



Department  
for Education

# Free school application form

## Special School & Alternative provision

Published: July 2016

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

**Two Free School Applications from The SABDEN  
Multi Academy Trust:**

- [REDACTED]
- The Workplace (Alternative Provision)

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## The application form explained

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

### Sections

#### Declaration

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Submitting Sections A to H**

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

[FS.applications@education.gsi.gov.uk](mailto: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](mailto:due.diligence@education.gsi.gov.uk) stating the name of the school in the subject title.

## **Data protection**

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

## Application checklist

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

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

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

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

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

## Declaration

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

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

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

the funding agreement with the Secretary of State;

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

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

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

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

Signed: 

Position: 

Print name: 

Date: 27.9.2016

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

The SABDEN Multi Academy Trust (TSMAT) consists of three cross phase highly successful Social, Emotional and Mental Health (SEMH) special schools, an Alternative Provision Pupil Referral Unit (PRU) and an education facility within a secure children’s home, all based in the South East Region (East Sussex). TSMAT provisions are recognised as outstanding by Ofsted under the leadership of a highly regarded National Leader of Education and an experienced group of Trustees, one of which holds an MBE for governor services. The lead school of the MAT Cuckmere House School has achieved National Support School and Teaching School status in 2014 and it was also nominated in 2012 as one of Ofsted’s 12 outstanding special schools nationally.

We are proposing to open [REDACTED] [REDACTED] and an Alternative Provision Free School (The Workplace). Both of these proposed applications have strong similarities to the SEMH schools and AP School already open and operating within TSMAT.

[REDACTED]

[REDACTED]

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

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

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

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**AP Free School – The Workplace**

The Workplace supports the vision of TSMAT to support mainstream schools to reduce permanent exclusions in East Sussex by broadening the offer of available provision and increasing the number of placements available in high quality AP.

The local authority in partnership with mainstream schools are keen to improve the AP offer in order to improve attendance, support a reduction in high exclusion rates and also reduce the number of independent and non-maintained SEMH placements. It is hoped that The Workplace will be based in the Bexhill area, with commissioned vocational provision taking place in the West of the county (Eastbourne/ Newhaven etc) this will enable access for all appropriate students in East Sussex.

TSMAT is in a uniquely qualified position to open a new AP Free School in East Sussex. College Central (the existing county wide PRU service and main AP provider already part of TSMAT) has delivered consistently high outcomes for permanently

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

excluded and at risk students since 2010. Alongside a rigorous and broad GCSE based curriculum, students of College Central have accessed opportunities to develop themselves as individuals and re-engage with education which, until this point, has been a mostly negative experience. College Central has invested heavily in developing the whole person- from offering creative opportunities (College Central has achieved Artsmark Silver), enterprise activities to a thorough CEIAG programme (IIC status has been achieved and maintained since July 2013).

College Central commissions and manages Personalised Foundation Learning (PFL) provision from local training providers including charities, private providers and an FE College. This offers 32 full and 30 part time vocationally based placements for KS4 students working predominantly at Level 1 and below in what we refer to as 'commissioned classrooms'.

Prior to College Central management of this provision, students achieved an average of 20.5 SCAAT points, this has risen to 108 in 2015 and 130 in 2016 against a national average of 51.1. In addition, 95% of students continued to participate post 16 in 2015 and an estimated 90% will continue to do so from September 2016: PFL provision blends vocational, skills based learning within work-simulated and community based setting with 'core' academic, knowledge based learning.

Referrals to College Central (KS3 and KS4 GCSE and PFL provision) come via local partnerships with school representatives at monthly meetings. These frequent meetings allow pre-emptive placements to prevent exclusion and ensure schools are well informed of progress and emerging issues regarding dual registered students and PFL placements. Through the 4 partnership groups in East Sussex two key areas of need have been consistently highlighted:

1. KS3 vocational provision to prevent disengagement and exclusion
2. KS4 provision predominantly at Level 2 for vocationally minded students whose needs are not currently being met by the current GCSE or PFL offer

In response to this, TSMAT seeks to open a vocational AP Free School called 'The Workplace' for 94 students aged 11-16 which evolves and enhances the current College Central and PFL model, based on the following 4 key principles:

### **1. Industry Driven**

The Workplace will evolve best practice from College Central and PFL to create an innovative and ambitious vocational provision which enables students to thrive. Expectations will reflect workplace standards. Employers will be regular faces, involved in curriculum development, enterprise initiatives, judging skills competitions and careers education. Appropriate KS4 students will access meaningful work experience. Commissioned providers will deliver vocational provision and will bring industry experience, knowledge and required standards. Industry standard facilities, equipment and resources will immerse students in the workplace. Core study in English and Maths will focus on developing capable, competent 21<sup>st</sup> century workers. Students will wear appropriate uniforms and will learn the language of work with an induction, reviews and targets..

Work related attributes will be developed via a rewards system linked to workplace behaviours. We will consult with local employers to identify required behaviours in the work place. The rewards system will support the development of positive work characteristics in an immediate and engaging way.

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

Simulated work settings during vocational study and vocational enterprise will enable students to develop character in real world settings- from the teamwork required to construct a mock house, the resilience from learning from mistakes developing culinary skills to the risk taking of designing an innovative product. Real work contexts will permeate all aspects of school life.

### **2. Enterprise**

Developing enterprise and entrepreneurial skills will be held in high importance; careers education, information, advice and guidance will be embedded throughout the curriculum. An expanded Enterprise Advisor project will ensure the enterprise strategy is developed with the expertise of locals' employers.

KS3 students will access enterprise initiatives throughout the week in different vocational areas. KS4 Students will be encouraged to develop enterprise skills needed for business through enterprise competitions; designing, producing and selling products/ services to raise money for local charities. Students will be given opportunities to manage their own businesses and projects and develop an appetite for hard work and success through the 'Vocational Enterprise' initiative. This will be led by commissioned providers but be supported by all staff from The Workplace.

### **3. Partnerships**

Partnership working will underpin The Workplace: Following the successful PFL model, vocational provision will be commissioned from a range of external providers including local FE Colleges, private training providers, charities and other appropriate organisations. Employers will be key partners and will be regular faces at The Workplace. Referring schools will maintain responsibility for their students and will be kept up to date with progress. Collaborative working between The Workplace and home mainstream school staff will enable KS3 students to prepare for sustained reintegration back into school. KS4 students will benefit from regular reviews in partnership with referring schools and joined up plans to support ongoing participation post 16.

Pastoral Support based on the highly effective PFL Key Worker system will ensure that every student has a work coach; responsible for promoting excellent attendance, supporting students to develop work appropriate behaviours and working in partnership with carers, home schools and services to achieve this.

### **4. Rigour**

The weekly timetable will allow for plentiful kinaesthetic learning opportunities within vocational schools and 9.5 hours of 'core study' in English, Maths, digital literacy and PSHEE. Expectations for significant progress in core areas will be relentlessly high. The KS4 curriculum offer will have clear progression pathways into FE (including Apprenticeships) developing vocational knowledge and skills underpinned by competency in English, Maths and Digital literacy. The KS3 curriculum will encourage engagement and set challenging targets around attendance and behaviour to support successful reintegration back into mainstream school.

Expectations of commissioned and internal staff will match the high standards expected of students: Lessons will be expected to be Outstanding, effectively planned and delivered in highly engaging, kinaesthetic and work relevant ways. Assessment will be varied and will reflect work based practice to prepare students for the realities of the work place. Commissioned vocational tutors will be expected to participate in

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

'keeping in touch days' with areas of industry to ensure delivery reflects current, innovative practice using cutting edge technology. Pastoral staff will offer support and challenge to students, encouraging empowerment and setting stretching yet realistic targets.

Employers will support the ongoing development of the curriculum with annual scrutiny and an Employer Governor to ensure the value of employer collaboration is felt at all levels.



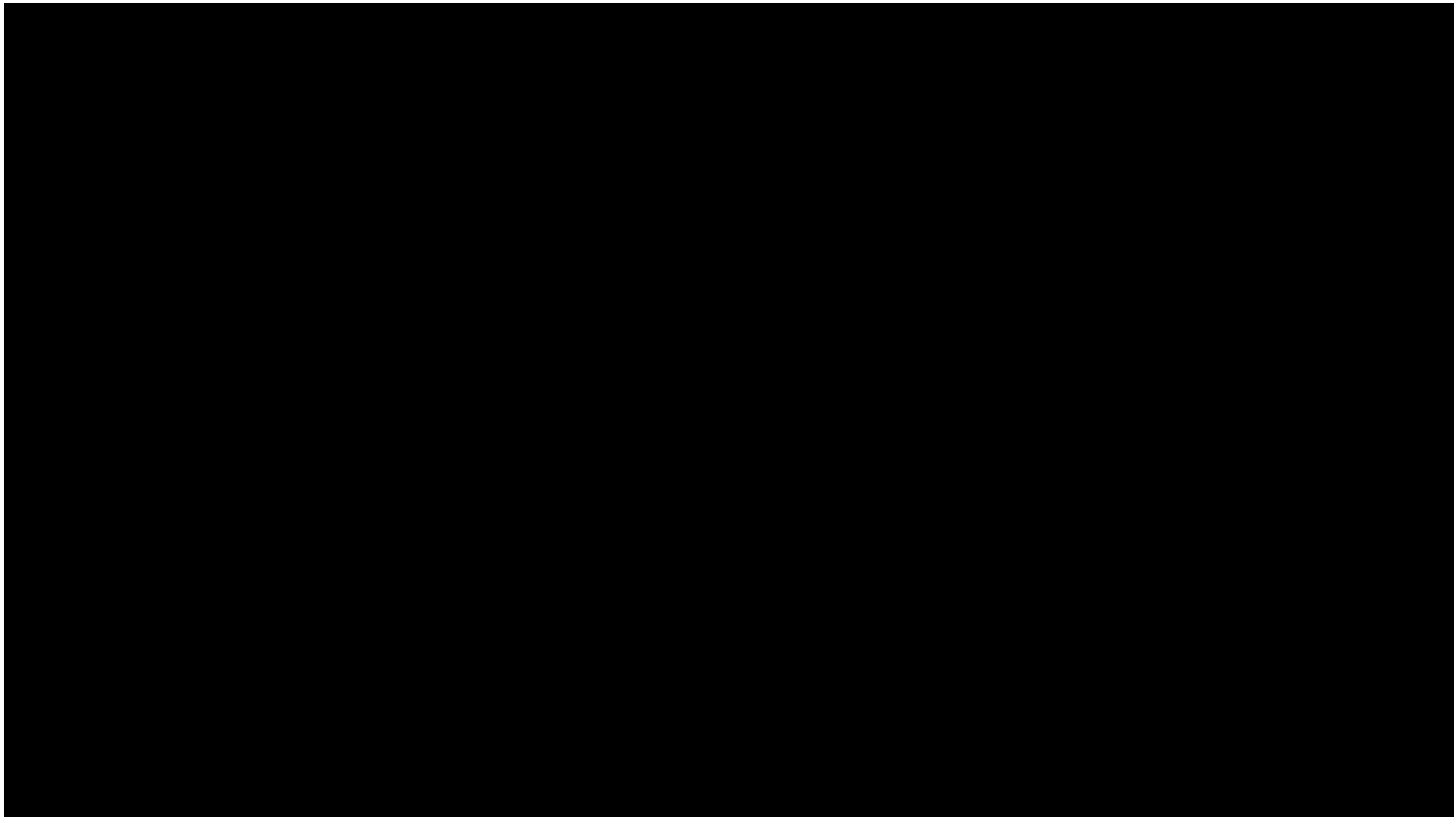
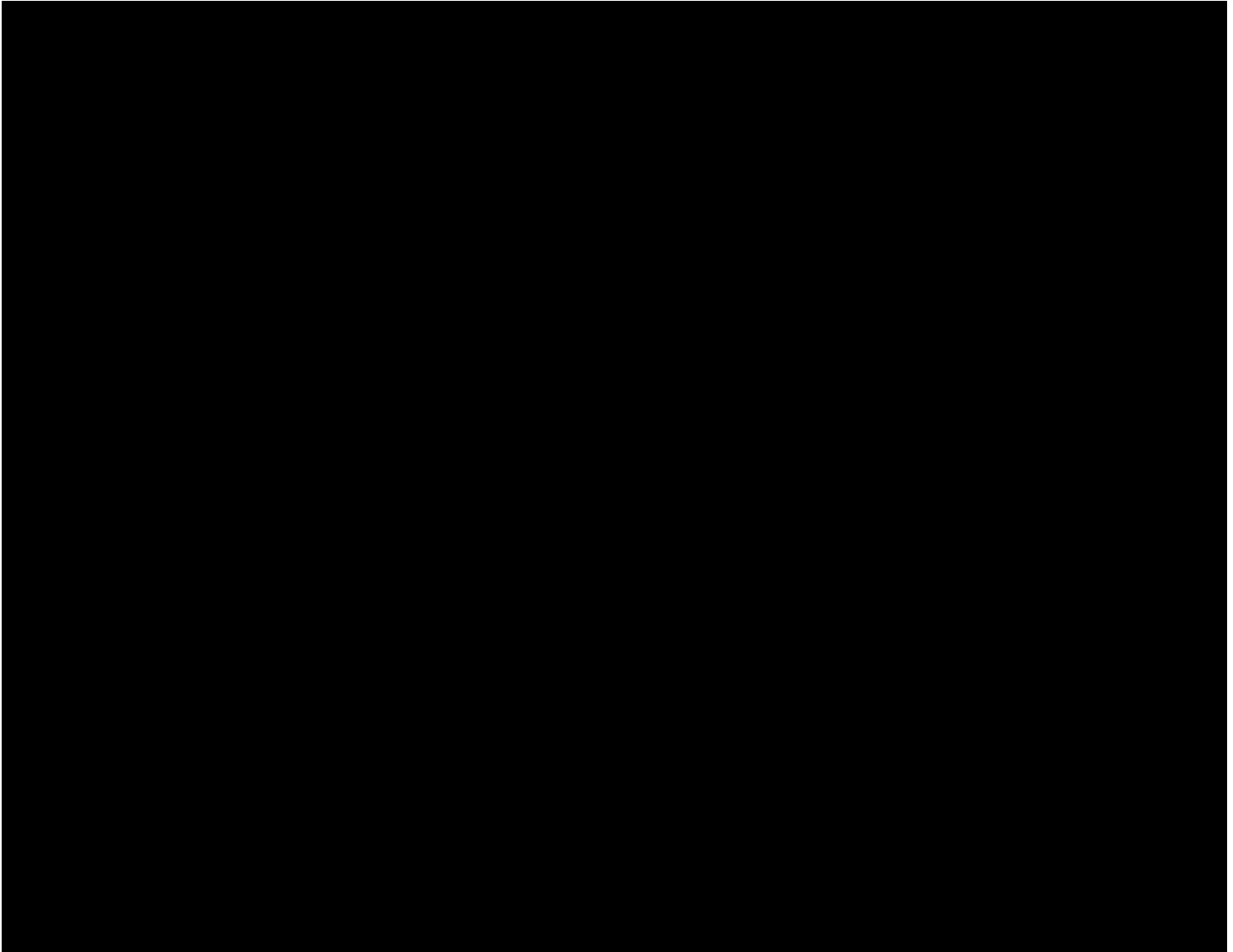
## Section D – education plan: part 1

