timetables to support their longer term transition into

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels
further education or work.

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

- Qualifications/accreditations available to students:
- GCSE /Functional Skills English and Maths
- NCFE Award in Employability Skills Level 2
- Health & Safety –CSCS card
- NCFE Award in Employability Skills Level 2
- Food Hygiene Award L1/L2

Relevant qualifications at their personalised External Provision placements. E.G City and Guilds in construction, Peer Education Award.

During the academic year students will have at least 1 personalised tutorial session per week to develop their personal, social and employability skills. Tutorial topics include:

- Induction to 6th form
- Study Skills, time management, learning styles
- Personal Development (Confidence/self- esteem, presentation skills, goal setting)
- Money Skills
- Employability Skills (Decision Making & problem solving)
- Travel Training
- Volunteering, building relationships
- Health and Well-being
- Career Guidance/IAG

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

Year Two – 1 Principal, 0.5 Deputy Headteacher, 7.5 Teaching Staff (FTE). 35 students on roll.

	KS2 (1 Group)	KS3 (3 Groups)	KS4 (2 Groups)	KS5 Bespoke programme	Total Lessons
Deputy Headteacher (0.5)	PE x 3	PE x 3	Options x 4		
Head of KS2/3	Science x 2 Humanities x 1	Humanities x 2 Science x 4 SMSC x 3 General Studies x 3 PE x 3			18
Head of KS4/5		Computing x 3	Computing x 2 General Studies x 2 SMSC x 2 Options x 4	KS5 Core subjects	13
Wellbeing Manager / SENCo	English x 5			KS5 Core subjects	5
English Teacher		English x 12	English x 8	KS5 Core subjects	20
Mathematics Teacher	Mathematics x 5	Mathematics x 8	Mathematics x 8		21
Science Teacher (0.5)		Science x 8	Science x 8		16
KS2 Teacher (0.5)	Wellbeing x 1 SMSC x 1 General Studies x 1 Computing x 1 PE x 3		Options x 4		11
General Teacher		Mathematics x 4 Humanities x 4 Art x 3	Options x 4 PE x 3		18
Instructor	Expressive Arts x 1 Voc Ed x 2 Art x 2	Expressive Arts x 6 Voc Ed x 4	Options x 4		19

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

Year Three – 1 Principal, 0.5 Deputy Headteacher 8.5Teaching Staff (FTE). 42 students on roll.

	KS2 (2 Groups)	KS3 (3 Groups)	KS4 (2 Groups)	KS5 Bespoke programme	Total Lessons
Deputy Headteacher (0.5)	PE x 3	PE x 3	Options x 4		10
Head of KS2/3	Humanities x 2	Humanities x 2 Science x 4 SMSC x 3 General Studies x 3 PE x 3			17
Head of KS4/5		Computing x 3	Computing x 2 General Studies x 2 SMSC x 2 Options x 4	KS5 Core subjects	13
Wellbeing Manager / SENCo	English x 10			KS5 Core subjects	10
English Teacher		English x 12	English x 8	KS5 Core subjects	20
Mathematics Teacher		Mathematics x 12	Mathematics x 8	KS5 Core subjects	20
Science Teacher	Science x 4	Science x 8	Science x 8		20
KS2 Teacher	Mathematics x 10 Wellbeing x 2 SMSC x 2 General Studies x 2 Computing x 2				18
General Teacher	PE x 3	Humanities x 4 Art x 3 PE x 3	Options x 4 PE x 3		20
Instructor	Expressive Arts x 2 Voc Ed x 2 Art x 4	Expressive Arts x 6 Voc Ed x 4	Options x 4		22

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

Year Four – 1 Principal, Deputy Headteacher, 9.5 Teaching Staff (FTE). 48 students on roll

	KS2 (2 Groups)	KS3 (4 Groups)	KS4 (3 Groups)	KS5 Bespoke programme	Total Lessons
Deputy Headteacher	PE x 3	PE x 3	PE x 3		9
Head of KS2/3	Science x 4 Humanities x 2 Expressive Arts x 2	Humanities x 4 Science x 8			20
Head of KS4/5		Computing x 4	Computing x 3 SMSC x 3 Mathematics x 4 Options x 4	KS5 Core subjects	21
Wellbeing Manager / SENCo	English x 10		English x 4		14
English Teacher		English x 12	English x 8	KS5 Core subjects	20
Mathematics Teacher		Mathematics x 12	Mathematics x 8	KS5 Core subjects	20
Science Teacher (0.5)		Science x 8	Science x 8		16
KS2 Teacher	Mathematics x 10 Wellbeing x 2 SMSC x 2 General Studies x 2 Computing x 2				18
General Teacher		Humanities x 4 Art x 4 SMSC x 4 General Studies x 4	Science x 4		20
Instructor	Voc Ed x 2 Art x 4	Expressive Arts x 8 Voc Ed x 4	Options x 4		22
Instructor (0.5)	PE x 3	Voc Ed x 4 PE x 3	PE x 3		13
6th Form Tutor (0.5)			Options x 4 General Studies x 3	KS5 Core subjects	7

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

Year Five – 1 Principal, Deputy Headteacher, 11.5 Teaching Staff (FTE). 54 students on roll.

	KS2 (2 Groups)	KS3 (4 Groups)	KS4 (3 Groups)	KS5 Bespoke programme	Total Lessons
Deputy Headteacher	PE x 3	PE x 3	PE x 3		9
Head of KS2/3	Science x 4 Humanities x 2 Expressive Arts x 2	Humanities x 4 Science x 8			20
Head of KS4/5		Computing x 4	Computing x 3 SMSC x 3 Mathematics x 4 Options x 4	KS5 Core subjects	21
Wellbeing Manager / SENCo	English x 10		English x 4		14
English Teacher		English x 12	English x 8	KS5 Core subjects	20
Mathematics Teacher		Mathematics x 12	Mathematics x 8	KS5 Core subjects	20
Science Teacher		Science x 8	Science x 12		20
KS2 Teacher	Mathematics x 10 Wellbeing x 2 SMSC x 2 General Studies x 2 Computing x 2				18
General Teacher		Humanities x 4 Art x 4 SMSC x 4 General Studies x 4	Options x 4		20
General Teacher (0.5)	Art x 2	PE x 3	PE x 3 Options x 4		12
Instructor	Voc Ed x 2 Art x 2	Expressive Arts x 8 Voc Ed x 4	Options x 4		20
Instructor	Voc Ed x 2 PE x 3	Voc Ed x 4 PE x 3	PE x 3 Options x 4		19
6th Form Tutor			Options x 4 General Studies x 3	KS5 Core subjects	7

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

Year Six (Full Capacity) – 1 Principal, Deputy Headteacher, 12 Teaching Staff (FTE). 60 students on roll.

	KS2 (2 Groups)	KS3 (4 Groups)	KS4 (4 Groups)	KS5 Bespoke programme	Total Lessons
Deputy Headteacher	PE x 3	PE x 3	PE x 3		9
Head of KS2/3	Science x 4 Humanities x 2 Expressive Arts x 2	Humanities x 4 Science x 8			20
Head of KS4/5			SMSC x 8 Mathematics x 8 Options x 4	KS5 Core subjects	20
Wellbeing Manager / SENCo	English x 10		English x 4		14
English Teacher		English x 12	English x 8	KS5 Core subjects	20
Mathematics Teacher		Mathematics x 12	Mathematics x 8	KS5 Core subjects	20
Science Teacher		Science x 8	Science x 12		20
KS2 Teacher	Mathematics x 10 Wellbeing x 2 SMSC x 2 General Studies x 2 Computing x 2				18
General Teacher		Humanities x 4 Art x 4 SMSC x 4 General Studies x 4	Options x 4		20
General Teacher		Computing x 4	Computing x 4 English x 4		
Instructor	Voc Ed x 2 Art x 4	Expressive Arts x 8 Voc Ed x 4	Options x 4		22
Instructor	Voc Ed x 2 PE x 3	Voc Ed x 4 PE x 3	PE x 3 Options x 4		19
6th Form Tutor			Options x 4 General Studies x 12	KS5 Core subjects	16

All teaching staff will be given planning, preparation and assessment (PPA) time in

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

accordance with Teachers' Pay and Conditions.

The staffing identified for the opening, will include senior leaders with relevant experience of leadership to be able to implement the vision and, following a self-assessment process, create an accurate School development Plan (SDP) to ensure the school quickly evidences the performance indicators of an Outstanding school.

The growth in the staff team will complement the changing needs of the curriculum, pastoral and ancillary needs with the school's growth in staffing keeping pace with revenue and vice versa.

In addition to bespoke CPD training opportunities for staff, teachers and instructors will be given time to undertake peer observations. The therapeutic team will work with individual staff to help develop their understanding of the students' needs and the best strategies for supporting them. They will also provide whole school training in relation to conditions e.g. ASD that will have whole school implications.