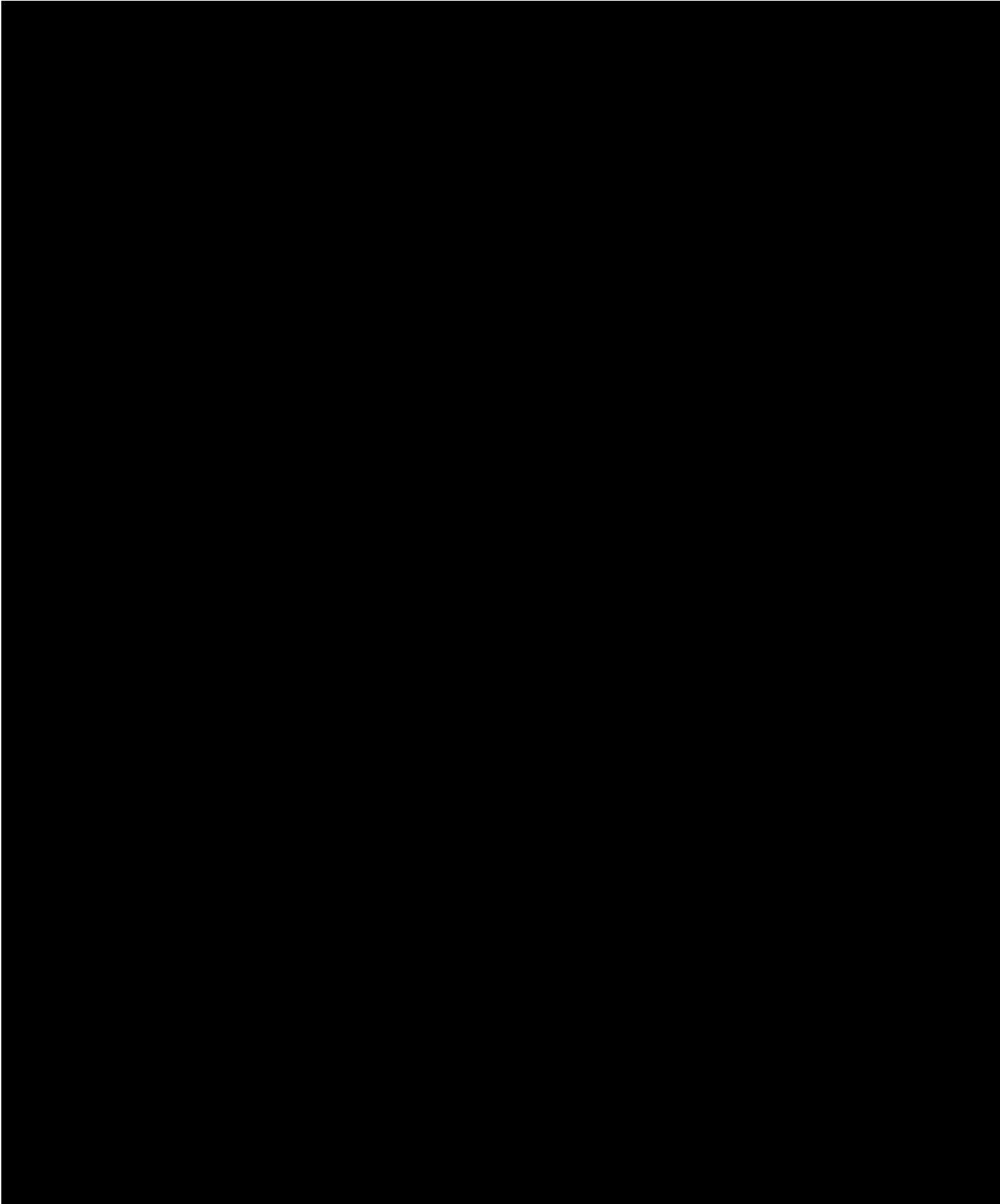
This section will need to be completed by **all** applicants. Please:

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

In the table below, please provide the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time. Please add additional rows/columns if appropriate. If you are an existing independent school wishing to become a free school, please use the first column to show how many pupils you currently have. If you are proposing more than one school you will need to complete a separate table for each. If you are proposing to open later than 2018, please leave the relevant earlier columns blank.

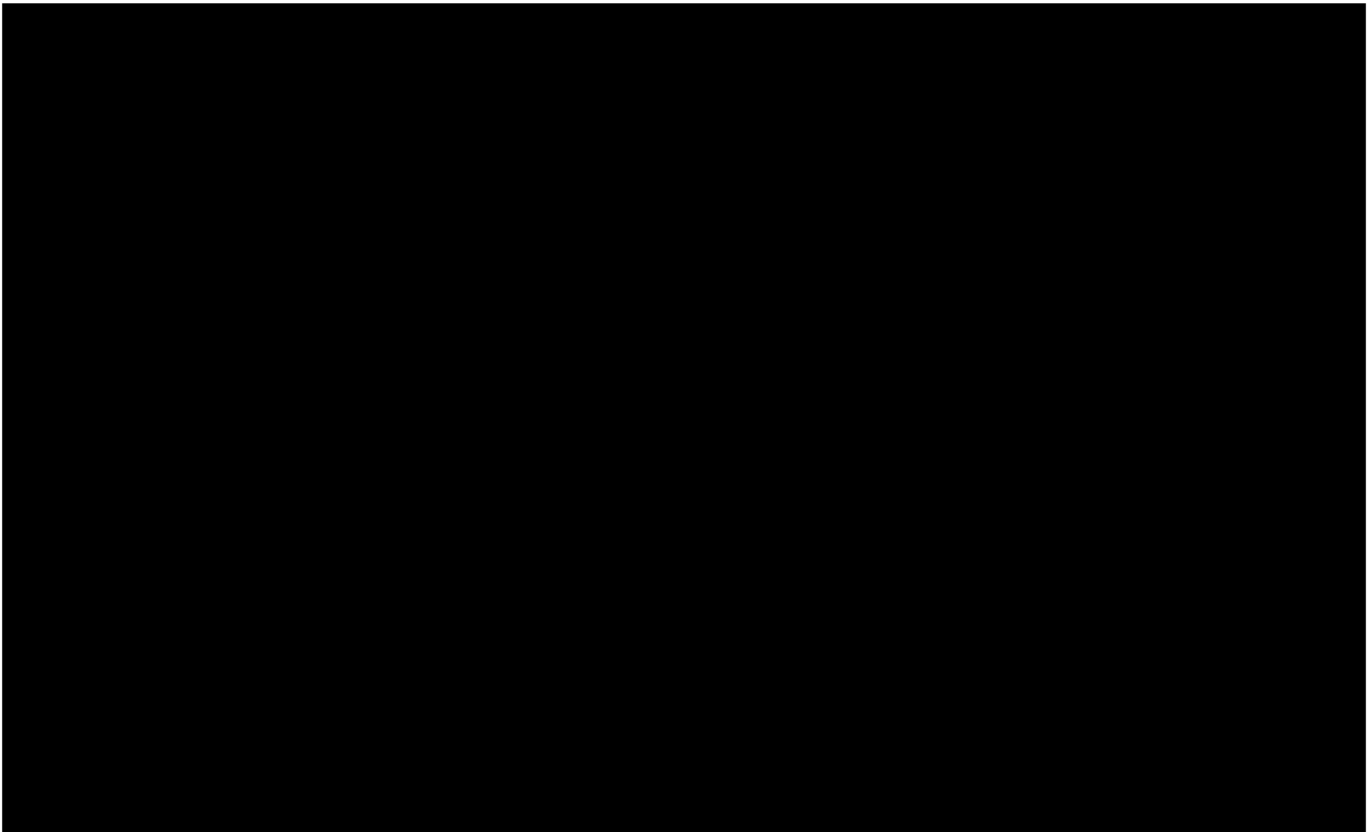
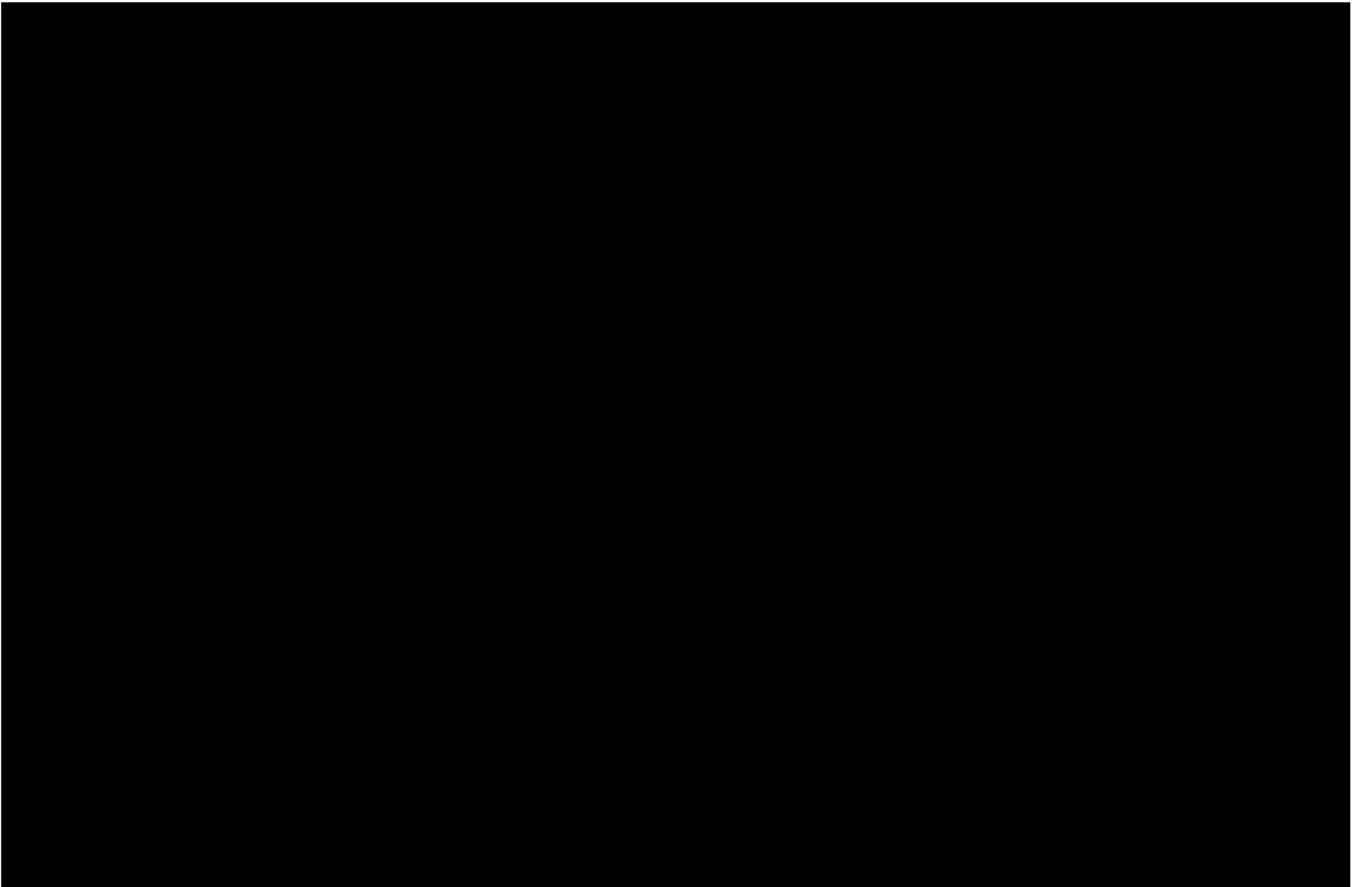