The quality of teaching and learning will be monitored from the outset to ensure that all students are making the required progress. Where staff require additional training and support, this will be available from the CPD budget. The CPD needs of the staff team will be identified through a rigorous Performance Management review process, with all staff, including non-teaching staff, receiving a development review each year.

Staff at Sandy Lane Academy will be able to work collaboratively with other subject teachers across proposed to become part of the MAT. They will also be able to join the Professional Study Groups facilitated by the Teaching School. As a result teachers will be able to develop their teaching, cross moderate their work and engage in shared planning. There will also be opportunities for shared teaching across the schools.

Therapeutic Staff

Therapeutic staff will be important appointments for the academy. They will ideally have experience of working in an educational setting and delivering training programmes. In line with their professional requirements, they will have to have access to supervision as part of their terms of employment. Oak Bank School has previously managed a small therapeutic team and therefore has experience of appointing to these posts and of working alongside therapeutic staff. Rather than commissioning therapeutic staff on an as needs basis, employing these staff on a full-time basis (across schools identified to constitute the MAT) will enable the therapeutic staff to build relationships with the students and their families enabling their work to be more impactive. They will also be able to train staff within the schools to develop their understanding of the students' needs and the best strategies for supporting them.

Support Staff

There will be a range of support staff employed at Sandy Lane Academy. Teaching assistants will work with the SENCO and teaching staff to embed strategies to support

identified individual student learning needs in the classroom and develop more focused and intensive support strategies across the school. There will be a teaching assistant within every core subject lesson.

In addition to teaching staff, there will be Behaviour Support Workers who will co-ordinate individual learning/behaviour programmes for identified students. They will develop approaches to maintaining students who are in crisis and support them in identifying strategies to manage their behaviour.

The academy will also have wellbeing mentors who will monitor and meet with new students during their admission to the academy in order to ensure a smooth transition. They will also lead small group or individual sessions which focus on wellbeing, sharing information with staff where applicable.

Leadership roles

The Senior Leadership Team will share collective responsibility for implementing the vision for Sandy Lane Academy and for evaluating the progress of the academy. The team members will have their own areas of responsibility closely aligned to the key areas of focus form Ofsted.

Executive Headteacher

The Executive Headteacher will provide strategic leadership across Sandy Lane Academy and the other schools they are responsible for holding overarching accountability for direction, standards achieved and quality throughout the institutions. This will require effective working with the Governing Body of each institution and the heads of each institution to maintain a shared vision for the benefit of all students, staff, parents and the wider community. The Executive Headteacher will also have overall responsibility for the budget utilising a knowledge of staffing and resources within the schools to identify possible efficiencies and economies of scale to benefit all schools. The Executive Headteacher will also lead the formation of a MAT and identify all the advantages that the trust will realise for the schools.

Principal

They will provide strategic leadership and management of the school, ensuring Outstanding outcomes for all students. The Principal will provide curriculum leadership and management. They will secure and sustain effective teaching and learning throughout the school, deploying staff and resources efficiently and effectively to meet specific objectives in line with school's strategic plans and financial contexts. They will ensure effective pastoral care and behaviour support throughout the school and be responsible for the day to day leadership and management of the site.

Business Manager

The academy's Business Manager will work closely with the Executive Headteacher

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

and Principal to make sure that the academy's budget and resources are used in the most efficient way. They will be responsible for:

• Keeping accounts and reporting on the school's financial position

• Advising the Executive Headteacher, Principal and Governors on financial policy

• Planning how to spend the budget and finding ways to reduce costs

• Ordering goods and services and paying suppliers and contractors

• Processing salaries

• Managing lettings and out of hours therapeutic services

• Recruiting, training and managing school support staff

• Managing school building maintenance

• Handling contracts and tenders for services like cleaning, catering and ICT

• Being responsible for security and health and safety on school premises

• Managing the school's administrative systems

• Preparing information and reports

The Business Manager will be closely involved in leadership activities and strategic decision making as part of the SLT.

If uptake of places were reduced by 70% the model would be flexible enough to adapt to a lower number of students (reference section G). In key stages 2 and 3 this would be absorbed by a reduction in the number of staff employed. Students will be vertically grouped so this would be managed quite simply. In key stages 4 and 5 it would be necessary to reduce the options available. Crucially, both solutions would not interfere with the quality of the provision as opportunities to utilise specialist staff from Oak Bank School would be explored to ensure the range of opportunity remains.

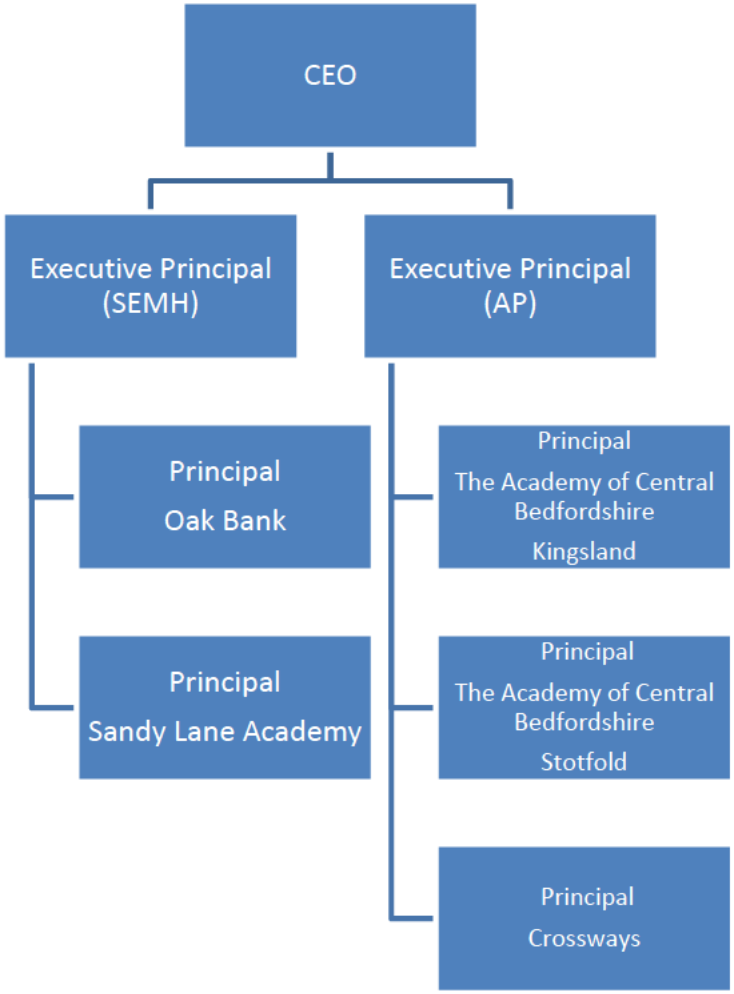
Potential Multi Academy Trust

This bid, along with the Crossways AP Free School bid, will give a consistent philosophy to the approach for educating students with SEMH related needs from KS2 through to KS5 across Central Bedfordshire, whether supported by an EHCP or not. The bids are being submitted building towards the creation of a MAT. The provisions outlined in the bids can stand alone as specialist provisions or as part of a bigger structure or be successful within a MAT. The creation of a MAT would realise efficiencies and economies of scale in relation to staffing and the curriculums across the schools.

The diagram below shows the proposed leadership model across the schools that will

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

compromise the MAT. The new leadership posts identified would either be new appointments to the MAT or would be filled from within.



D4 – the school will be welcoming to students 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 students of all faiths/world views and none
Sandy Lane Academy will be non-denominational and be welcoming of a diverse multi-ethnic, multi-cultural student population. The academy will educate students through religious festivals from around the world and themed days as a platform for students to learn about the other faiths, cultures and communities which make up modern Britain, thereby creating a culture of respect, understanding and acceptance. At the same time, the curriculum will also promote the values that ensure our students are fully integrated into British society with a full understanding of their roles and responsibilities within a democratic state. Our commitment is to inclusivity for all, regardless of gender, ability, deprivation or ethnicity. Every student will encounter the same high quality learning experiences, both within the classroom and through a rich and varied extra-curricular programme. This programme will seek to develop their skills, knowledge and understanding of an academic, social and cultural curriculum, which will prepare them to be successful beyond education, ready to take up the challenges and opportunities of the world outside of school. The academy will develop its uniform code and many of its policies in consultation with stakeholders, including staff, parents and students. The uniform code will clearly define what is acceptable with regard to items of religious dress, considering carefully the demands of school life and the need to ensure it identifies students as being part of a single, unified learning community. The food provided in the canteen will meet the fullest range of dietary requirements and provision will also be made to ensure that, where necessary, students are able to participate appropriately in daily acts of worship, such as Muslim prayer. This commitment to inclusivity for all is central to ensuring that all students understand that individuals have the freedom to choose and hold other faiths and the right that their beliefs should be accepted by others around them. We will look for opportunities to celebrate the diversity of the school population through the academic and pastoral curriculum to enable students to learn about cultures, customs, beliefs and ideas that are different to their own. This is one of the most effective mechanisms for combatting prejudice in society as a whole. Sandy Lane Academy firmly believes in contributing to a society in which there is a common vision and sense of belonging by all communities. A society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community. Sandy Lane Academy will provide education for all, acknowledging that the society

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

within which we live is enriched by diversity. We will strive to ensure that the culture and ethos of the academy reflects the diversity of all members of the school community, where everyone is equally valued and treats one another with respect and fairness. Students will be provided with the opportunity to experience, understand and celebrate diversity.