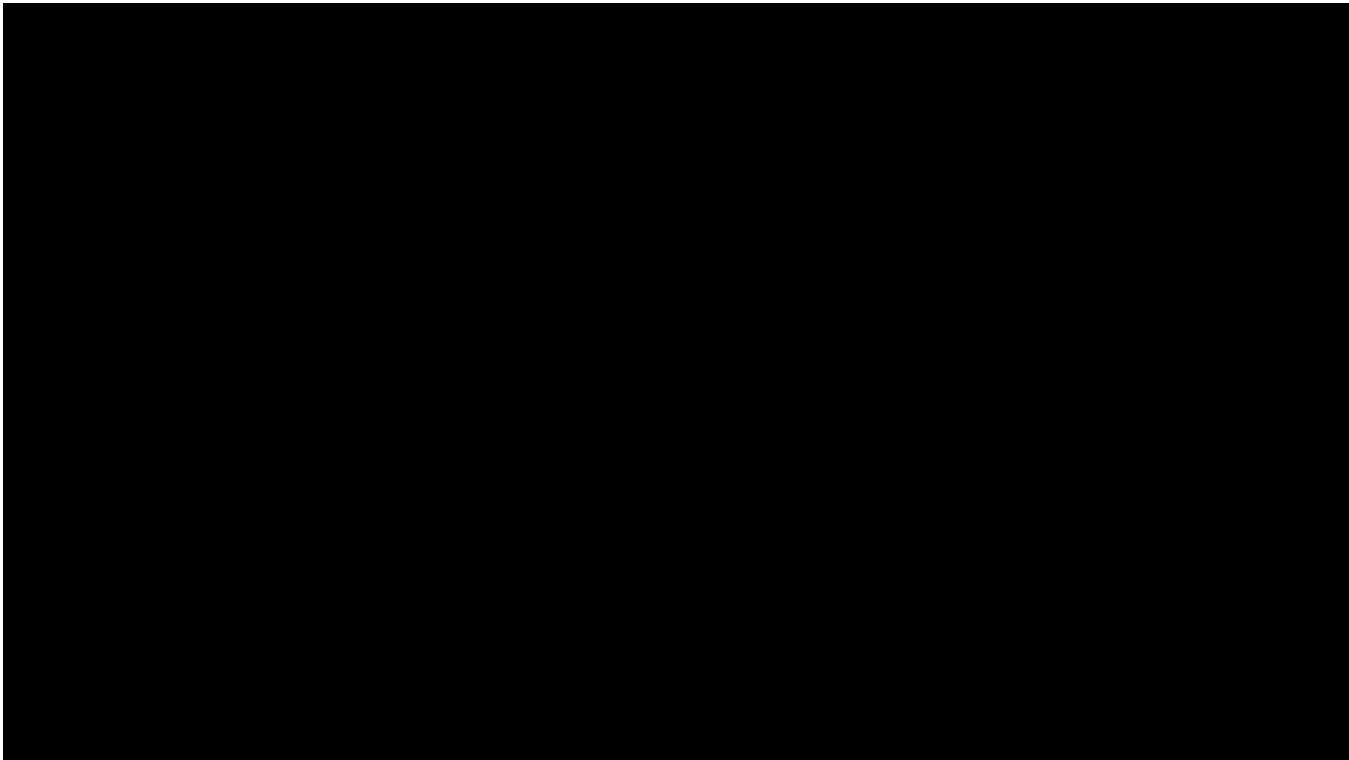
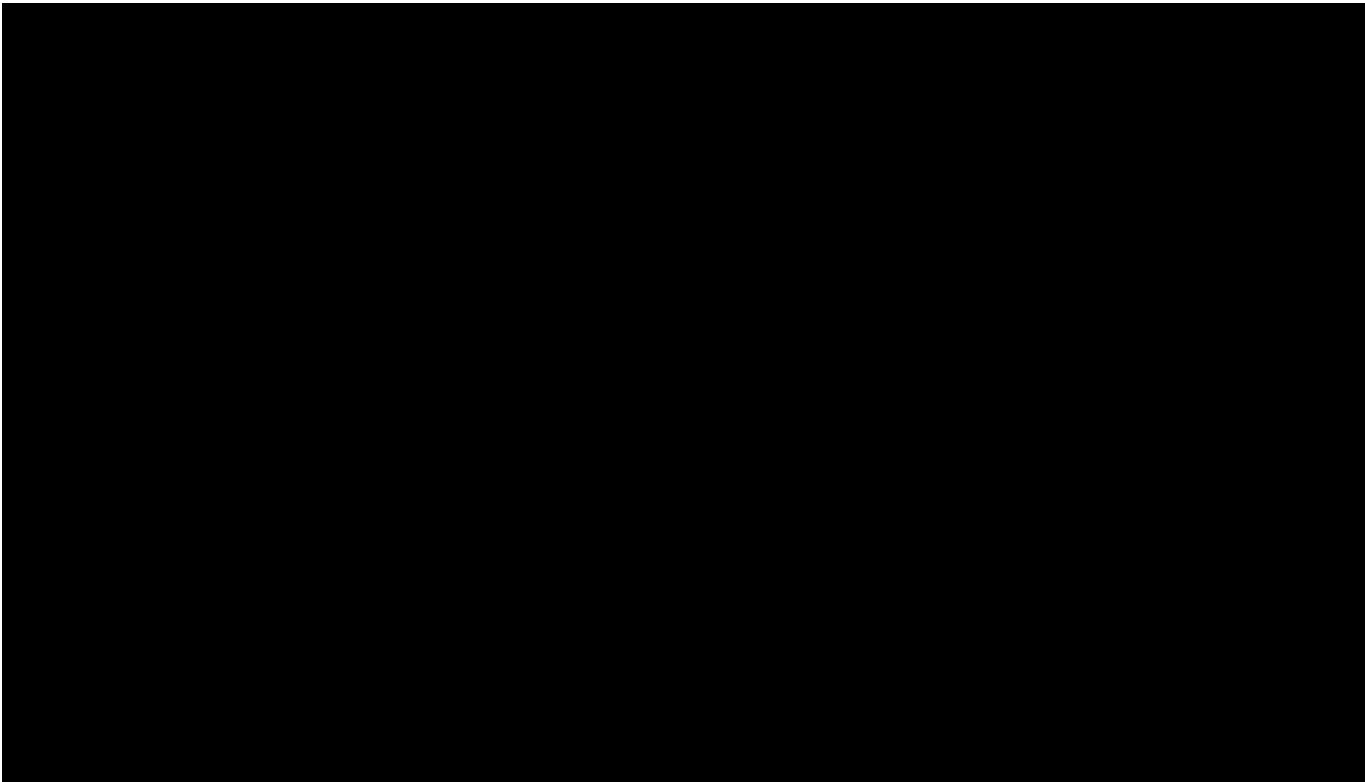


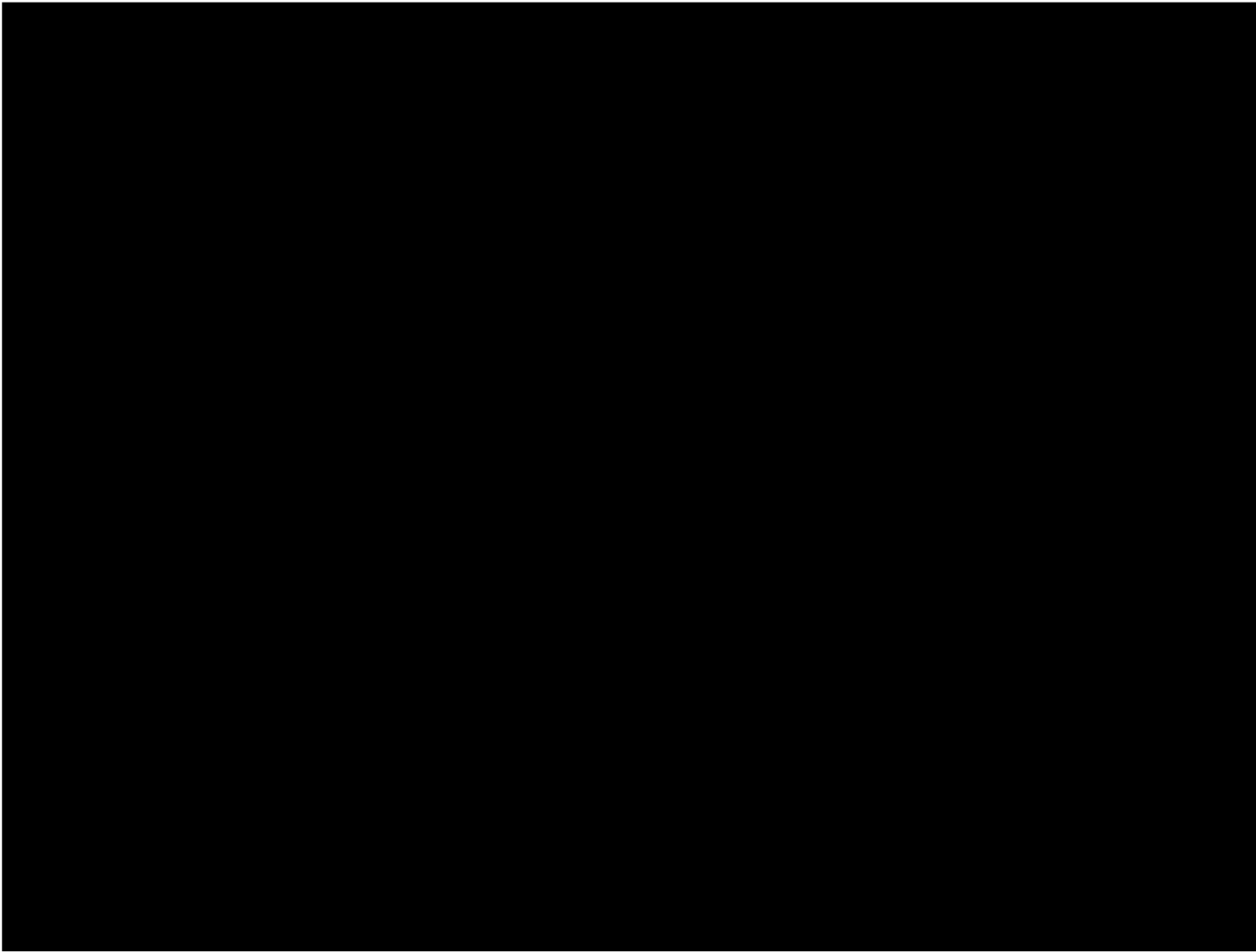




September 16 :







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

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

[Redacted content]

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

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

[Redacted text block containing multiple paragraphs of blacked-out content]

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

[Redacted content]

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

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

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

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

[Redacted text block containing multiple paragraphs of obscured content]

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

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

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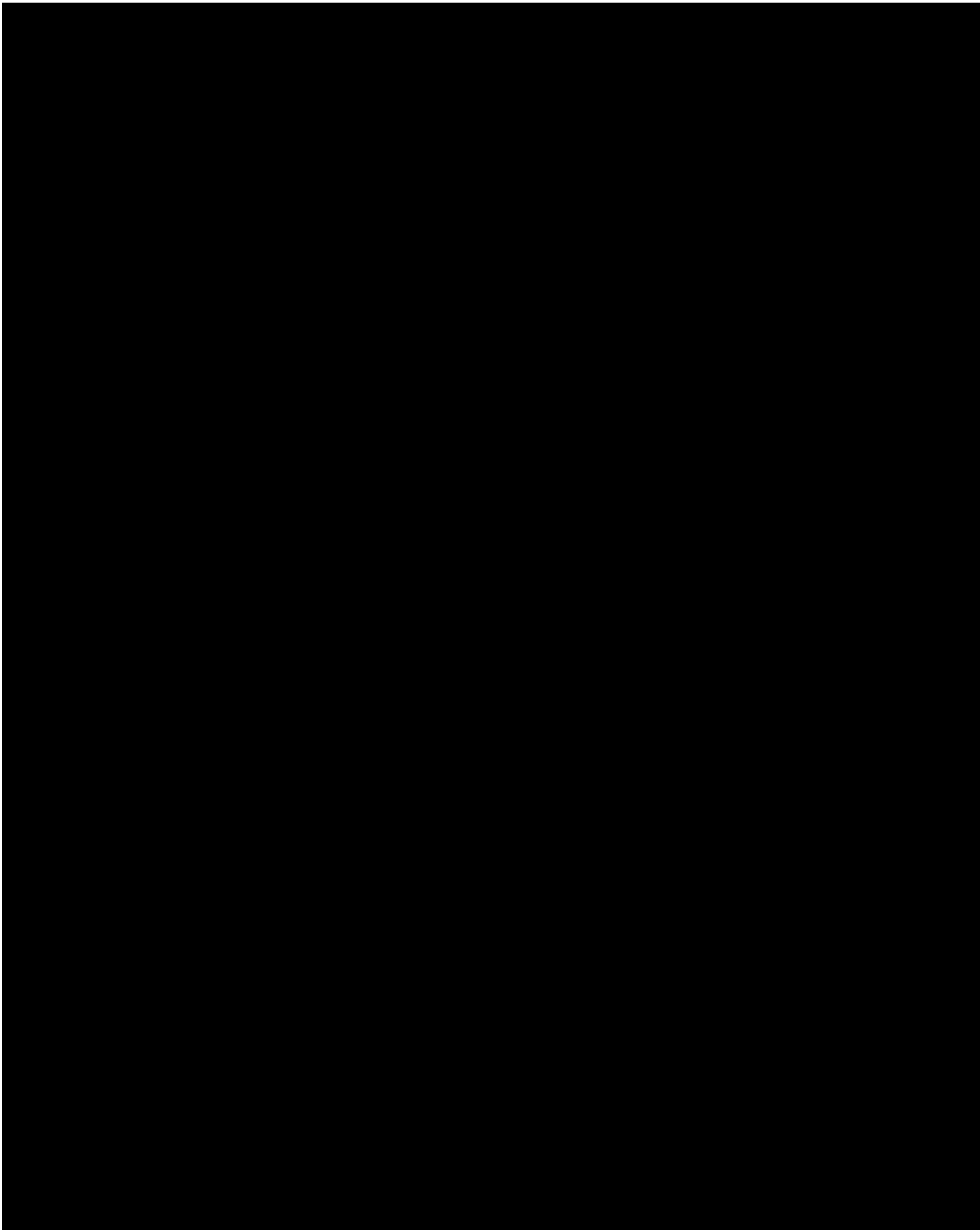
## D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

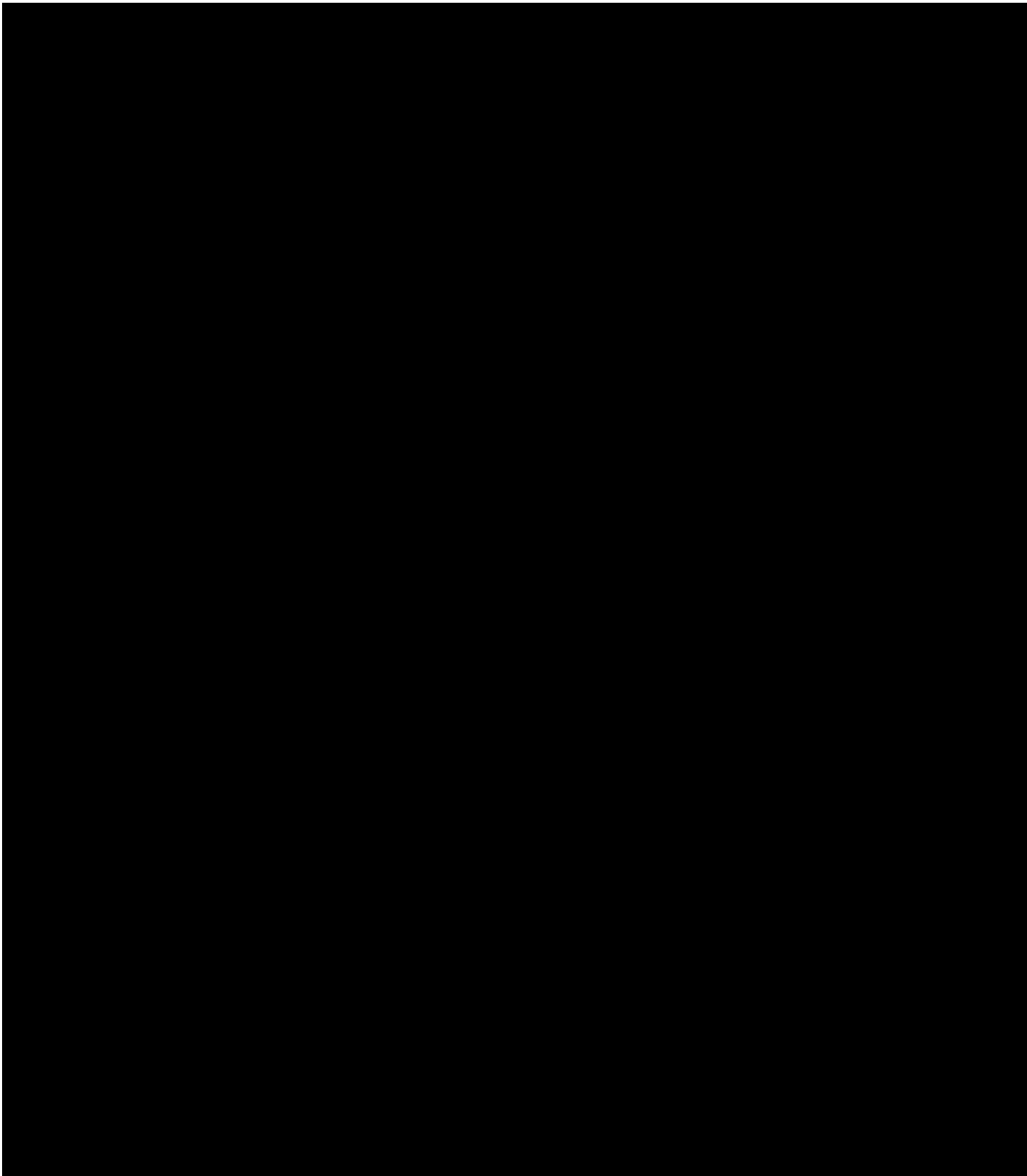
If you are applying for more than one school, please provide one version of this section, referring to individual schools or circumstances where relevant.