The academy will work towards eliminating all discrimination, on the grounds of race, gender, gender reassignment, disability, sexuality (including sexual orientation), age, religion and belief. We believe that all students, employees, stakeholders and members of our local and global community should be treated with dignity and respect at all times and we will not tolerate bullying, harassment or victimisation of any groups or individuals.

Sandy Lane Academy will build on the positive relationship that Oak Bank School has managed to build with its local community. The academy will engage in community projects have positively strengthened the links between school and community for Oak Bank. Projects taking place at local schools and within community homes where maintenance type activities are required will be undertaken by students of the academy using the skills that they have learned at school strengthened the bond between the academy and the local residents and increasing the understanding and awareness of the students that attend the academy.

At Sandy Lane Academy diversity will be seen as a strength; having many different groups, cultures, and faiths in our society makes us stronger.

The academy will educate students that we should all work for greater respect and equality of opportunity between different groups, cultures, faiths and ages in our society. The different groups, cultures, faiths and ages in our society will benefit from meeting each other, listening to one another, and gaining a better understanding of each other.

Throughout the diverse school curriculum, students will be taught that we must all work to overcome disadvantage as it is a major barrier between communities, especially where it is experienced more by one group than another.

At Sandy Lane Academy community cohesion will be promoted through teaching, learning and the curriculum. Helping children and young people to learn to understand others, to value diversity whilst also promoting shared values, to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action.

All staff at Sandy Lane Academy will strive to ensure all students achieve their potential, irrespective of ethnic, socio-economic or other differences. This will be a focus for the academy as it is an important aspect of promoting community cohesion. We are committed to narrowing, and ultimately closing, the gap between the progress and attainment of children from different backgrounds and their peers.

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

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

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

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

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

D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately
The school will use the 'assess, plan, do' review approach to monitoring the needs of students and progress made against the baseline assessments. Sandy Lane Academy will have a Wellbeing manager whose role will include the responsibility as SENCO who is responsible for supporting staff to carry out on-going and specialist assessments. The role will be within the senior leadership team. However , we believe that all teachers are teachers of learners who have SEN and, whilst the SENCO will have a coordinating and 'first amongst equals' role in teaching and learning, all teachers will be responsible for the learning outcomes of the learners in their groups. Evidence from Pathfinders and the DfE's Achievement for All pilot indicates that where parents and learners are involved in expressing their aspirations and helping to set targets, a culture of 'joint venture' is possible. **Responsibilities of the SENCo role:** 1. Identify and adopt the most effective teaching approaches for students with SEN 2. Monitor teaching and learning activities to meet the needs of students with SEN 3. Identify and teach study skills that will develop students' ability to work independently. 4. Liaise with other schools to ensure continuity of support and learning when transferring students with SEN. 5. To assist staff in devising differentiated material to address students learning needs. 6. To devise and monitor individual / group literacy for students with individual

learning needs.

Recording and Assessment

1. Organise and chair annual reviews for all students.
2. Using information from requests for placement, identify students appropriate / unsuitable for admission and communicate with all necessary professionals and parents/carers.
3. Attend meetings, as appropriate, in relation to students attending / referred to Sandy Lane Academy.
4. Set targets for raising achievement among students with SEN.
5. Collect and interpret specialist assessment data.
6. Set up systems for identifying, assessing and reviewing SEN.
7. Update the Head of School and governing body on the effectiveness of provision for students with SEN.
8. Develop understanding of learning needs and the importance of raising achievement among students.
9. Provide updated information for staff.

All students that attend Sandy Lane Academy will have a statement of Special Educational needs or an Education Health and Care Plan which will identify social, emotional and mental health difficulties (SEMH) as their primary barrier to their learning. In addition to this some of the students have conditions which may or may not have been diagnosed prior to them gaining a place at Sandy Lane Academy.

Where an additional need has been identified or there is a specific concern then the SENCo will make a referral to the relevant agency to request a formal assessment.

Additional needs could be as a result of:

- Examination of school records
- Observations by staff during the Induction process
- Admission interviews with parents / carers and students
- Literacy / numeracy assessments on entry
- Cognitive assessment
- Detailed assessments and follow-up interviews where appropriate during their first term at Sandy Lane Academy
- Monitoring of progress, consultation with Key Workers, and subject teachers
- Consultation with the class teacher and / or the SENCo of their previous education provider

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

- Observation and feedback from support staff and external agencies

All students will be assessed on arrival and an identification of need will be produced from baseline assessments. These assessments will allow staff to ensure that further interventions can be put in place and a student's progress can be monitored. Termly assessments will ensure that student continues to make outstanding progress and further needs are addressed as they develop.

All statements and EHC plans will be reviewed and amended once in an academic year in line with Government regulations. This may also be bought forward or requested more frequently when necessary.

Waves of Intervention.

All students that attend Sandy Lane Academy will receive a minimal wave (Wave 1) intervention. This allows students access to:

- Small teaching groups
- Quality first teaching
- Access to ICT, visual resources and practical input.
- Key workers

The staffing model identified for Sandy Lane Academy allows for delivery of this waved approach for supporting students. Any students who meet the criteria agreed by the school either academically or socially and emotionally will be placed into the higher levels of intervention (wave 2 and 3). These levels of intervention may provide access to:

- Additional literacy / numeracy teaching
- Access to specialist staff e.g. Clinical Psychologist, Family Support Worker, Mental Health Practitioner, Wellbeing Mentor

Students with special educational needs require educational provision which is additional to, or otherwise different from, the educational provision made generally for students of their age. This additional planned provision is reviewed annually to assess its impact.

Students with a Statement of SEN or EHCP will be included in one or more Intervention Plan setting out learning goals which meet the SMART standard:

Specific;

Measurable;

Achievable;

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

Relevant;

Time - bound.

Intervention Plans will detail the staffing, strategies and resources being provided to support the student, as well the arrangements for monitoring and reviewing the impact of the Plan.

Each Intervention Plan will have a staff lead (the member of staff delivering the intervention) and a co-ordinator (the member of staff responsible for monitoring and reviewing the Plan).

The impact of the Intervention Plan on the student will be reported to:

- the student's parent / guardian
- the subject department (where the Intervention is addressing a specific curriculum subject)

Sandy Lane Academy will have a designated area for students who are deemed in need of specialist support provided by Behaviour Support Workers (BSW). These students will be those identified by the banding system used to determine the level of top-up as having the greatest level of need.

Where a student has additional needs, these will be clearly communicated to all staff.

At Sandy Lane Academy we feel strongly that the relationship between our parents and our school will have an important bearing on the child's educational progress and the effectiveness of any school based action.

Our arrangements for meeting student's needs will reflect a sound and comprehensive knowledge of our student and his or her responses to a variety of carefully planned and recorded actions, which will endeavour to take account of the wishes, feelings and knowledge of parents.

We recognise that professional help is much more effective when built upon parents' capacity to be involved.

We will endeavour, wherever possible to see parents personally, or make appropriate arrangements to help parents overcome any difficulties they may have attending the school.

Sandy Lane Academy will build upon the positive relations that Oak Bank School has already developed with mainstream schools and have integration links with schools dependant on the age range of the student in recognition that students can successfully re-integrate back into mainstream education.

Schools have a duty under the Equality Act 2010 to make 'reasonable adjustments' for disabled persons. The duty is 'to take such steps as it is reasonable to have to take to

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

avoid the substantial disadvantage' to a disabled person caused by a provision, criterion or practice applied by the school, or caused by the absence of an appropriate auxiliary aid or service.

Steps which we consider it reasonable to take, to avoid placing a student with a learning difficulty or a disability at a disadvantage, include the provision of:

- printed notes for some lessons where students need to take away a large amount of information;
- differentiated lessons where pace, language, structure or method of delivery are adapted to students' needs;
- coloured reading overlays and electronic spellcheckers for dyslexic students;
- pen grips;
- adapted PE equipment;
- adapted keyboards, computer software or laptops for students with significant difficulty in writing or recalling what they have learned;
- support staff who collect a student for learning support activities, if the student is likely to forget to attend because of his or her learning difficulty or disability;
- assistance with medication, e.g. Paracetamol (and prescribed medicines such as Concerta, Equasym or Ritalin.)
- differentiated criteria for inclusion in a school activity or policy;

The duty to make reasonable adjustments requires the school to take positive steps to ensure that disabled students can fully participate in the education provided here, and that they can enjoy the other benefits, facilities and services which the school provides. It is an 'anticipatory duty': that is to say, the school must think in advance about what disabled students might require and what adjustments might need to be made for them.

A student does not have special educational needs simply because their attainments are lower than would be expected at their age: factors which may have contributed to poor progress (such as poor attendance or effort) need to be considered and the reasons for them must be understood and then strategies introduced to support them.

Gifted and Talented students

Through the tracking and assessment of students, those that are gifted and talented in particular subjects will be identified. Sandy Lane Academy will provide these students to develop their skills in these subjects further with all staff setting high expectations for students to achieve the best they can. Opportunities to extend the curriculum and to work alongside peers in mainstream education will be used to further develop the

D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately
curriculum available in the academy. Safety of students Sandy Lane Academy will adopt the same policies as Oak Bank School to keep students safe and to address issues such as bullying. The academy will buy into Evolve to ensure all arrangements around trips off-site are rigorous and all risk assessments are in place. The academy will also buy into Citation to ensure that all the health and safety requirements for a school are addressed and supported. Citation also provides on-line training for staff and students to access. '*The school's work to keep students safe and secure is outstanding. Detailed risk assessments and checks around all activities and students underpin this. Students' safety is paramount in this school, as is their emotional well-being and staff work extremely well with each other and with other agencies and providers to embed this and ensure a consistent approach.' Ofsted July 2015*

Section E – evidence of need

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

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

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

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

E1 – provide valid evidence that there is a need for this school in the area
Following a detailed analysis of the increasing trend in the number of students who require a place within a special school through evidencing the need for a statement or Education, Health and Care Plan with Social, Emotional and Mental Health identified as the primary need within Central Bedfordshire there is evidence of demand which exceeds the capacity of the current local authority provision. Reference letter of support from the LA in Annexes. **Forecast methodology** The SEN forecast has been created by projecting historical trends forward and apportioning a percentage of the overall growth shown in the Council's mainstream student forecast. The forecast is broken down into stage (primary, secondary or post 16) and funding band and also takes account of historical number on roll data for each special school The funding band is used to understand the level of need for each student. The data sets used are: • Historical number on roll data for each special school, as at September and July • The number of students expected to be on roll at each school in September 2015, including children who have been allocated a place through the panel process. • The mainstream student forecast Central Bedfordshire has undertaken significant work to improve its SEND forecasting methodology in partnership with the Special School Heads Group, a process that is reflected in the new Central Bedfordshire SEND vision. That vision also reflects the

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

wider range of services delivered by the Council and its partners for children with SEND and for those with SEMH.

The forecast figures are the number expected to be on-roll, as at July, and have been rounded to the nearest number.

The total number of children at Oak Bank is expected to increase over the next 5 years, reflecting the growth in student numbers which is being seen across the authority and the increase in the age range of Oak Bank to include year 12 from September 2016 and year 13 from September 2017.

The table below shows the continued projected growth for students with SEMH identified as their primary need within Central Bedfordshire. This data has been prepared by the Principal Assistant (School Places), School Organisation and Capital Planning based on known and projected numbers likely to require a place in a specialist SEMH provision. These figures are updated on a termly basis by the LA to ensure they remain accurate.

The data clearly shows that the projected numbers of students requiring specialist provision for SEMH within Central Bedfordshire significantly exceeds the current capacity of Oak Bank School.

		July Number on Roll	Forecast for July							
	Funding Band	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Years 5-11	3	18	23	28	33	35	37	39	42	44
	4	36	44	47	51	53	55	57	60	62
	5	15	24	25	25	27	28	28	28	30
	Total	69	91	100	109	115	120	124	130	136
Post 16	3			2	3	4	5	6	6	6
	4			2	3	4	5	6	6	6
	5			2	2	2	2	2	2	2
	Total			6	8	10	12	14	14	14
Total	3	18	23	25	26	39	42	45	48	50
	4	36	44	45	46	57	60	63	66	68
	5	15	24	27	25	29	30	30	30	32
	Total	69	91	106	117	125	132	138	144	150

The table below shows how the number of students attending Oak Bank has grown since 2004/2005.

Academic Year	KS2	KS3	KS4	Total
2004/05		24	23	47
2005/06		22	25	47
2006/07		15	25	40
2007/08		25	18	43
2008/09	4	29	21	54
2009/10	8	23	24	55

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

2010/11	9	23	28	60
2011/12	14	23	27	64
2012/13	9	27	26	62
2013/14	7	30	24	61
2014/15	10	34	28	72
2015/16**	14	37	35	86

** As of 24/06/16

The overall increase in the number of students on roll at Oak Bank is also reflected in the number of students who joined Oak Bank in each Academic Year:-

2004/2005 - 23

2005/2006 - 17

2006/2007 - 17

2007/2008 - 20

2008/2009 - 17

2009/2010 - 12

2010/2011 - 21

2011/2012 - 20

2012/2013 - 14

2013/2014 - 17

2014/2015 - 26

2015/2016 - 28 As of 24/06/16

Five students currently in year 4 have been identified to join Oak Bank in September 2016.

Where the number who have joined in year has been greater than the number of students in year 11 the school has seen an increase in its nominal roll.

What we know about demand in KS1 and KS2

- Permanent exclusions are high in KS1 & KS2; these have increased from 3 in 2013/14 to 11 in 2014/15.
- The number of students on placed on a part time timetables has increased from 14 in 14/15 to 35 in 15/16, Jigsaw have experience a significant increase in these 'high end' students and this represents a 150% increase.
- In order to avoid Jigsaw operating over its numbers, staff have had to support students on significantly reduced timetables in their existing Mainstream schools, whilst the EHCP process is completed.
- Often students are only managing 1-2 hrs. a day because of school concerns on the well-being and safety of both the student experiencing difficulty and the rest of the

E1 – provide valid evidence that there is a need for this school in the area
cohort. • These students are nearly always 'isolated' within their school to minimise risk and so are effectively 'excluded within'. Schools have struggled to provide separate space in which to teach these students and this has meant that the quality of the 'learning environment is significantly impaired. • Central Bedfordshire currently has no preventative places to offer schools. Central Bedfordshire's student population is projected to increase substantially by 2023: this is projected to be a 15% increase for KS1and KS2.
Please tick to confirm that you have provided evidence as annexes: ☒

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

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

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

E2 – valid evidence of need for non-statemented students/students without an education, health and care (EHC) plan
In line with the LA admissions procedure for students attending all special schools, Sandy Lane Academy will not admit any students that do not have an EHCP.

Section F – capacity and capability

F1 (a) Skills and experience of your team

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

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

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

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

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

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

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

[Add lines as appropriate]

F1 (a) Skills and experience of your team

The major strength of our application is the collaborative ownership and commitment to the success Sandy Lane Academy. The distinct advantage of our Free School is the wealth of educational expertise readily available to enable the school to deliver our vision. The strong partnership working between the local authority, other schools and other agencies is well-developed. The core principle of our collective responsibility for all our students in Central Bedfordshire would drive the success of Sandy Lane Academy. We will be able to access the knowledge, experience and resources from the range of partners.

It is recognised that the local authority have an essential role in regard to Statements / EHCPs of SEND and its statutory responsibilities. Therefore, they must be a 'key player' in the establishment of Sandy Lane Academy. Sandy Lane Academy can expect the same frequent dialogue and close working relationship with the LA that Oak Bank School currently has. The LA will provide, through traded services, various support services for Sandy Lane Academy students, staff and governors.

The governors of Oak Bank School and officers from the LA were fully involved in the development of the application as key stakeholders and sponsors of the proposed Free School. This will ensure that the Free School will be able to draw upon the extensive knowledge and experience not only from an educational perspective, but also in terms of leadership and change management. It also provides the Free School with direct access to high quality teaching and learning which can be applied to a SEMH Special School context. These collective skills and knowledge are readily available and accessible to the Free School throughout the different phases from development to the operation.

Through the Teaching School, outstanding practice will be shared across all settings and support will be readily available to Sandy Lane Academy in terms of continuing professional development as well as the sharing of outstanding behaviour management strategies from Sandy Lane Academy to mainstream settings.

The academy will also be able to work with officers from the LA, such as [redacted]

Through an on-going close working partnership Sandy Lane Academy will also be able to draw on the experience of Education Partnership Trust (EPT) based in Blackburn. The Executive Headteacher has worked very closely with EPT especially when they opened an AP Free School at the same time as the AP Free School under [redacted]

F1 (a) Skills and experience of your team
Executive Headship leadership was opening in Central Bedfordshire. Subsequently the Executive Headteacher was involved in writing the bid and the pre-opening phase of EPT's successful application to open an SEHM Special School (Eden). There has been on-going sharing of experience and visions between EPT and the schools proposed for the MAT in this bid since 2012. Sandy Lane Academy would also commission the services of Education Personnel Management (EPM) to provide HR and payroll services in addition to consultancy and training. EPM are the largest private provider of specialist HR support to schools in England. They only work with schools and academies and have skills and expertise in all aspects of human resource management. EPM has extensive experience and understanding of HR issues in education and will help Sandy Lane Academy to attain and maintain the high level of staff management expertise required to be a successful Academy. In addition the academy would commission IT support from silverbug, a Milton Keynes based company who currently provide IT support to both Oak Bank School and The Academy of Central Bedfordshire. Silverbug provide consultancy services that will provide recommendations for how the new wave of flexible IT could help the academy deliver its curriculum and ensure staff have access to the most up-to-date teaching resources. Silverbug would support the academy to shape IT to really fit and track the shape of the academy as the world of education changes.