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.

[Redacted content]





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

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

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

[Redacted]

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

[Redacted]

[Redacted]

[Redacted]

[Redacted]

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



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

[Redacted text block containing multiple paragraphs of blacked-out content]



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

- have access to the Policy through a range of different media appropriate to their

█ [Redacted text]

█ [Redacted text]

█ [Redacted text]

█ [Redacted text]

█ [Redacted text]

█ [Redacted text]

█ [Redacted text]

█ [Redacted text]



[Redacted text block]

[Redacted text block]

**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**

[Redacted content]

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

[Redacted text block]

[Redacted text block]

[Redacted text block]



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

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## Section D – education plan: part 1

### AP Free School – The Work Place

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

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

In the table below, please provide the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time. Please add additional rows/columns if appropriate. If you are an existing independent school wishing to become a free school, please use the first column to show how many pupils you currently have. If you are proposing more than one school you will need to complete a separate table for each. If you are proposing to open later than 2018, please leave the relevant earlier columns blank.

### AP Free School – The Work Place

	Current number of pupils (if applicable)	2018	2019	2020	2021	2022	2023	2024
Key Stage 1								
Key Stage 2								
Key Stage 3		22	22	22	22	22	22	22
Key Stage 4		48	72	72	72	72	72	72
16-19: commissioner referred								
16-19: student applications								
<b>Totals</b>		<b>70</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>	<b>94</b>

## Section D – education plan: part 2

### AP Free School – The Work Place

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

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

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

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
English	4	Mandatory	
Maths	3	Mandatory	
Digital Literacy (ICT)	1.75	Mandatory	
PSHEE	0.75	Mandatory	
Accredited Vocational Study	9.5	Mandatory	
Vocational Enterprise	2	Mandatory	
Pastoral Sessions / Weekly Success Assembly	2.25	Mandatory	Includes 15 mins at the start of each day and 1 dedicated session per week
GCSE Enrichment	1.75	Mandatory	To include additional GCSE subjects at KS4 which will be studied for 2 hours per week
Breakfast Club	2.5	Voluntary	
Total	25 hrs		

[Add more lines as appropriate]

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

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



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

College Central is the current AP School within the Sabden Multi-Academy Trust and Pupil Referral Unit (PRU) service for East Sussex. In the 2015-16 academic year there were 133 students referred to College Central with an average of 100 on roll at any one time, many of whom had short stay placements prior to reintegration back into mainstream school. 72 had been permanently excluded. The maximum capacity of College Central is 128: 32 at Primary, 48 at Key Stage 3 and 48 at Key Stage 4, with an additional 32 full time and 30-part time placements available as part of the Personalised Foundation Learning (PFL) programme outlined below. The student population (at the point of referral) in terms of SEN, gender, agency involvement, FSM and familial employment was as follows:

<u>SEN (2015-16)</u>	<u>Gender (2015-16)</u>
6% statemented/ current EHCP	73% male
22% Statement/ ECHP requested	27% female

	ESBAS	YOT	YST	CAMHS	TYS	TEALS	Other	No. of agencies involved		
								1	2	3+
2014-15	59%	14%	21%	18%	34%	5%	21%	87%	57%	22%
2015-16	51%	16%	27%	24%	19%	0%	22%	89%	52%	18%

ESBAS	Education Support, Behaviour and Attendance
YOT	Youth Offending Team
YST	Youth Support Team (Social Services)
CAMHS	Child and Adolescent Mental Health Services
TYS	Targeted Youth Support
TEALS	Travellers and English as Additional Language Support

	Free School Meals	Family Unemployment
2014-15	41.2%	38.8%
2015-16	41.9%	39.6%
PRU national average	35%	35%
East Sussex average	14.6%	6.2%

College Central manages a suite of commissioned provision called 'Personalised Foundation Learning' (PFL). This is aimed at vocationally minded KS4 students predominantly working at Level 1 and below who cannot access GCSE/ Level 2 qualifications due to SEMH, persistent absence or a lack of engagement. PFL students access 3 days per week 'Core' learning in English, Maths, ICT plus a work related qualification and 2 days accredited vocational provision with 6 providers across the county. This community based provision is delivered by commissioned external training providers, charities and a local FE College and allows students to experience a variety of vocational subjects in 'commissioned classrooms'. Providers adhere to College

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

Central policies and undergo the same quality assurance processes but deliver provision in community settings across the county. College Central currently provides Level 1 and 2 qualifications across the breadth of the curriculum with a strong core in traditional academic (GCSE and BTEC) subjects.

It is envisioned that the pupil population of The Workplace would be very similar to College Central. The major difference is the curriculum offer to meet the needs of needs of students who are more academically capable as well as those appropriate for PFL, and more vocationally minded than those appropriate for College Central. 'The Workplace' would sit alongside existing AP within East Sussex. A summary report of Alternative Provision discussions in the Secondary Behaviour Partnerships who refer students to College Central/ PFL highlighted the need for '*vocational provision at KS3*' a '*vocational study route at KS4*' for '*students who need more vocational education*' and '*motor vehicle provision*'. The Workplace curriculum offer is designed to fulfil this identified need in an innovative way, building on best practice from College Central and PFL and using proven successful mechanisms to replicate the success of teaching and learning, achievement and progression.

The KS3 offer will act as part of a county wide early intervention approach, and schools or groups of schools will be offered placements which can be part or full time (for an agreed period) with a staggered reintegration back into schools with support from Workplace Coaches. The focus will be to re-engage students through immersion in vocational sessions which will be highly practical and kinaesthetic. This will be blended with core study to reiterate the necessity for academic study and competency in English, Maths and Digital Literacy to succeed in work. Students will reintegrate back into mainstream school with renewed motivation, ideas about future careers and an appreciation of expected behaviours and standards at work.

The KS4 Offer is based on a one or two-year period of study and is designed to support students to achieve at least 5 substantial qualifications, with the capacity for A\*-C achievement with flexibility for 1 year placements with a tailored curriculum offer. All qualifications will be recognised against performance measures and will support at least 5 of progress 8 qualifications. Each student at KS4 would access core provision at The Hub for 2 days per week, 2 days in a vocational area and 1 days vocational enterprise and GCSE enrichment to develop a number of meaningful work based skills, experiences and qualifications.

The vocational areas and curriculum offered by The Workplace 'Schools' has been informed by local LMI<sup>1</sup> which identifies a projected 16.26% increase in construction opportunities in East Sussex between 2015 and 2025 and a 11.86% for accommodation and food services. School feedback on the need for motor vehicle provision, areas PFL does not deliver in due to provider constraints (and extra capacity required to meet the demand for in construction and mechanics) and destination data

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<sup>1</sup> East Sussex in Figures (ESIF) [www.eastsussexinfigures.org.uk](http://www.eastsussexinfigures.org.uk)

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

for College Central year 11 leavers which highlights construction, motor vehicle, catering and hair and beauty as consistently preferred vocational areas post 16.

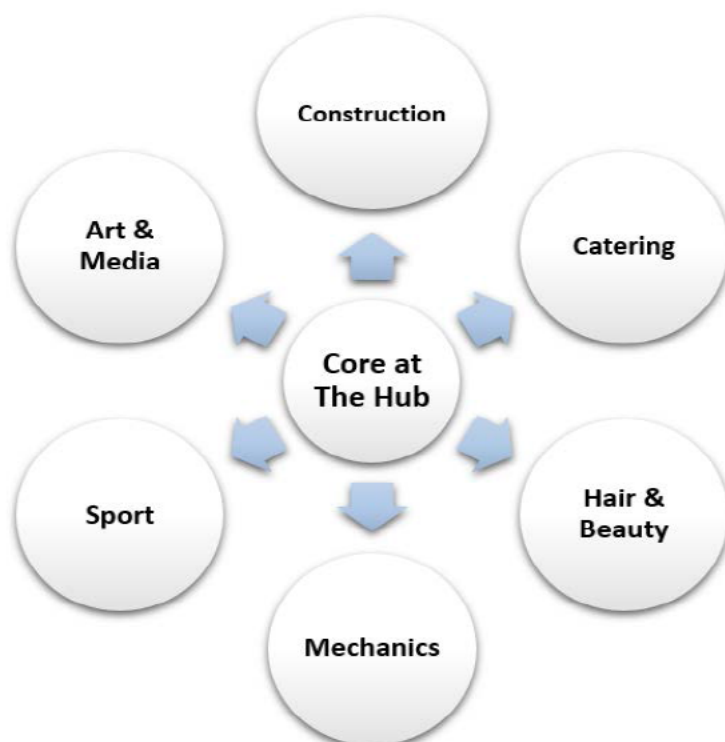
The curriculum offer would be refined during the pre-opening phase through consultation with referring schools, parents, local employers and awarding bodies. The **industry driven** curriculum will be situated within work related contexts and 'simulated' environments, underpinned by **rigour** through the use of effective existing processes and practices from College Central and PFL AP provision.

Vocational teaching and learning will combine theoretical knowledge with underpinning principles (English, Maths, Science, Digital Literacy) with the occupational knowledge required (e.g. how to check a filter/ make bread/ build a wall/ speak to a customer). The curriculum also offers a unique **enterprise** and work driven experience which will motivate students to engage, achieve and progress. **Partnerships** with commissioned providers will give students opportunity to work with a broad range of organisations and employers both on the central school site and in commissioned classrooms across the county.

The KS4 enrichment programme on Friday afternoons offers opportunity for additional accredited study and enables students to access a personalised programme which meets their needs and supports their aspirations.

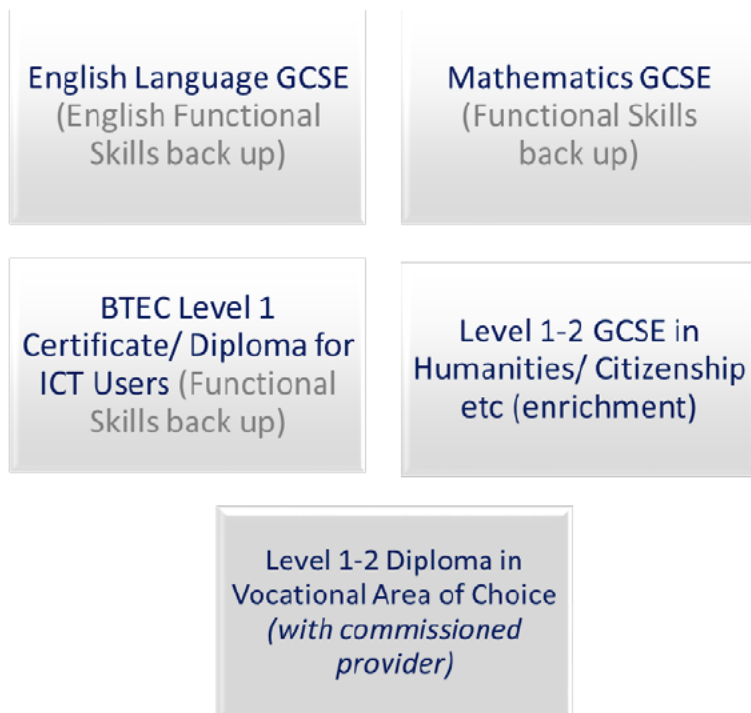
### Curriculum Offer

All students would work towards substantial qualifications in English, Maths and Digital Literacy (ICT) at The Hub. In addition, KS4 students would choose additional enrichment GCSE subjects to study to ensure they accessed a broad and balanced curriculum. Commissioned providers would be expected to deliver Diploma sized Level 1 and 2 recognised vocational qualifications which would support progression and employability. Likely vocational subjects are as follows:



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

A typical KS4 qualification offer is as follows:



**Example Weekly Overview**

	Mon	Tues	Weds	Thurs	Fri
KS3 Group 1*	Mechanics	Core	Art & Creativity	Core	Sport
KS3 Group 2*	Construction	Core	Catering	Core	Hair & Beauty
KS4 Group 1	Sport	Core	Sport	Core	Enterprise / Core Catch up & GCSE enrichment
KS4 Group 2	Hair & Beauty	Core	Hair & Beauty	Core	
KS4 Group 3	Core	Mechanics	Core	Mechanics	
KS4 Group 4	Core	Art & Creativity	Core	Art & Creativity	
KS4 Group 5	Core	Construction	Core	Construction	
KS4 Group 6	Core	Catering	Core	Catering	

\*Full time KS3 students would have access to all vocational areas on a two week rolling basis.

**Typical Timetables**

Students will be encouraged to attend breakfast club with healthy 'self-serve' breakfasts and an opportunity to engage with staff in an informal work canteen style setting. All other sessions are compulsory.

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

**Core**

8.45-9.15 Breakfast club (optional)  
 9.15-9.30 Registration  
 9.30-10.30 Session 1: English Language  
 10.30-11.30 Session 2: Maths  
 11.30-11.45 Break  
 11.45-12.45 Session 3: Digital Literacy  
 12.45-1.15 Lunch  
 1.15-2.15 Session 4: English Language  
 2.15- 3.00 Session 5: PSHEE

**Vocational**

8.45-9.15 Breakfast club (optional)  
 9.15-9.30 Registration  
 9.30-11.30 Session 1: Workshop Practical  
 11.30-11.45 Break  
 11.45-12.45 Session 2: Theory  
 12.45-1.15 Lunch  
 1.15-2.15 Session 3: Workshop Practical  
 2.15-3.00 Session 4: Theory/ Recap

**Vocational Enterprise & Enrichment**

8.45-9.15 Breakfast club (optional)  
 9.15-9.30 Registration  
 9.30-11.30 Vocational Enterprise  
 11.30-11.45 Break  
 11.45-12.45 Pastoral Session  
 12.45-1.15 Lunch  
 1.15-3.00 GCSE Enrichment Subject

**KS4 Vocational Enterprise (Fridays)**

To support the **industry driven** and innovative nature of The Workplace, a KS4 Friday programme would enable students to put their vocational knowledge and skills into practice whilst engaging with the local community and making a positive contribution through 'vocational **enterprise**'. Construction students could work on community projects to improve spaces such as local parks and youth centres. Engineering students could offer 'bike servicing' for locals, free hair treatments and 'brunch' could be offered to local residents, students could volunteer in care settings and befriend residents as part of 'skills swaps'. Students will take a firm lead in organising vocational enterprise, with the support of commissioned providers and Workplace Coaches they will be able to make a real difference and recognise the positive impact of their work.

A weekly assembly and pastoral sessions will enable tutors and coaches to motivate students by rewarding progress and support students to set themselves stretching targets for the forthcoming week. Employers will be encouraged to take part in pastoral sessions to reiterate standards, offer encouragement and reward successful **enterprise**.

Core 'catch up' sessions will enable KS4 students to access 1-2-1 and small group support. This could be for students who need extra support in certain areas, or for

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

students who have not attended 2 core days that week. The importance of **rigour** in English, Maths and digital literacy cannot be clearer.

### **Consistent Teaching and Learning/ Support**

Approaches to Teaching and Learning will reflect best practice in College Central and PFL. The following existing systems and processes will be implemented:

- Appropriate SABDEN across Trust policies and (adapted) College Central policies regarding teaching and learning, assessment and quality assurance
- Classroom minimum expectations for all teachers and commissioned vocational tutors using DfE 'Teachers Standards'
- Quality Assurance for teaching and learning including learning walks, lesson observations and follow up support for teaching staff and commissioned providers
- Regular scrutiny of assessment against policy (in particular marking and feedback)
- Staff training and development including an annual appraisal, termly supervision and a contractual annual 'outward facing day' -for commissioned vocational staff this will be in industry to ensure delivery reflects current and emerging practice and keeps staff informed of new technological developments in their area.

In addition to SABDEN MAT quality assurance processes regarding teaching and learning The Workplace will also undergo a number of internal/external audits to ensure standards and **rigour** are maintained:

- OFSTED Inspection
- Peer inspection within SABDEN MAT
- Quality Assurance of individual programmes by partner schools
- Regular reports to trustees
- Three annual External Advisor Meetings.

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

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

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

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

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

Approaches to measuring pupil performance effectively and setting challenging targets will reflect best practice in College Central and PFL. The following existing systems and processes will be implemented at The Workplace:

- Appropriate SABDEN Cross Trust policies and (adapted) College Central policies regarding pupil progress, target setting and assessment
- Referral information via a School Based Plan, SIMS attendance printout, recent school report, engagement as measured against Workplace standards and other appropriate information (Pastoral Support Plan, details of exclusions, agency input) to provide baseline information from which to measure progress
- Consistent baseline testing including the use of appropriate software for baseline and diagnostic testing plus GCSE past papers at KS4. This will produce a strong and consistent baseline of where all students are on entry
- The Workplace will mirror College Central's expectation that all students will make 1 grades progress in all subjects per year. For KS3 part time and short stay placements the key measures for progress will be rigorously evidenced skills sets following the SABDEN assessment policy identifying student's skills and marking their progress from emerging, developing, securing and mastering the key skills in their preferred vocational area plus progress against Workplace Standards (explained in detail in this section)
- Adapted termly reports based on the effective College Central and PFL models will ensure students, parents and referring schools are well informed of progress and barriers to future progress
- Marking standards and practice will reflect College Central and all students will receive marked work in a timely and consistent way with opportunity to discuss their feedback with their tutor/ teacher
- A target of an increase of 12% attendance (based on current College Central and PFL students) compared to baseline for all students with an overall target of at least 90%
- Independent and impartial Careers guidance for 100% of students (all Key Stages) delivered in groups at KS3 and 1-2-1 at KS4. A target of 100% continuing participation post 16 for year 11 students. College Central has achieved and maintained Investors in Careers status since July 2013 and best practice will inform the development of Careers Education, Information Advice and Guidance at The Workplace
- Use of a Year 11 Tracker to record and monitor career guidance, intended destination and September guarantee progress (see sample below). This will be discussed in regular transition meetings with commissioned independent and impartial careers guidance advisors

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

Name	Started PFL	Intended Destination	Applied for...	App made?	Careers guidance	NOTES FROM CAREERS GUIDANCE ADVISOR (PHIL FROM MYT)
A	Nov '15	FE College	N/A	No	Yes	NOT APPLIED YET, KEY WORKER LISA AWARE, WILL BOOK A SESSION.
B	Nov '15	FE College	SCCH	Yes	Yes	LEVEL 1 BASIC CONSTRUCTION SKILLS
C	Sep '15	FE College	SCCH	Yes	Yes	LEVEL 1 CONSTRUCTION SKILLS or PLUMBING & ELECTRICAL INSTALLATION
D	Sep '15	FE College	SCCH	Yes	Yes	LEVEL 1 ELECTRICAL & MECHANICAL ENGINEERING SKILLS
E	Sep '15	FE College	SCCH	Yes	Yes	LEVEL 1 PLUMBING AND ELECTRICAL INSTALLATION
F	Sep '15	FE College	N/A	No	Yes	INTERESTED IN PLUMPTON- APPLICATION IN PROGRESS
G	Nov '15	FE College	Plumpton	Yes	Yes	LEVEL 2 ANIMAL MANAGEMENT
H	Sep '15	FE College	Plumpton	Yes	Yes	LEVEL 2 COUNTRYSIDE MANAGEMENT
I	Nov '14	FE College	SDC	Yes	Yes	APPLIED FOR EXPLORER PROGRAMME AT SDC - CAMERON NOT NOW ATTENDING SAFFRONS.
J	Sep '15	FE College	SDC	Yes	Yes	APPLIED FOR EXPLORER PROGRAMME AT SDC
K	Sep '15	FE College	SDC	Yes	Yes	HAS INTERVIEW FOR HAIRDRESSING LEVEL 1 (ALSO INTERESTED IN CHILDCARE). Feb 2016 GEORGIA STATING THAT SHE WANTS WORK BASED TRAINING ROUTE. WORKINGRITE POSSIBLE? AND TRAINEESHIP
L	Nov '15	FE College	SDC	Yes	Yes	HAS BEEN ACCEPTED ONTO CATERING COURSE L1 AT SDC
M	Nov '15	Unknown	N/A	No	No	NON-ATTENDER - DAN TO ORGANISE MEETING ASAP
N	Sep '15	FE College	SDC	Yes	Yes	HAS INTERVIEW FOR SPORT LEVEL 2- EXPLORER IS A LIKELY OFFER. NOW STATING THAT HE WANTS WORK BASED TRAINING ROUTE: WORKINGRITE, MAYBE TRAINEESHIP? (APPRENTICESHIP - DOESN'T FEEL LIKE RIGHT FIT AT PRESENT)
O	Sep '15	Unknown	N/A	Yes	Yes	INTERVIEW WITH DV8 FOR MUSIC L1 - KEEN ON GOING

- Use of a dashboard (see sample below) to capture whole school data and progress and proactively identify students who are not making the progress expected of them. Attendance will be reviewed weekly, academic progress and engaged as measured against Workplace Standards termly. This will inform appropriate intervention for individual and groups of students, facilitated via regular team meetings. If whole groups of students do not make the progress expected of them in particular subject areas then challenge, support and additional training (if required) will be given to teaching staff/ tutors in commissioned provision

Basic Details			Attendance			Pa2I Engagement					English					Maths					ICT					End of term 2		End of term 4											
Student	Yr	School	Baseline	Whole year	+ / -	Baseline	T1	T2	T3	T4	T5	Baseline	T1	T2	T3	T4	T5	Baseline	T1	T2	T3	T4	T5	Baseline	T1	T2	T3	T4	T5	Laser/ BTEC/ Project L1	Pts	Laser/ BTEC/ Project L1	Pts						
A	10	Causeway	10.6%	57.2%	56.6%	4	3.4	8.0	7.4	5.3	6.3	E3	E3	E3	E3	E3	L1	E2	E2	E2	E2	E2	L1	L1	L1	L1	L1	L1	L1	L1	L1	L1	L1	BTEC Award/ Laser Cert	31.3	BTEC Award/ Laser Ext Cert	25		
B	11	Willingdon	43.0%	45.7%	2.7%	6	7.8	8.2	8.2	3.8	4.1	E2	E2	E2	E3	E3	L1	E2	E2	E2	E2/E3	E3/L1	L1	E2	E2	E3	E3	E3	E3	E3	E3	E3	E3	E3	Laser Award	6.3	Bronze AA	6.3	
C	11	Causeway	92.0%	96.0%	4.0%	4	9.3	8.9	9.8	9.7	9.3	E3	E3	E3	E3/L1	L1	E3/L1	E3	E3	E3	E3/L1	L1	L1	E3	E3	E3	E3/L1	L1	L1	L1	L1	L1	L1	Laser Cert	25	Laser Ext Cert & L1 Project (B)	34.5		
D	11	Ark WP	52.5%	73.5%	21.0%	5	N/A	N/A	7.6	8.1	6.8	E3	-	-	E3	E3	L1	E3	-	-	E3	E3	L1	E3	-	-	E3	E3	L1	L1	L1	L1	L1	N/A as new student	6.3	BTEC Award	6.3		
E	11	Seathaven	87.1%	75.7%	-11.4%	6	7.2	6.9	5.9	5.8	5.7	E1	E1	E2	E2	E2	E3	E1	E1	E2	E2	E2	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	Laser Award	6.3	Laser Intro Cert	12.5
F	11	Rye	70.0%	81.4%	11.4%	5	5.5	3.1	4.4	6.3	5.7	E3	E3	E3	E3	E3/L1	E3/L1	E2	E2	E3	E3/L1	E3/L1	L1	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	Laser Award	6.3	Laser Diploma	93.7	
G	11	Priory	60.1%	69.4%	9.2%	5	N/A	N/A	9.5	8.4	7.1	E3	-	-	E3	E3	L1	E3	-	-	E3	L1	L1	E3	-	-	E3	E3	E3	E3	E3	E3	E3	E3	N/A as new student	6.3	Laser Cert	25	
H	11	CCC	28.6%	50.9%	22.3%	2	5.4	5.4	6.8	6.1	5.1	E3	E3	E3	E3	E3	L1	E3	E3	E3	E3	L1	L1	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	Laser Award	6.3	Laser Ext Cert	43.4
I	11	PCS	11.5%	54.3%	42.8%	0	4.0	5.1	5.6	2.7	2.7	E2	E3	E3	L1	L1	L1	E3	E3	E3	L1	L1	L1	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	Laser Award	6.3	Laser Intro Cert	12.5
J	11	H Ac	76.8%	77.8%	0.9%	2	4.6	3.0	10	5	6	E2	E2	E2	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3/L1	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	E3	Laser Award	6.3	Laser Ext Cert	43.4

Adapted and new systems/ processes unique to 'The Workplace' are as follows:

### Workplace Plan

All students will be referred to The Workplace via a School Based Plan. As an appendix to this working document, targets will be captured in a bi-termly Workplace Plan based on the current successful PFL 'Individual Learning Plan' model which will be facilitated by Workplace Coaches. Baseline testing will reflect current College Central and PFL practice and challenging, personalised targets will be set and reviewed. The Workplace plan will reflect the **Industry Driven** nature of the Workplace and will include targets and opportunity for regular reviews in the following categories:



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

- Occupational
- Academic
- Personal

Feedback on progress will replicate the workplace. Reviews similar to a probationary review will check performance against expected industry standards. 'Real time' verbal feedback will be tough but supportive to build resilience and support self-driven improvement: This will be particularly meaningful coming straight from employers. There will be an even greater emphasis on student developing peer assessment skills which are applicable to their vocational area.

Personal and occupational targets will be merged when target setting for vocational **enterprise** sessions. Students will be encouraged to practice and employ their vocational knowledge and skills whilst engaging appropriately with the local community.

Referring schools and parents will receive regular feedback on progress from Workplace Coaches in the form of weekly verbal updates to parents and termly reports including vocational 'Tutor References' to parents and schools. Strong **partnerships** with schools, parents, support services and agencies will ensure students are able to make the progress expected of them.

### Workplace Standards

Workplace Standards will form the basis for the behaviour and engagement monitoring system at The Workplace. This system will evolve current College Central practice (Engagement Indicators) and PFL (Positive Attitude to Learning) by consulting with local Employers (and FE providers) regarding 10 behaviours required for the world of work/ post 16 participation. Students will be measured against these standards every day and they will receive rewards based on achievement and progress. The Workplace Standards system reflects the **industry driven** nature of The Workplace and enables students to develop the necessary behaviours required for reintegration back into school or progression into FE and the world of work.

During pre-admission to The Workplace, referring school will be asked to provide a baseline against the 10 criteria so progress can be measured effectively (as is the case for PFL currently). In addition, a modified version of the Strength & Difficulties Questionnaire linked to the DFE 2016 "Mental Health & Behaviour" document will be completed by referring schools. This combined data will provide all students with an 'Average Engagement Level' on entry which will be used to inform personal targets recorded on the Workplace Plan. The expectation is that 80% of students will make progress from this baseline consistently, with the remaining 20% holding at current level. **Rigour** and progress is expected and there should be no negative movement in terms of engagement from baseline levels.

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

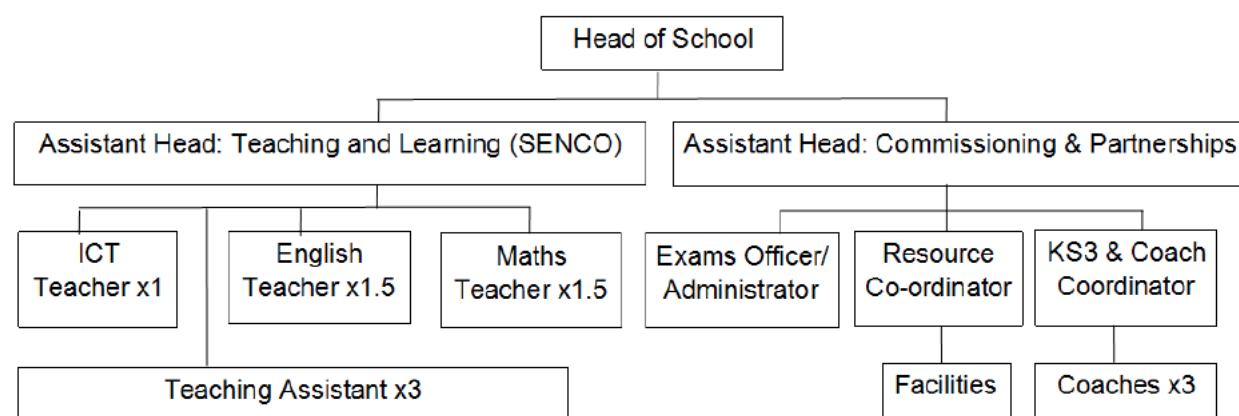
If you are applying for more than one school, please provide one version of this section, referring to individual schools or circumstances where relevant.