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**
Project Management	The team has some experience of managing large scale projects as some of the members of the team were involved in the bid writing and pre-opening phase of The Academy of Central Bedfordshire in Wave 3. Additional expertise from a project manager with direct experience of this role would be valuable. Support with the capital build programme.	The project development grant will be used to buy in additional expertise when needed. A project manager will be sort to assist the Executive Headteacher and Principal designate with the management of this project, to track progress and manage risks.
Forming a MAT	Whilst there is experience of forming governing bodies and of governance of schools within the team, the creation of a MAT will require	Use existing links with effective MATS (EPT, Chiltern Learning Trust) to help establish the framework for an effective MAT across the schools.

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
	support and guidance from Trusts that have already been established.	
Legal Advice	To support with the development of the funding agreement, articles of association and associated policies / schedules.	Appoint a specialist education charity law firm with experience of opening free schools e.g. Stone King. Stone King are familiar with what the DFE is looking for in terms of MAT governance and they have reviewed and inputted into applications for other clients to make sure they are covering the necessary bases and the proposed structure is clearly set out.
Education Advice	External advice to ensure policies etc. are not insular and that there is some challenge due to the make-up of the main educational expertise currently involved with the bid.	DfE appointed educational adviser. External consultant where appropriate.

[Add more lines as appropriate]

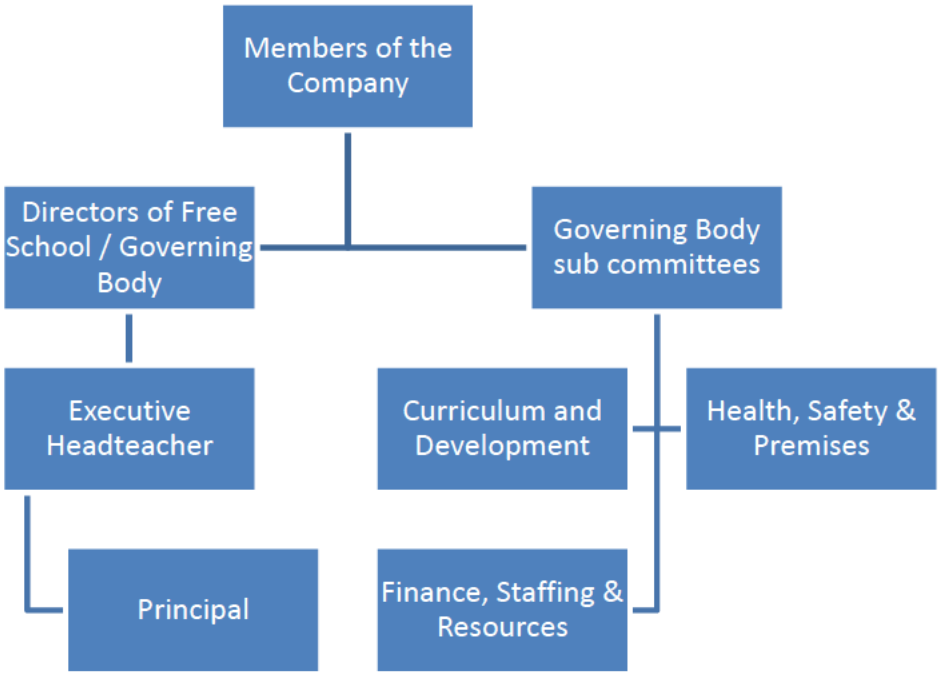
F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

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 *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

Structure of Accountability



Roles and Responsibilities

The 'Sponsor-run school' would be the preferred model for Sandy Lane Academy with Oak Bank School as the 'sponsor' through a subsidiary non-profit company. The main advantage of this model is the clear line of accountability with the sponsor being accountable for running the school. Oak Bank is a well-established school which achieved an Ofsted Outstanding judgement in all areas in July 2015 and is able to harnesses the wealth of knowledge and expertise from other Schools, Academies and multi-agency partners that it has established working relationships with. This will ensure the Governors have the skills and experience to successfully discharge their governance

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

and oversight responsibilities.

> *'Governors have played a major and effective role in improving this school so that its work is outstanding. They have a wealth of experience and skills which support their work well so that they challenge leaders through asking searching questions about achievement and provision. Governors know the school and the quality of teaching very well. They visit regularly to see how well it is doing and to talk with students and staff. They also check very carefully that all the required welfare health and safety procedures are carried out. Governors check thoroughly on how additional government funding, such as the student premium, is used and the difference it makes. They also ask searching questions about other interventions and achievements. They are ever ambitious for the school to achieve even more. They have a good understanding of data about students' progress and attendance, so that they can check that all students are doing as well as they should. Governors make sure that staff performance and pay awards are clearly linked to student outcomes and progress and that only good performance is rewarded. They are determined that the school's high standards be maintained and are always vigilant in asking questions about learning in school and in offsite provision. Governors make sure that all the statutory safeguarding regulations are exceptionally well met and students' emotional wellbeing and safety are always priorities.' Ofsted July 2015*

To ensure this model doesn't compromise the non-MAT status now Sandy Lane Academy and Oak Bank School would be standalone schools initially with same governors in the short term.

Company Members

- The Company Members will appoint the Governing Body.
- The legal owners of the company
- Strategic role in running the school and ultimate control over the company

Role of the Governing Body

Meeting frequency at least one per term.

- To be responsible for monitoring, overseeing and providing direction for the Free School' pursuit of the vision.
- To maintain the vision and ethos of the school
- To select the Principal of the Free School with the support from DfE if appropriate
- To support and evaluate the Principal
- To hold the Principal accountable for the school's success
- To set conditions of service, personnel policies and procedures
- To ensure Value for Money (VfM) and adequate financial resources
- All directors are required to act in the best interest of the Company. There are also statutory obligations such as health and safety that Board members need to meet. Each director has a role in ensuring the probity of the organisation's activities and contributing to the achievement of its objectives.
- Duties as defined in the Companies Act 2006

Role of sub committees

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

Finance, Staffing and Resources

Meeting frequency at least one per term.

- Consideration and recommendations relating to Revenue Budget
- Monitor income, expenditure and cash flow
- Consider auditors reports and recommendations
- Authorise virements
- Consider capital expenditure and monitor projects
- Consider lettings policies
- Consider policies: re charges to students and outstanding debts
- Receive audited School Fund Accounts
- Consider Staff pay policy
- Review insurance arrangements including indemnity policy

- Implementation of Staff Pay policy and salary reviews
- Consider all personnel matters
    - Staff appraisal
    - Staff welfare & conditions of service
    - Staff sickness & attendance
    - Staff recruitment
    - Staff Job descriptions
- Staff Discipline
- Staff & Governor training
- Student exclusions
- Appeals
    - from parents
    - from staff

Curriculum and Development

Meeting frequency at least one per term.

- Oversee School's curriculum and monitor standards
    - Curricular policies
    - Curricular development planning
    - Implementation of National Curriculum
    - Review outcomes from Inspectors, examinations & Learning support
- Reporting to parents
- Admissions & timetabling
- Student welfare

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

- Foster links with local business, arts & sports organisations
- External & community relations

Health & Safety & Premises

Meeting frequency at least one per term.

- Consider Health & Safety at Work
- Consider policies relating to Risk Management
- Risk assessments
- Authorisation & monitoring of school trips
- Working conditions
- Premises matters
  - Condition of buildings
  - Maintenance planning
  - Improvements & extensions
  - Specifications for identified works with associated quotations from contractors
  - Cleaning arrangements
- Development of School premises & utilisation of facilities

Role of the Executive Headteacher (CEO if MAT is successfully formed)

- To provide strategic leadership across Sandy Lane Academy, Oak Bank, The Academy of Central Bedfordshire and Crossways and hold overarching accountability for direction, standards achieved and quality throughout the institutions.
- Provide outstanding leadership and promote the values and ethos within each institution
- Provide, with Governors (individually) and heads of the institutions, the strategic leadership and management which gives every student high quality education and which promotes the highest possible standards of achievement
- Establish innovative and effective working relationships within Sandy Lane Academy, Oak Bank, The Academy of Central Bedfordshire and Crossways, particularly with the Principal of each institution, to ensure that the vision for the institutions can flourish
- Secure the long-term success of Sandy Lane Academy, Oak Bank, The Academy of Central Bedfordshire and Crossways by maximising potential through the skills and resources held within the institutions
- Build system-wide leadership capacity at all levels through actively developing strategic governance, institution-wide staffing structures and defining roles and

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

responsibilities across Sandy Lane Academy, Oak Bank, The Academy of Central Bedfordshire and Crossways.