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

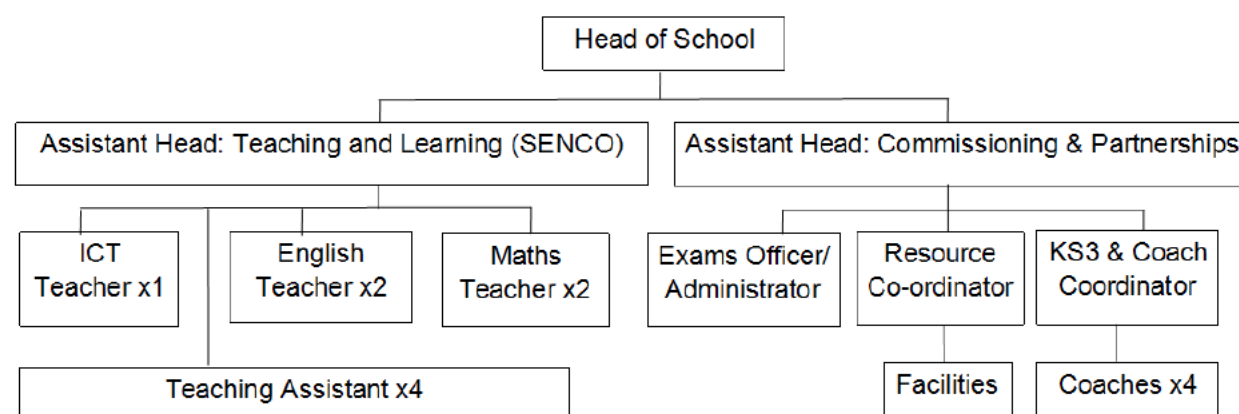
- use the space provided below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

Organogram in year 1 (2018)



Organogram at full capacity (2019 onwards)



The staffing structure provides a strong basis for the delivery of core subjects at The Hub by highly motivated, qualified teachers under the leadership of an Assistant Head who will also be The Workplace SENCO. The Assistant Head responsible for Commissioning and Partnerships will undertake commissioning and contract management of external providers to deliver vocational provision. The Head of School will co-lead The Workplace and College Central and will ensure standardisation of systems, quality assurance mechanisms and development.

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

High levels of professionalism, innovation and expectations will be required of all staff. **Rigour** will underpin the recruitment of an appropriate staff team.

Financial planning to be based on 89% capacity (based on College Central 2015-16). Additional ways to mitigate risk regarding undersubscription are as follows:

- Fixed term contracts for commissioned providers to allow for flexibility. Providers will be paid for groups of 10; additional students (up to 12) will be paid for on a pro-rata basis to ensure value for money whilst giving providers stability
- Flexibility within SABDEN for staff to be 'seconded' to other SABDEN school if required (to reduce use of agency staff)
- KS3 slots sold to school in advance so early action can be taken if undersubscription (below 89%) occurs).

Experienced leaders will be drawn from TSMAT, a percentage of existing staff are likely to apply for new posts as the opening of the Free School will promote opportunity and continued professional development.

The Assistant Head (SENCO) would be the Designated Safeguarding Officer.

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

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

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

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

The Workplace will be welcoming to students of all faith/ world views and none and will be inclusive to all.

In 2015-16 the religious and ethnic makeup of College Central students was as follows (see comparative and detailed data on page 56).

<u>Religion</u>	<u>Ethnicity</u>
25% Christian	90% White British (national average 82.8% / East Sussex 89.6%)
56% None	8% All Other (national average 17.2% / East Sussex 10.4%)
19% Not stated	2% Refused

Approaches to ensuring The Workplace will be welcoming to students of all faith/ world view and none will reflect best practice in College Central. The following existing systems and processes will be implemented at The Workplace:

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

- Appropriate SABDEN Cross Trust policies and College Central policies regarding safeguarding and welfare
- A referral process based on current College Central and PFL practice via established Behaviour and Attendance Partnerships and an annual panel to ensure students from all faiths/ world views or none are treated equally regarding admission to The Workplace
- Information at the point of referral which highlights faiths/ world views and enables staff to meet any needs (prayer/ diet etc)
- Dedicated PSHEE sessions every week including teaching on diversity, democracy, the rule of law, liberty, respect for all and the promotion of fundamental British values. Careers Education sessions (part of the PSHEE curriculum) will explore discrimination in the workplace, modern working practice including laws and regulations, stereotypes and keeping safe at work
- Embedding of SMSC throughout the curriculum with an expectation that appropriate lessons will highlight and explore SMSC elements. Training will be given to staff in order to achieve this effectively and SMSC will be included as an area for review during lesson observations.
- Adherence to the Prevent Duty and robust internal systems to report any concerns to the dedicated lead
- Robust safeguarding systems with a designated Safeguarding Lead and established processes for recording and reporting concerns
- Regular pastoral reviews with Work Coaches to ensure any concerns or issues can be raised with trusted staff and escalated as appropriate. The PFL Key Worker and College Central pastoral staff teams have successfully supported students with complex emerging issues (including those at risk of sexual exploitation, serious mental health difficulties, significant substance misuses and risk taking behaviour) to positive effect. Existing good practice will inform the pastoral support provided by Workplace Coaches to ensure students feel safe and secure.

Adapted and new systems/ processes unique to 'The Workplace' are as follows:

- Workplace standards will be **industry driven** by reflecting equality and diversity practice (e.g. appropriate language including appropriate verbal challenge/ respect for fellow students, staff and the working environment)
- Students will gain from exposure to different sections of the community (including different ages/ religions/ world views) via Vocational **Enterprise** every Friday. Students will be encouraged to organise activities which will enable engagement with the local community which, as indicated by the data below is likely to be more diverse than the Workplace student population:
- Dedicated pastoral sessions and assemblies will provide time for discussions, workshops and guest speakers (including local religious leaders). These

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

compulsory sessions will encourage students to learn about unfamiliar customs, beliefs and ideas in a structured setting to enable **character building**, understanding and respect for all

- Parental evaluation of the provision will include criteria relating to student safety, the promotion of British Values and whether (and how) their child has benefitted from exposure to different cultures, religions and world views during their placement at The Workplace. This will be used to inform the development of SMSC/ diversity policy and practice and will support the principle of **rigour**.

#### Comparison data<sup>2</sup>:

Dataset: Ethnic group in 2011 - super output areas

Geography: Mixed    Ethnicity: Mixed    Measure: Number

Ethnicity	All people	All White	All Mixed	All Asian or Asian British	All Black or Black British	Other ethnic group
Geography						
<a href="#">England and Wales</a>	56,075,912	48,209,395	1,224,400	4,213,531	1,864,890	563,696
<a href="#">South East</a>	8,634,750	7,827,820	167,764	452,042	136,013	51,111
<a href="#">East Sussex</a>	526,671	505,422	7,473	9,143	2,912	1,721
<a href="#">Eastbourne</a>	99,412	93,508	1,791	2,795	783	535
<a href="#">Hastings</a>	90,254	84,631	1,948	2,126	1,065	484
<a href="#">Lewes</a>	97,502	94,159	1,275	1,400	416	252
<a href="#">Rother</a>	90,588	87,951	1,031	1,103	305	198
<a href="#">Wealden</a>	148,915	145,173	1,428	1,719	343	252

Dataset: Religion in 2001 and 2011 - super output areas

Geography: Mixed    Religions    Year: 2011    Measure: Number

Religions	All people	Christian	Buddhist	Hindu	Jewish	Muslim	Sikh	Other religions	No religion	Religion not stated
Geography										
<a href="#">England and Wales</a>	56,075,912	33,243,175	247,743	816,633	263,346	2,706,066	423,158	240,530	14,097,229	4,038,032
<a href="#">South East</a>	8,634,750	5,160,128	43,946	92,499	17,761	201,651	54,941	39,672	2,388,286	635,866
<a href="#">East Sussex</a>	526,671	315,659	2,190	1,501	1,074	4,201	178	3,508	155,723	42,637
<a href="#">Eastbourne</a>	99,412	59,232	482	429	211	1,458	53	586	28,995	7,966
<a href="#">Hastings</a>	90,254	46,832	475	423	142	1,159	38	668	33,066	7,451
<a href="#">Lewes</a>	97,502	55,572	489	257	320	558	42	603	31,641	8,020
<a href="#">Rother</a>	90,588	58,706	290	171	170	460	12	525	22,864	7,390
<a href="#">Wealden</a>	148,915	95,317	454	221	231	566	33	1,126	39,157	11,810

<sup>2</sup> East Sussex in Figures (ESIF) [www.eastsussexinfigures.org.uk](http://www.eastsussexinfigures.org.uk)

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

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

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

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

#### **Student Profile**

The Workplace would be an AP provision, and as such will provide full and part-time placements for students at risk of permanent exclusion. All students will be referred via a School Based Plan (or EHCP) and the vast majority of students will be identified as having a primary SEN (without a plan) in social, emotional difficulties and mental health (SEMH), a lesser number of students may have identified SEN (without a plan) in communication & interaction, or cognition & learning or a combination of all three. It is expected that referrals will identify the following behaviours/outcomes for students:

- Evidence of fixed term exclusions/or equivalent, the referred students will have clear evidence of a fractured educational experience with significant time away from the classroom. This may include poor or erratic attendance
- Evidence of limited engagement with the mainstream offer of the referring school. This will be partially evidenced in the point above, but there should also be evidence of poor engagement when present and progress below the level expected
- Evidence of preferred learning styles/approaches. The students should demonstrate greater engagement in vocational/practical subjects, or a commitment to alternative programmes offered by the school
- Evidence of work with external agencies. The students will have been referred to other agencies to support the issues identified above. These agencies may include TYS (targeted youth support) YOT (Youth offending Team) U-19's (Substance abuse team) etc..... The referred students will have clear drivers for their behaviour (substance use, criminalised behaviour etc....) and efforts to address these.

At the point of referral this will have had limited effect, and the referral should be designed to support the needs identified.

#### **Assessing the Need of Students**

The use of School Based Support Plans (SBP) is central in the assessment of student need. Since 2014 College Central and East Sussex have developed a gradual

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

widening of the scope of SBPs from their initial use as part of a process of the application for EHCP's to a wider single use application for any specialist support around AP and behaviour support. To this end both College Central and East Sussex have provided support and training on the completion of SBP's to the staff within schools that would historically support the students who will be referred to the Workplace. Throughout 2016-17 there will be a gradual roll-out of SBP's as the sole document for referral to AP in the county but will also be the document at the heart of the PEP process for LAC students, and for those students educated via the TLP (the medical needs AP for East Sussex). The Head of College Central has been active in a working party to simplify the SBP process, and develop a document designed more specifically to identify the behaviours and needs we would expect to be referred to College Central & the Workplace. On application to the Workplace a completed, and reviewed SBP would identify the following data/work that has been carried out prior to referral:

- Behaviour/Engagement Support
- Internal attempts to meet student need via the Curriculum
- External attempts to meet student need
- Limited progress/engagement

On entry the work to support these needs will continue. Approaches to ensuring The Workplace will meet the particular needs of the children coming to the school have been carefully considered and will be met appropriately will reflect best practice in College Central. A Workplace Plan will compliment the SBP and will set academic, attendance and personal targets.

The following existing systems and processes would be implemented:

- Initial assessment. As part of the pre-admission process to the Workplace there will be a refined take on the admissions process of College Central. There will be an initial meeting which will also act as a review of the SBP. Within that meeting student needs should be clearly discussed and the student themselves should have a clear role in identifying how their needs can be met. As part of this pre-admission process the student will also undertake online diagnostic testing in the core subjects (BKSB, as used by College Central). They will also undertake an initial meeting with their coach to identify "career goals". This is a refinement of the College Central targeting setting and is part of the **industry driven** element of the work of the Workplace.
- Tracking and ongoing assessment. All the SABDEN schools share a single Assessment and Feedback policy. It provides clear guidance on the rigorous termly assessment of progress, and guidance for students on skill development (the policy identifies a skills based assessment without levels approach (AWL) for students and a points system for quantitative analysis of progress by SLT). Students will have termly updates, and those students not making sufficient progress will have action plans to supporting existing and emergent needs.

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

- SENCO role SBP's/ EHCP's -SEN links with other SABDEN schools. The role of the SENCO will be a key one at the Workplace. With a responsibility for managing the delivery of core subjects alongside managing diagnostic testing on entry they will be able to develop individualised programmes that meet specific student needs. The SENCO will also manage the review of SBP's, this will include a timetable of review that will be undertaken by "key" staff members for each student. Each full-time student will have three reviews of their SBP in a school year. If appropriate the SENCO will also manage any applications for EHCP's if this is felt appropriate for post-16 provision.
- Behavioural and Safeguarding needs. The work of the Designated Child Protection Teacher (DCPT) at College Central has been identified as good practice within East Sussex and by colleagues within the PREVENT agenda, and they would have a key role in initially supporting the DCPT at the Workplace and introducing the whole SABDEN safeguarding policy. The policy is rigorously applied throughout SABDEN and all schools have at least GOOD for their work in this key area. In terms of managing behaviour needs all students will be tracked via the engagement indicators developed at College Central. All students receive colour coding in four key areas- Engagement, Achievement, Effort and relationships. These are tracked and analysed and students not achieving a majority of Green with limited Red indicators will receive individual plans to support their needs
- Engagement with external agencies. College Central has extensive history of working with other agencies, with 90% (on average) of students working with at least one entry on agency there are a number of well-developed systems for sharing information with these agencies (e.g ESBAS, the East Sussex behaviour support team share engagement indicators etc....). The tracking methods identified throughout this section will allow the workplace to identify individual needs and discuss these with the relevant agencies.
- Processes for supporting students with placements of varying lengths (induction, baseline testing, Workplace plan, regular pastoral reviews, reintegration support, full package of information back). The processes identified above are designed to ensure there is a complete picture of the students needs- from their progress to specific behavioural issues etc.... alongside a carefully managed timetable of SBP review this should ensure that when students move to other provisions a clear plan for managing all their individual needs are in place.