Role of the Principal

- Responsible for the internal organisation, management and control of the school
- Responsible for the implementation of the strategic framework established by the governing body
- To formulate aims and objectives for the school, for adoption, with or without modification, or rejection by the governing body
- To formulate policies for the school or achieving those aims and objectives, for adoption, with or without modification, or rejection by the governing body
- To formulate targets for the achievement of those aims and objectives for adoption, with or without modification, or rejection by the governing body
- To formally report to the governing body on a quarterly basis on progress made towards achieving the aims and objectives set and in particular towards meeting specific targets set.

Role of the Senior Leadership Team

Meeting frequency at least once a week.

- Work in conjunction with the Sub Committees to ensure that the School Development Plan is addressed in an integrated and timely manner.
- Respond to the direction provided, and the information requested, by the Governing Body and its Sub Committees.
- Define the Line Management structures and the membership/purpose of all groups within the school.
- Provide effective two-way internal communications, making use of weekly staff meetings, daily de-brief sessions and other means.
- Manage and develop the school with emphasis on teaching and learning and the behavioural needs of students.
- Understand and satisfy the development needs of staff and monitor their effectiveness in delivering the outputs required, for the success of Oak Bank School.
- Use the SEF and other inputs to identify and prioritise areas for improvement. Address those areas using improvement project groups where appropriate.

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

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

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

F3 – independent schools only: a good educational track record and credible plans for meeting the standards of the state sector
[Add text here. Table expands]

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

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

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

F4 – Independent schools, including alternative provision institutions that are privately run only: a good financial track record and credible plans for meeting the standards of the state sector
[Add text here. Table expands]

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

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

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

F5 – Independent schools only: an appropriate, well-maintained, and secure site
[Add text here. Table expands]

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

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

Please

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

Section G – budget planning and affordability
Sandy Lane Academy would have access to the extensive experience of financial management provided by the business manager of Oak Bank School. In addition the Chair of Governors is a retired auditor with a very strong understanding of managing businesses. This wealth of knowledge and financial expertise can be readily accessed to support with the effective financial management of Sandy Lane Academy. Once the School Business Manager is appointed, the Finance Director will continue to work with them and provide strategic support for half day per week. All schools have achieved the Financial Value Standard (FVS). The Executive Headteacher has experience of setting up a new free school [redacted] through which [redacted] demonstrated the knowledge and skills necessary to budget plan efficiently. Currently [redacted] is responsible for two budgets, both in excess of [redacted] works closely with the SBM and governor's plan financially on a one, three and five year basis and prepares viable annual budgets for approval. [redacted] This has involved bench marking against other authorities and writing detailed banding descriptors to enable appropriate funding in relation to students levels of need to be allocated to schools. Since Oak Bank became an Academy in November 2013 and since the opening of The

Section G – budget planning and affordability

ACB in Sept 2013, the Executive Headteacher, both SBM and governors of the schools are familiar with the auditing process required for submission of accounts. Both schools use a local accountants firm to audit the schools and prepare the financial reports in line with the reporting guide lines. Sandy Lane Academy would use the experience of both Oak Bank and The ACB when identifying appropriate accountants and meeting reporting deadlines.

If the predicted numbers of students did not attend Sandy Lane Academy, then staff recruitment would need to be adjusted accordingly. Below is a revised staffing structure for the opening years that identifies a revision to the proposed staffing structure at full capacity (Section D2). These staffing models are based on 80% of the budget being spent on staffing. The financial template models the annual expenditure that Oak Bank School have against staffing, in recognition that staff are the schools most important resource to be able to deliver a curriculum appropriate to the needs of the students and to support the individual needs of the students appropriately.

Total Income for 70% recruitment

Year	2018-19	2119-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
70% recruitment	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Number of students	19	25	30	34	38	42	42
KS2	4	4	5	6	6	7	7
KS3	8	11	12	13	15	17	17
KS4	6	7	9	9	11	12	12
KS5	1	3	4	6	6	6	6

Using the projected figures above the table below shows the number of teaching groups that would be required in each Key Stage at 70% capacity. KS5 students are excluded from these calculations as they will be on discrete bespoke timetables and not in teaching groups as in KS2 – KS4.

Year	2018-19	2119-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
KS2	1	1	1	2	2	2	2
KS3	2	2	2	3	3	3	3
KS4	1	2	2	2	2	2	2
Total Number of Groups	4	5	5	7	7	7	7

Section G – budget planning and affordability

Revised staffing structure based on 70% recruitment as taken from financial spread sheet

	Staff / Year	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
	Students on roll	19	25	30	34	38	42
SLT	Executive Head	0.2	0.5	0.5	0.5	0.5	0.5
	Principal	1	1	1	1	1	1
	Deputy Head	0	0	0	0.5	0.5	0.5
	Business Manager	0.5	0.5	0.5	0.5	0.5	1
	Total SLT	1.5	2	2	2.5	2.5	2.5
Middle Managers	Head of Core Subjects	1	1	1	1	1	1
	Wellbeing Manager	0	0	0.5	0.5	1	1
	Total Middle Leaders	1	1	1.5	1.5	2	2
Teaching Staff	English/Maths/ Science Core Subject Leaders	1	1.8	2.1	2.1	2.5	2.5
	KS2 Teacher	0.5	0.5	0.5	0.5	1	1
	General Teacher	0.5	0.5	1	1	1	1
	Instructor	1	1	1	1.5	1	1
	6th Form Tutor	0	0	0	0	0	0
	Total Teaching Staff Excluding SLT	4	4.8	6.1	6.6	7.5	7.5
	Ratio of Teaching Staff to students (Incl Head of School)	1:4	1:4.5	1:4	1:5	1:5	1:6
Support Staff	Teaching Assistants	4	5	5	5	5	6
	Behaviour Support Workers	1	1	1.5	2	2	2.5
	Ratio of Support staff to students	1:4	1:4	1:5	1:5	1:5	1:5
Therapeutic Staff	Clinical Psychologist / Mental Health Practitioner / Family Support	0	0.6	1.2	1.2	1.2	1.5
	Ratio of Therapeutic staff to students	0:19	0.6:25	1.2:30	1.2:34	1.2:38	1.5:42
Admin / Site	Office Staff	0.8	0.8	0.8	0.8	1	2
	Site Agent	0.5	0.5	0.8	0.8	1	1
	Cleaners	2	2	2	2	3	3

Section G – budget planning and affordability

Year One – 1 Principal, 4 Teaching Staff (FTE). 19 students on roll

	KS2 (1 Group)	KS3 (2 Groups)	KS4 (1 Groups)	KS5 Bespoke programme	Total Lessons
Head of Core Subjects	English x 3	Humanities x 4 Science x 8	Science x 4 Options x 2		20
English Teacher (0.5)	English x 2	English x 8	English x 4	Core subjects	14
Mathematics Teacher (0.5)	Mathematics x 2	Mathematics x 8	Mathematics x 4	Core subjects	14
KS2 Teacher (0.5)	Mathematics x 3 Science x 2 Humanities x 1 Wellbeing x 1 SMSC x 1 General Studies x 1 Computing x 1	General Studies x 2	Options x 2		14
General Teacher (0.5)	PE x 3	PE x 3 SMSC x 2	General Studies x 3 SMSC x 2	Core subjects	13
Instructor	Expressive Arts x 1 Voc Ed x 2 Art x 2	Expressive Arts x 4 Voc Ed x 4 Art x 2	Options x 2 PE x 3		20

Assumptions made against original staffing for full capacity year one:

- No therapeutic staff would be employed initially. Where there is a need for any of these professionals they would initially be commissioned on an as needs basis. All outreach would continue to be provided by Oak Bank School until capacity enables an outreach teacher to be employed.
- The Head of Key Stage 2/3 and 4/5 posts would be combined to create a Head of Core Subjects post.
- 1.5 less Teaching Assistants and 1 less BSW would be employed.
- The Kitchen Manager would be employed on a 0.7 contract to reflect the smaller number of students.
- The admin would be employed on a 0.8 contract
- A general teacher would be employed on a 0.5 contract.
- All staff would still support delivery of literacy / numeracy and enrichment.
- The role of the SENCo would be undertaken by the Head of School.

These staff reductions would result in a reduction in staffing associated costs to [redacted]. (80% of 70% capacity is [redacted]). In addition to the detailed savings in staffing there would be savings against other costs e.g. commissioning of external placements due to smaller numbers of

students. There would also be savings in relation to recruitment costs and CPD for staff due to the smaller number of staff.

Year Two – 1 Principal, 4.8 Teaching Staff (FTE). 25 students on roll.

	KS2 (1 Group)	KS3 (2 Groups)	KS4 (2 Groups)	KS5 Bespoke programme	Total Lessons
Head of Core Subjects	English x 3	Humanities x 4	Mathematics x 4 Science x 2 Options x 2 General Studies x 3 SMSC x 2		20
English Teacher (0.8)	English x 2	English x 8	English x 8	Core subjects	18
Mathematics Teacher (0.5)	Mathematics x 2	Mathematics x 8	Mathematics x 4	Core subjects	14
Science Teacher (0.5)		Science x 8	Science x 6		14
KS2 Teacher (0.5)	Mathematics x 3 Science x 2 Humanities x 1 Wellbeing x 1 SMSC x 1 General Studies x 1 Computing x 1	General Studies x 2	Options x 2		14
General Teacher (0.5)	PE x 3	PE x 3 SMSC x 2	General Studies x 3 SMSC x 2	Core subjects	13
Instructor	Expressive Arts x 1 Voc Ed x 2 Art x 2	Expressive Arts x 4 Voc Ed x 4 Art x 2	Options x 2 PE x 3		20

Assumptions made against original staffing for full capacity year two:

- No Deputy Headteacher employed
- Each member of the therapeutic team would be employed 1 day a week. Where there is a need for any additional time of these professionals they would be commissioned on an as needs basis. Where there is a need for any of these professionals they would initially be commissioned on an as needs basis. All outreach would continue to be provided by Oak Bank School until capacity enables an outreach teacher to be employed.
- The Head of Key Stage 2/3 and 4/5 posts would be combined to create a Head of Core Subjects post.
- The English teacher would be employed on a 0.8 contract.
- One less Teaching Assistant and BSW would be employed.
- The Kitchen Manager would be employed on a 0.7 contract to reflect the smaller number of students.
- A general teacher would be employed on a 0.5 contract.
- All staff would still support delivery of literacy / numeracy and enrichment.

Section G – budget planning and affordability

- The role of the SENCo would be undertaken by the Head of School.

These staff reductions would result in a reduction in staffing associated costs to [redacted] (80% of 70% capacity is [redacted]). In addition to the detailed savings in staffing there would be savings against other costs e.g. commissioning of external placements due to smaller numbers of students. There would also be savings in relation to recruitment costs and CPD for staff due to the smaller number of staff.

Year Three – 1 Principal, 6.1 Teaching Staff (FTE). 30 students on roll.

	KS2 (1 Group)	KS3 (2 Groups)	KS4 (2 Groups)	KS5 Bespoke programme	Total Lessons
Head of Core Subjects	English x 3	Humanities x 4	Science x 2 Options x 2 General Studies x 3 SMSC x 2		16
English Teacher (0.8)	English x 2	English x 8	English x 8	Core subjects	18
Wellbeing Manager (0.5)				Core subjects	
Mathematics Teacher (0.8)	Mathematics x 2	Mathematics x 8	Mathematics x 8	Core subjects	18
Science Teacher (0.5)		Science x 8	Science x 6		14
KS2 Teacher (0.5)	Mathematics x 3 Science x 2 Humanities x 1 Wellbeing x 1 SMSC x 1 General Studies x 1 Computing x 1	General Studies x 2	Options x 2		14
General Teacher	PE x 3 Voc Ed x 2	PE x 3 SMSC x 2	General Studies x 3 SMSC x 2 Options x 2 PE x 3	Core subjects	20
Instructor	Expressive Arts x 1 Voc Ed x 2 Art x 2	Expressive Arts x 4 Voc Ed x 4 Art x 2	Options x 2 PE x 3		20

Assumptions made against original staffing for full capacity year three:

- No Deputy Headteacher employed
- Each member of the therapeutic team would be employed 2 days a week. Where there is a need for any additional time of these professionals they would be commissioned on an as needs basis. Outreach of up to 1 day a week will be provided from spare teaching capacity from Head of Core.
- The Head of Key Stage 2/3 and 4/5 posts would be combined to create a Head of Core Subjects post.
- The English teacher would be employed on a 0.8 contract.

Section G – budget planning and affordability

- The Mathematics teacher would be on a 0.8 contract.
- 1.5 less Teaching Assistants and 1 less BSW would be employed.
- The Kitchen Manager would be employed on a 0.7 contract to reflect the smaller number of students.
- Admin would be on a 0.8 contract
- Site agent would be on a 0.8 contract
- All staff would still support delivery of literacy / numeracy and enrichment.
- One less cleaner would be employed

These staff reductions would result in a reduction in staffing associated costs to [redacted] (80% of 70% capacity is [redacted]). In addition to the detailed savings in staffing there would be savings against other costs e.g. commissioning of external placements due to smaller numbers of students. There would also be savings in relation to recruitment costs and CPD for staff due to the smaller number of staff.

Section G – budget planning and affordability

Year Four – 1 Principal, 7.6 Teaching Staff (FTE). 34 students on roll.

	KS2 (2 Groups)	KS3 (3 Groups)	KS4 (2 Groups)	KS5 Bespoke programme	Total Lessons
Deputy Headteacher (0.5)		Humanities x 2 General Studies x 3	PE x 3		8
Head of Core Subjects	Mathematics x 4	Mathematics x 4 Humanities x 4 Science x 6	Options x 2		20
English Teacher (0.8)	English x 2	English x 8	English x 8	Core subjects	18
Wellbeing Manager (0.5)	English x 8			Core subjects	8
Mathematics Teacher (0.8)	Mathematics x 2	Mathematics x 8	Mathematics x 8	Core subjects	18
Science Teacher (0.5)		Science x 6	Science x 8		14
KS2 Teacher (0.5)	Science x 4 Humanities x 2 Wellbeing x 2 SMSC x 2 General Studies x 2 Computing x 2				14
General Teacher	Mathematics x 4	PE x 3 SMSC x 3	General Studies x 3 SMSC x 2 Options x 2 PE x 3	Core subjects	20
Instructor	Expressive Arts x 2 Voc Ed x 2 Art x 4	Expressive Arts x 6 Art x 3	Options x 2		19
Instructor (0.5)	PE x 3 Voc Ed x 2	Voc Ed x 4	General Studies x 3 SMSC x 2		14

Assumptions made against original staffing for full capacity year four:

- Deputy Headteacher employed on a 0.5 contract
- Each member of the therapeutic team would be employed 2 days a week. Where there is a need for any additional time of these professionals they would be commissioned on an as needs basis. Outreach of up to 1 day a week will be provided from spare teaching capacity.
- The Head of Key Stage 2/3 and 4/5 posts would be combined to create a Head of Core Subjects post.

Section G – budget planning and affordability

- The English teacher would be employed on a 0.8 contract.
- The Mathematics teacher would be on a 0.8 contract.
- The KS2 teacher would be on a 0.5 contract
- 1.5 less Teaching Assistants and 1 less BSW would be employed.
- The Kitchen Manager would be employed on a 0.7 contract to reflect the smaller number of students.
- 0.5 less admin would be employed
- The 6th form tutor would not be employed yet
- All staff would still support delivery of literacy / numeracy and enrichment.
- One less cleaner would be employed

These staff reductions would result in a reduction in staffing associated costs to [redacted]9. (80% of 70% capacity is [redacted]). In addition to the detailed savings in staffing there would be savings against other costs e.g. commissioning of external placements due to smaller numbers of students. There would also be savings in relation to recruitment costs and CPD for staff due to the smaller number of staff.

Section G – budget planning and affordability

Year Five – 1 Principal, 8 Teaching Staff (FTE). 38 students on roll.

	KS2 (2 Groups)	KS3 (3 Groups)	KS4 (2 Groups)	KS5 Bespoke programme	Total Lessons
Deputy Headteacher (0.5)	PE x 3	General Studies x 3	PE x 3		9
Head of Core Subjects		Mathematics x 4 Humanities x 6 Science x 6	Options x 2		18
English Teacher	English x 6	English x 8	English x 8	Core subjects	22
Wellbeing Manager	English x 4		General Studies x 3 SMSC x 2	Core subjects	9
Mathematics Teacher	Mathematics x 6	Mathematics x 8	Mathematics x 8	Core subjects	22
Science Teacher (0.5)		Science x 6	Science x 8		14
KS2 Teacher	Science x 4 Humanities x 2 Wellbeing x 2 SMSC x 2 General Studies x 2 Computing x 2 Voc Ed x 2	Voc Ed x 4			20
General Teacher	Mathematics x 4	PE x 3 SMSC x 3	General Studies x 3 SMSC x 2 Options x 2 PE x 3	Core subjects	20
Instructor	Expressive Arts x 2 Voc Ed x 2 Art x 4	Expressive Arts x 6 Art x 3	Options x 2		19

Assumptions made against original staffing for full capacity year five:

- Deputy Headteacher employed on a 0.5 contract
- Each member of the therapeutic team would be employed 2 days a week. Where there is a need for any additional time of these professionals they would be commissioned on an as needs basis. Outreach of up to 1 day a week will be provided from spare teaching capacity.
- The Head of Key Stage 2/3 and 4/5 posts would be combined to create a Head of Core Subjects post.
- 1less Teaching Assistants and 0.5 less BSWs would be employed.
- 0.5 less admin would be employed
- The 6th form tutor would not be employed yet

Section G – budget planning and affordability

- All staff would still support delivery of literacy / numeracy and enrichment.