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

Adapted and new systems/ processes unique to 'The Workplace' are as follows:

Industry Driven

The key vision of the Workplace is to develop in our students the skills of the 21<sup>st</sup> Century workplace. Part of this work would be to assess the ability of students to manage with the skills required in the jobs market e.g varying lengths of placement, the need for excellent punctuality and attendance, working with different providers and organisations (with shared standards and expectations)

Partnerships

Central to the work undertaken by the Workplace will be a number of key partnerships, through commissioned providers in delivery and mainstream schools in the management of referrals and admissions, this will also impinge on the students as they will become used to a variety of working practices and approaches and will become used to processes that require multiple agencies. This will prepare them for the modern world of work where partnership working (sub-contracting etc....) are becoming increasingly common. This will also help them develop resilience in terms of modern working practice

Enterprise

To support the needs around developing character and skill of enterprise the Workplace will use a personalised Pastoral system for all students. Workplace Coaches essential for transition- parental and school engagement (e.g weekly school updates/ progress reports etc- see PFL samples and 'quotes' from schools on how good these are). They will also support the personalised provision which addresses need (vocational interest, numeracy and literacy difficulties etc) - PFL model of non-exclusion to promote reengagement.

Rigour

To support the Workplace vision of rigour key to the 21<sup>st</sup> Century workplace as already outlined there will be an ongoing and extensive programme of assessment/appraisal and management of performance. This will include:

- Assessing need: Baselines and dashboard then regular staff meetings to review progress and form action plans
- English and Maths 'catch up' to ensure progress in core areas of learning
- Safeguarding, attendance and behaviour (Assistant Head and Pastoral and KS3 Co-ordinator).

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

### **Supporting the Needs of Students**

It is expected that the Workplace will predominantly support the three following areas of need as identified in the SEN Code of Practice

- SEMH (Social Emotional difficulties and Mental Health)
- Communication and Interaction
- Cognition and Learning

Across the SABDEN MAT there is considerable expertise and resourcing in supporting these needs (Whilst SEMH is the primary area of expertise the overlap of needs is becoming more significant and all schools have needed to evolve to maintain their high quality of outcome. To ensure these needs are met the following techniques will be utilised

#### SEMH

- Experienced and skilled staff. The management of SEMH behaviours requires a clear understanding of the need and approaches that are not generally utilised within mainstream settings (hence the lack of success in mainstream) part of this would be ensuring that high quality staff who are already employed within SABDEN will take significant roles within the workplace to support the needs of the students and to provide coaching and mentoring for staff with less experience.
- Small group numbers, within the vast majority of EHCPs for SEMH the need for small groups is identified- this will be at the heart of the offer at the Workplace with groups of 10 with 2-3 staff to support provision. This is the model used across all the SABDEN schools.
- Specialised curriculum. The students across the SABDEN schools historically achieve most in vocational areas- e.g the Skills Centre at Cuckmere House, horticulture at St Marys and PFL all provide strong outcomes against limited issues of behaviour. This will be refined at the Workplace with the key focus being these vocational areas. The core subjects will be integrated into these areas to ensure students have greater opportunities of success etc.... This is a model utilised by a number of successful AP's nationally
- Support for Mental Health Needs. In light of extensive waiting lists for CAMHS support in East Sussex the SABDEN schools have employed their own clinical psychologist for a number of years, this allows our students quick access to clinical support. This will be maintained within the Workplace.

#### Communication & Interaction

- Speech and Language support. Across the SABDEN schools there has been successful use of dedicated speech and language professionals, this will be maintained within the Workplace to ensure that students with specific language needs have a clear plan identified and shared with staff

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

- ASD/ASC friendly environment. Whilst the Workplace is not specifically identified as working with ASD students there is a need to support the needs of these students. Whilst AP provisions are often not the most ASD friendly environments (changing cohorts/flexible timetable etc...) the Workplace will ensure that visual timetables are displayed alongside standard ones and that the more flexible elements (e.g Friday) will have clear individualised timetables for those students that require with them. There will also be the capacity for individual workstations and quiet spaces for students.

Cognition & Learning

- Diagnostic testing and individualised learning plans. All students will have clear areas of weakness identified and all staff will work towards the students individualised plans etc....
- Specialised curriculum, the curriculum will focus on practical subjects and will have the flexibility to offer qualifications from Entry Level to Level 2, this should ensure access to the curriculum for all students.

## Section E – evidence of need

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

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

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

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

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



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

[Redacted]

[Redacted]

[Redacted]

[Redacted]

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

[REDACTED]

[REDACTED]

[REDACTED]

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

[Redacted]

**AP Free School – The Workplace**

**Commissioner Demand**

East Sussex Local Authority will be the key commissioner, as referred to below they have committed to delegating the base funding of [Redacted] per place for 94 places from the high needs funding block and from the existing PFL funding.

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]



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



Greenwich Way  
Peacehaven  
East Sussex  
BN10 8RB  
t: 01273 - 581100  
f: 01273 - 575159  
e: enquiries@phcs.org.uk  
www.phcs.org.uk



20<sup>th</sup> September 2016

Dear Sir/ Madam,

Re: Confirmation of support for a SABDEN Multi Academy Trust Alternative Provision (AP) Free School in Hastings

I write on behalf of Seahaven Academy to confirm that we support the SABDEN Multi Academy Trust's application to open an AP Free School.

We understand this will offer full and part time provision for 94 in Key Stage 3 and 4 located in the Hastings area, to open in September 2018 if the application is successful. We know that the provision is needed in the area and we believe that it will be a significant help in supporting the outcomes of students. We would also welcome the expertise in supporting vulnerable students and families with additional and complex needs.

Yours sincerely

27<sup>th</sup> September 2016

Dear Sir/ Madam,

Re: Confirmation of support for a SABDEN Multi Academy Trust Alternative Provision (AP) Free School in Hastings

I write on behalf of Peacehaven Community School to confirm that we support the SABDEN Multi Academy Trust's application to open an AP Free School. We understand this will offer full and part time provision for 94 in Key Stage 3 and 4 located in the Hastings area, to open in September 2018 if the application is successful.

Yours faithfully

Seahaven Academy  
Southdown Road  
Newhaven  
East Sussex, BN9 9B  
t: 01273 517601  
f: 01273 611182  
e: seahaven@seahavenacademy.org.uk  
www.seahavenacademy.org.uk



**ST CATHERINE'S COLLEGE**  
A CHURCH OF ENGLAND ACADEMY



Monday 26<sup>th</sup> September 2016

Edinburgh Road  
St Leonards-on-Sea  
East Sussex  
TN38 9BA  
T: 01424 448740  
F: 01424 460066  
Part of the Hastings Academies Trust

Dear Sir/ Madam,

Re: Confirmation of support for a SABDEN Multi Academy Trust Alternative Provision (AP) Free School in Hastings

I write on behalf of St Catherine's College to confirm that we support the SABDEN Multi Academy Trust's application to open an AP Free School. We understand this will offer full and part time provision for 94 in Key Stage 3 and 4 located in the Hastings area, to open in September 2018 if the application is successful.

Date: 26 September 2016

Dear Sir/ Madam

Re: Confirmation of support for a SABDEN Multi Academy Trust Alternative Provision (AP) Free School in Hastings

I write on behalf of The St Leonards Academy and The Hastings Academy to confirm that we support the SABDEN Multi Academy Trust's application to open an AP Free School. We understand this will offer full and part time provision for 94 in Key Stage 3 and 4 located in the Hastings area, to open in September 2018 if the application is successful.

Signature:

Date: 26<sup>th</sup> September 2016

www.hcs.org.uk | info@hcs.org.uk

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Chairman: Professor Octavia Hargreaves, Hastings Academies Trust

Diary: 01273 465400  
Eastbourne: 01273 465466  
East Sussex: admin@stcatherinescollege  
BN21 7ER: www.stcatherinescollege

GOD'S CHILDREN AT THE HEART OF EVERYTHING WE DO  
We believe, learn and achieve together

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



[Redacted]

Sent: 16 September 2016 13:43

Subject: RE:

Hello again [Redacted]  
I think it is very likely that The Eastbourne Academy will want to take up some of the spaces that you would provide for Alternative Provision if your application is approved.  
Cost would be a factor for us in terms of the number, but I am fairly sure we would take you up on some.  
I hope this helps support your bid.  
Kind regards

[Redacted]  
The Eastbourne Academy

[Redacted]

[Redacted]

Web [www.theeastbourneschool.org](http://www.theeastbourneschool.org)

27<sup>th</sup> September 2016

The SARDEN Multi Academy Trust  
Eastbourne Road  
Seaford  
BN25 4BA

Dear Sir

Re: Confirmation of support for a SARDEN Multi Academy Trust Alternative Provision (AP) Free School in Hastings

I write on behalf of Ark William Parker Academy and Ark Helenswood Academy to confirm that we support the SARDEN Multi Academy Trust's application to open an AP Free School.

We understand this will offer full and part time provision for 94 in Key Stage 3 and 4 located in the Hastings area, to open in September 2018 if the application is successful.

Based on the expected top up of £6000 per place per annum we believe, in principle that we would refer for a number of FTE places over the school year.

Yours sincerely

[Redacted Signature]

THE CHURCH OF ENGLAND

[www.arkwilliamparker.org](http://www.arkwilliamparker.org)

REGIONAL DIRECTOR, Jane Fletcher

Parkstone Road, Hastings, East Sussex, TN34 2HT  
Tel: 01424 439888 Fax: 01424 448292



Carters Lane, Bexhill-on-Sea,  
East Sussex TN39 4BT  
T: 01424 730722  
F: 01424 212611  
E: [office@bexhillhigh.org](mailto:office@bexhillhigh.org)  
[www.bexhillhigh.org](http://www.bexhillhigh.org)

26 September 2016

Dear Sir/ Madam,

RE: CONFIRMATION OF SUPPORT FOR A SARDEN MULTI ACADEMY TRUST ALTERNATIVE PROVISION (AP) FREE SCHOOL IN HASTINGS

I write on behalf of Bexhill Academy to confirm that we support the SARDEN Multi Academy Trust's application to open an AP Free School. We understand this will offer full and part time provision for 94 in Key Stage 3 and 4 located in the Hastings/ Rother area, to open in September 2018 if the application is successful.

Based on the expected top up of £6000 per place per annum we believe, in principle that we would refer for a number of FTE places over the school year.

Signature:

Print name:

Date: 26 September 2016



ATTWOOD ACADEMIES  
Registration Number: 09148470

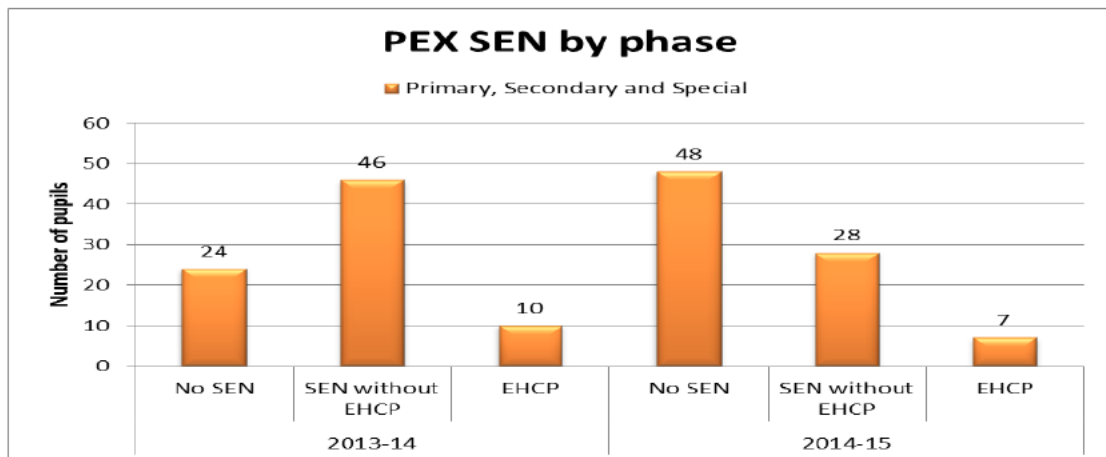
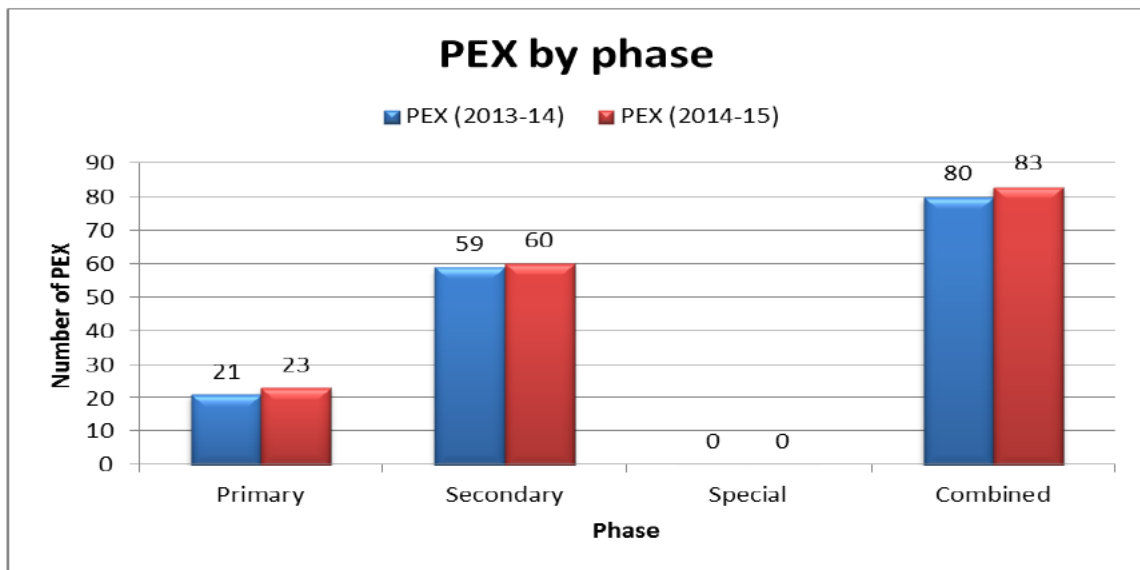
[Large redacted block]

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

**Gathering Evidence**

*Increasing Demand*

One of the key roles of the Workplace should be to reduce permanent exclusions within East Sussex by offering meaningful high quality AP. There is a clear need for this, as demonstrated by the high number of permanent exclusions in East Sussex and the Workplace will offer opportunities to significantly reduce this through full time offers

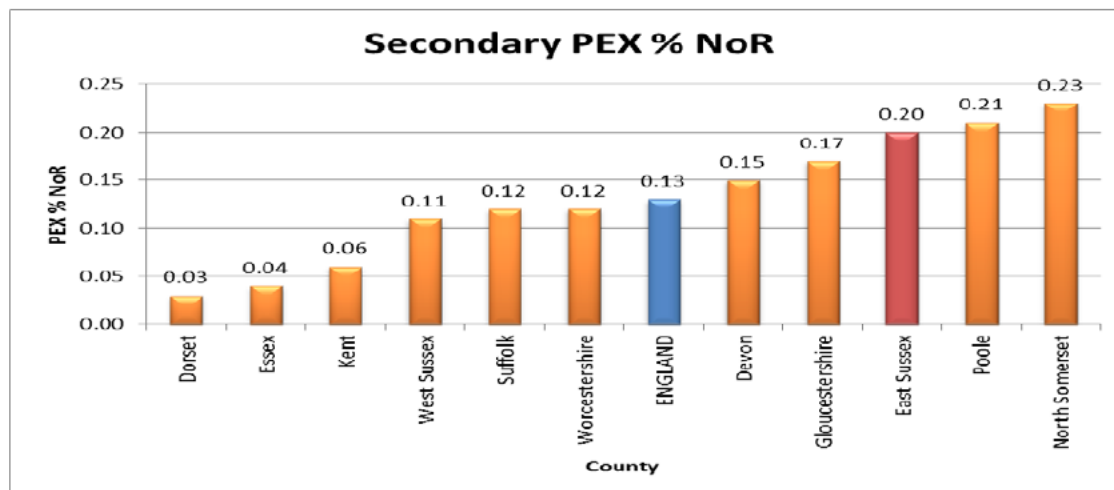


In isolation this data demonstrates that solutions to permanent exclusion is required within East Sussex, in comparison with statistical neighbours it is clear that the need is even greater.