These staff reductions would result in a reduction in staffing associated costs to [redacted]. (80% of 70% capacity is [redacted]). In addition to the detailed savings in staffing there would be savings against other costs e.g. commissioning of external placements due to smaller numbers of students. There would also be savings in relation to recruitment costs and CPD for staff due to the smaller number of staff.

In year 6 the student numbers would be the same as the projected student numbers for year 3 assuming full capacity. The same staffing structure and curriculum model would then be implemented with some changes to the therapeutic team (no outreach teacher, and reduced contracts for the other staff) and a small reduction in the number of support staff to manage the[redacted] differences in salary costs.

Section H – premises (use Excel spread sheet)

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

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

Annexes

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

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

[redacted]

Dear [redacted],

Ref: Letter of support: Free School Bid,

I am pleased to fully support your Free School Bid for an additional school for children with Social, Emotional and Mental Health (SEMH) disabilities in Central Bedfordshire. As you are aware, the local authority has reviewed its School Organisation Plan and the SEND forecasts for 2017 and beyond. The forecast demonstrates a need for a significant increase in places in Central Bedfordshire as a result of demographic growth from new housing and a rising birth rate. Having reviewed the numbers at Oak Bank School, we believe that this rise requires a new SEMH school, as numbers at Oak Bank would be in excess of what a single SEMH school can support effectively.

I can confirm that if the bid is successful we would commission the places as set out in Section D of the submission in line with the same banding levels that we currently commission places at Oak Bank School. We fully support the evidence of demand as evidenced in section E1 and will commission places in line with the identified demand. We will continue to work with neighbouring authorities to further support that demand.

We are proud of what Oak Bank has achieved, and have always had an excellent working relationship with the sponsoring school and with you in particular in your growing role as executive head across Oak Bank and the Academy of Central Bedfordshire. We look forward to supporting the new school during its pre-opening and operational phases and continuing to work with you.

If you or any assessors of the free school bid have any further questions please do not hesitate to contact me.

Yours sincerely,

[redacted]

Oak Bank School

Sandy Lane, Leighton Buzzard,
Bedfordshire, LU7 3BE

T: 01525 374 559 F: 01525 850 482
E: schooloffice@oakbank.beds.sch.uk
W: www.oakbank.beds.sch.uk

18th September 2016

Dear Sir,

I write to you as the Chair of Governors of Oak Bank School in support of the plan to join with the Academy of Central Bedfordshire in the formation of a Multi Academy Trust. I have consulted with Peter Cohen our joint Executive Head and the Board of Governors of the Academy of Central Bedfordshire to discuss the merits of a MAT.

I welcome the proposed change to our structure of governance as a significant step in integrating SEN education in Central Bedfordshire. The formation of a MAT will:-

- Improve and enhance student experience across the schools using and sharing the expertise of our accomplished teams.
- Allow us to share best practice with the other schools and to further enhance our already strong senior management team.
- Allow us to share resources.
- Make cost savings in areas such as finance, human resources and the purchase of key services.
- Amalgamate and utilise the skill sets of our two governing bodies.

Yours faithfully

[redacted]

Outstanding Ofsted Rating
Company No 8712137

Executive Head Teacher: Peter Cohen

REDBORNE UPPER SCHOOL & COMMUNITY COLLEGE
Flitwick Road Ampthill Bedfordshire MK45 2NU
Principal: Mr N K Croft MA Head of School: Mr S Gray BSc Deputy Head: Mrs D Buthee BA
Telephone: 01525 404462 Email: admin@redborne.com www.redborne.com

Our ref: NC doc/Pen

23rd September, 2016

TO WHOM IT MAY CONCERN

Dear Sir / Madam

I write as the Chair of Governors of The Academy of Central Bedfordshire and also as Chair of The Upper School Heads' Group in Central Bedfordshire.

We fully support the application to form a Multi Academy Trust which would incorporate the two new Free Schools, Oak Bank School and The Academy of Central Bedfordshire. Governors of both Oak Bank School and The Academy of Central Bedfordshire have been consulted on this proposal and both sets of governors see the benefits of forming this MAT.

The local schools and LA are fully supportive of this bid.

[redacted]

Mr. N. Croft
Principal

Self-assessment form for independent schools

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

Your assessment against Ofsted framework (please provide a commentary) Review outcomes - current position		Your self-assessed Ofsted grade (1-4)	Required position - risks, actions plan (including priorities identified) and timescales
Overall Position	[Please provide an overall commentary on your school, with reference to the Ofsted grade descriptors, please delete this guidance before submitting this form]		
Achievement of students at your school	[This area is key in terms of present and future projections and actions to be undertaken. It is focused on student progress from clear baselines and should be related to national grouped data. The quality of students work across subjects, their skills in reading, writing, communications and mathematical skills across the curriculum Closing the gap for all student groups and ensuring that SEND students achieve Data and data tracking systems including intervention strategies to ensure student progress should be reviewed. The use of comparator measures and of validation/ moderation will be essential to ensure reliability. please delete this guidance before submitting this form]		
Quality of teaching in your school	[In this area, one might expect to see a clear understanding of teaching quality across the school and accountabilities to ensure the dissemination of outstanding practice and delivery of performance management. Staffing structure and accountabilities in relation to the curriculum and any new curriculum changes that might be		

	developed due to the changing nature of the intake. Consistency of student presentation of work and scrutiny reference progress and standards How marking, assessment and students feedback/reflection enhances student learning Teaching strategies including setting of appropriate homework, together with a review of support and intervention strategies to match student needs How teaching promotes students learning and progression The review should be validated externally to ensure moderated outcomes for the school Reading, writing, communication and mathematics across the curriculum. Tutor and pastoral time including SMSC and British values please delete this guidance before submitting this form]		
Behaviour and safety of students	[Please refer to the Ofsted handbook and supplementary handbooks e.g. Keeping Children Safe in education for further guidance. Some areas for inclusion might include; SCR, Safeguarding policy, training including Prevent and procedures. This area should be validated through a formal external safeguarding review and case studies. Health and safety procedures, policy, training and again supported by clear validated evidence. Data on key areas such as attendance (grouped data), persistence absence, exclusions compared to national data sets Student questionnaires and reviews as		

	evidence to support outcome conclusions. Parental questionnaires and where appropriate business partners. Students attitudes to learning and the creation of a positive ethos Mock Ofsted information on behaviour and behaviour management strategies, policies and procedures please delete this guidance before submitting this form]		
Quality of leadership in, and management of, your school	[This area focuses on the impact of leaders and governors and should look at how safely, efficiently and effectively the school is run. This area covers leadership and management across the school and how it enables students to learn, achieve and overcome specific barriers to learning. The Ofsted framework identifies detailed areas for review as does the National College such as the headteacher Standards however these need to be validated by others such as an NLE, SLE, NLG or an evaluation by a partner outstanding school. Key to this area is how accurately the team evaluate the schools strengths and weaknesses and use their evidence to secure future improvements. It should also include a focus on capacity of leadership and management to manage the change from independent school status to an academy with a larger and more diverse cohort of students. please delete this guidance before submitting this form]		
The extent to	[student recruitment and how the		

which the education and systems provided by your school meets the needs of the range of students at the school, and in particular the needs of disabled students and those who have special educational needs.	education will be adapted to meet the needs of all - progress on financial planning and cash management systems, including appointment of finance director - budget predictions and resource for ongoing budget management - trust's plans for ensuring funding agreement compliance - ensuring adequate systems and controls in place, including accounting software package please delete this guidance before submitting this form]		
Any other comments or observations not captured above. Please note, AP schools should state whether they are registered and if their existing provision is interwoven with the LA.			

Governance self-assessment

Your assessment against the Governors and Academies Financial Handbook		Your assessment of current position (How you do it now)	How will you get to required position? (F2) – Please list risks, actions plan (including priorities identified) and timescales
1. The roles and responsibilities of the directors/ trustees	Please detail your duties as: • company directors and charity trustees; • accounting officer Understanding of the strengths and weaknesses of the school. Understanding performance data (what data do you use), how do you use it to ensure robust oversight of performance (including externally provided data for example data dashboard the school presents) Holding school leadership to account		
2. Structure of the board	Accountability system Structure of decision making		

3. Meetings	Please detail your board and committee meetings schedule and outline agenda		
4. Finance	Please give details of: • your chief financial officer, with appropriate qualifications and/or experience; • Schemes of delegation; • Approvals process-budget; • Investment policy; • Procurement including leases; • Internal control framework; • Contingency and business continuity plan; • Insurance cover		

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-00179-2016

Follow us on Twitter:
@educationgovuk

Like us on Facebook:
facebook.com/educationgovuk