East Sussex is clearly committed to reducing permanent exclusion ***“....building on this progress to further reduce exclusion rates continues to be a high priority***

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

*for the Local Authority. We will continue to work closely with school leaders to identify and address the issues that lead to exclusion, in order to move our outcomes to be in line with National data, and to compare more favourably with our statistical neighbours<sup>3</sup>*



This data clearly identifies a need for solutions to reducing permanent exclusions, there is also an increasing need for AP in East Sussex.

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Number of Referrals	111	125	146	160	148	163
Number of Reintegrations		72	84	109	111	94

The data above shows referrals to College Central/PFL provisions (full time provision only). With the introduction of formal dual registration placements in 2012 there has been an increase in the number of referrals and reintegrations into mainstream placements. The partnership working has supported movement but in 2015 and 2016 the capacity has been stretched by the number of permanent exclusions. In 2015 62.5% of places (including 90% of KS4 places) were in use at the beginning of the school year, leaving only 37.5% of places for statutory work. By Christmas 2015 three of four partnership areas were at or above their capacity of delegated places. Alongside a reintegration rate of 57.6% this meant that it became increasingly difficult for SABDEN AP to offer pro-

<sup>3</sup> East Sussex Isend Report on Exclusions June 2016

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

active places to avoid permanent exclusion

*“KS3 – have 13 places taken up by 21 students. Look to move at least 4 out to mainstream – will allow dual reg to remain.”<sup>4</sup>*

In 2016-17 this trend continues, with AP starting the school year at 75% of Capacity, this demonstrates the need for greater capacity. Especially around longer term provision that allows schools to identify students at risk of permanent exclusion and offer them meaningful provision. Whilst existing AP provides this there is always the risk that statutory duties around Permanent exclusion means these places may need to be ended prematurely.

*“ GT advised that no meeting had been organised with College Central and with the recent PEX’s, A’s place will have to be deferred until a space has opened up. Once JB has moved on, A can take her place.”<sup>5</sup>*

With a clear need for expanded AP within the local authority there is also a wider issue around SEND provision and East Sussex has been working with 20 other local authorities to develop an SEND forecasting model. This model has identified a number of key predictions

- As at 2014/15 there were around 7600 school aged children in East Sussex with statements/plans or SEND Support. Of these 2600 had statements/plans.
- If the trend factors incorporated in the model turn out to be correct, overall numbers could rise to over 8500 by 2020/21 and to 9800 by 2030/31. The numbers with EHCPs could rise to over 3,200 by 2020/21 and to over 3,800 by 2030/31.
- Reflecting recent increases in the number of placements and the presentation of anxiety and mental health issues in requests for support, the numbers with plans with a primary need of Social Emotional and Mental Health (SEMH) could rise by 400 by the end of the next decade.
- Currently (2014/15), approximately 900 of the 2600 school aged children with statements/plans are educated in maintained special schools with around a further 200 in independent special schools. Taken together this represents over 40% of the total.

There is a need for a clear strategy that will meet these increasing demands, and there is

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<sup>4</sup> Taken from Hastings & Rother Panel June 14<sup>th</sup> 2016

<sup>5</sup> Taken from Hastings & Rother Panel March 1<sup>st</sup> 2016

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

a need for AP to support the rise in those students without EHCP

### *Needs within Schools*

In September 2015 as a result of increasing suggestion from headteachers that there was an increasing generic need for AP within East Sussex, the local authority held a number of panels where school need was discussed and identified. Each of the partnerships identified issues within their own areas that were currently raising concerns

### *Hastings & Rother*

- Anxiety in KS4- Exams causing stress
- Mental Health in KS3
- College Courses for students who need more vocational education

The Workplace would support these concerns through offering qualifications that are a) career focused and b) reduced exam elements. It would also clearly meet the needs around vocational education. Whilst there is no obvious strategy around Mental Health within the offer, there is a clear offer of respite for schools and students at KS3.

### *Lewes & Coastal*

- Additional PFL/College Courses
- Social Skills groups
- Anxiety/Mental Health
- Holistic approach needed around families

The Workplace is building on PFL experience and models so would clearly support the need around PFL/College type courses. With Character Building at the heart of the work of the Workplace this will place great emphasis on the development of Social Skills particularly in terms of skills for the workplace. The work around families will continue the successful keyworker model (Coaches) developed through PFL, there is a clear home/school link.

### *Eastbourne and Hailsham*

- Part-Time Placements for KS3
- Girls with attachment and SEMH needs
- Anxiety
- Vocational study route

The need for KS3 placements is also clear, and that has shaped the KS3 model within the Workplace. Whilst the work of the school is not solely focussed on girls there is an

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

attempt to develop a curriculum that will offer opportunities for both boys and girls. As with all areas the need for vocational opportunities is universally identified.

*Wealden*

- SEMH
- Resilience
- Early SEMH intervention in KS3

Whilst these needs are primarily supported via other provision within the SABDEN MAT, the Workplace will offer another SEMH environment with a clear model to build resilience through skill development and individual success.

Whilst these are the generic concerns of the school these were at the heart of the development of the Workplace curriculum and concept, we then shared the following briefing with schools, the local authority and other AP providers. Within the commissioning groups the response was overwhelmingly positive

As well as these generic concerns a discussion has taken place with key Headteachers to specifically identify the nature of the offer being made.

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

X

**E2 – clear plans to manage referrals****Context**

As the largest and most established AP provider within East Sussex, the SABDEN MAT has 6+ years of experience in managing referrals from various admissions routes. SABDEN currently manage three referral routes, permanent exclusion at both primary and secondary which is a statutory response and all students are admitted within six days. At secondary level there is also a route via monthly Behaviour and Attendance panels for dual registration , places are delegated to each of the four geographic partnerships and places are identified via entry criteria. Places are discussed by all schools within the four geographic areas (Hastings & Rother, Eastbourne & Hailsham, Lewes & Coastal and Wealden) but the ultimate decision on entry is made by representatives of the SABDEN MAT and the local authority. At primary level dual registration places are decided via the FLP panel. This comprises the Head of College Central (representing SABDEN MAT), representatives from the SABDEN schools that house Primary AP, a representative from ESBAS (for the local authority) and three headteacher representatives (one for Hastings & Rother, Eastbourne and Hailsham

## **E2 – clear plans to manage referrals**

and one representing Lewes & Coastal/Wealden). All cases are discussed against criteria and a panel decision is made on each individual case. All referrals to the SABDEN mat for dual registration is via a School Based Support Plan (SBP) which supports the SEN code of practice model of Assess, Plan, Do, Review.

In light of this experience, and successful models referrals to the Workplace will be via a model that builds upon current context and ensures existing partnerships are at the heart of the process.

### **Referral Criteria**

The Workplace will offer differing approaches at both KS3 and KS4 and as a result referral criteria will differ slightly between the key stages.

#### *KS3*

The key criteria for KS3 referrals are as follows. The criteria reflect the short term/re-engagement approach taken at KS3. There should be demonstrable need that the current offer is not engaging the student and that an alternative would a) re-engage b) improve attendance c) reduce the risk of future permanent exclusion

- Registered at another mainstream/special school
- Currently not engaging fully with the curriculum offered (This would be evidenced via number of FTE or equivalent, part-time timetables, being educated outside of mainstream within referring school, low attendance/high truancy rates of individual lessons)
- In receipt of a reviewed School Based Plan (This should clearly evidence the schools tiered approach to emerging SEN need in the area of SEMH, and the support they have identified to avoid permanent exclusion)

#### *KS4*

As KS4 referrals are designed to be longer term, and to support reducing permanent exclusions alongside supporting student aspirations there should be demonstrable evidence that the student is receiving support from a number of agencies but remains close to permanent exclusion and that a change of placement will have a clear impact on reducing the possibility of permanent exclusion and improving predicted outcomes at the end of KS4. The criteria are as follows

- Registered at another mainstream special school
- In receipt of a reviewed School Based Plan (This should clearly evidence the schools tiered approach to emerging SEN need in the area of SEMH, and the support they have identified to avoid permanent exclusion)



## **E2 – clear plans to manage referrals**

- At significant risk of permanent exclusion (This would be evidenced via the SBP)
- They have received Tier 3 professional support (i.e Professional support from outside of the culture of the referring school)
- Career Aspirations in the areas offered by Workplace (evidenced via SBP)
- Where students are supported by other agencies- Virtual School, YOT etc.... the application is supported by these agencies

### **Referral Route**

*KS 3 & 4*

Referral will be solely by a complete and reviewed School Based Support Plan. These are established documents within East Sussex Schools, and reflect the view that all students referred to the Workplace will be identified as having SEN in the area of SEMH. The SBP should identify the following

- Student need, including support provided around SEMH
- Chronology of support, including unsuccessful provision etc....
- Students own aspirations
- Evidence of impact (or lack of) of agencies outside the culture of the school.

The document should support the process of assess, plan, do, review as identified in the SEN Code of Practice and the referral to the Workplace should be as a result of a clear review which identifies the need for alternative provision.

### **Referral Partners**

To highlight the partnership nature of the Workplace any referral would need to be considered by a number of key referral partners, these would include

- Workplace SLT: This would ensure any referral will work with in the existing dynamics of the school, and would act as a gatekeeper to ensure that no single partner is represented disproportionately.
- Employer Representative: To ensure the “Industry led” nature of the provision referrals should be considered by a local employer. They would ensure that the identified students aspirations and potential is matched by the curriculum offer of the school.
- Local Authority Representative: Historically all AP referrals within East Sussex have been in conjunction with East Sussex Behaviour and Attendance Service (ESBAS) this would continue, and would ensure that referrals are considered within the context of external support that students have received and ensuring

## **E2 – clear plans to manage referrals**

that referrals support the SABDEN MAT and East Sussex's ambition of reducing permanent exclusions

- School Representatives: Reflecting the dual registration nature of placements within the Workplace there should be representatives from mainstream settings. This should comprise 2 representatives for Hastings & Rother, 1 for Eastbourne & Hailsham and 1 for Lewes & Coastal/Wealden. This is building on previous successful partnership/panel working

### **Referral/Admission Timetable**

#### *KS3*

KS3 Cohorts should be identified every two terms, with the possibility of part-time students being referred throughout the year. KS3 Panels may be scaled down to support the more regular meetings but will always contain members of the SABDEN SLT and East Sussex ESBAS.

#### *KS4*

This would follow the successful precedent of PFL as managed by SABDEN MAT of a yearly admissions panel where the years cohort is identified in advance of the school year. In year 1 this would identify a Year 11 cohort (1 Year programme) and a Year 10 cohort (2 Year programme). In Year 2 and onwards this would identify a Year 10 cohort (2 Year Programme) solely. The panel would meet 3 times within the school year to assess the current referrals and any referrals which are not effective may be replaced by "reserve" referrals identified within the initial panel.

This referral timetable would support the provision being at capacity from the beginning of the year and would support long term cohorts. Within both PFL and College Central longer term students are historically more successful as a result of "buy-in" to the culture of the school and as like their mainstream counterparts have 2 complete years to complete GCSE/Btec qualifications. Currently AP students in East Sussex are completing Level 1 & 2 qualifications in less than one year.

### **Referral Process**

All referrals would be considered via a panel (the make-up of which is identified in Referral partners). The initial discussion would be criteria focussed and must identify (solely from within the evidence provided) that the student is

- At risk of permanent exclusion
- Registered with another mainstream/special school
- Has received support internally to avoid permanent exclusion

## **E2 – clear plans to manage referrals**

- Has received support externally to avoid permanent exclusion
- Has clear career aspirations within the identified area

Any referrals which do not evidence these criteria will not be considered. Those referrals that meet the criteria must then be discussed in terms of the potential for success within the Workplace. The discussion will focus on (again solely via the evidence provided)

- Nature of the students SEN need
- Evidence of an interest/experience of vocational programmes
- Previous successful/unsuccessful interventions- have similar programmes been successful/unsuccessful
- Professional opinions (Will the provision work?)
- Suitability for a working environment
- Academic evidence including reasons if students are working below expected levels

There will also be a need to consider proportionate use of places by referring schools, external need of students (The Workplace is not a “crisis management” environment, those students requiring short term solutions should be referred to other AP). Where a unanimous decision cannot be made a simple majority will be appropriate. Where no majority is possible the SABDEN SLT representative will have the casting vote. A full cohort in each key stage/cohort should be identified, along with 4 “reserves” who will be able to take up places if the panel decides to end a placement.

Any placement which is ended will not be a disciplinary decision but will be based solely on the effectiveness of the placement in terms of supporting aspirational outcomes for the students. If after extensive support the student is not regularly attending etc.... or it is clear the students aspirations are not supported by the curriculum then a reserve referral may take their place. Any decision to end a placement will be made by both the Workplace SLT and the referring school in partnership.

### **Appeal Process**

Any referrals which are appealed by their referring schools will be considered by a member of the SABDEN MAT SLT outside of the Workplace SLT.

### **Transparency**

All referral panels will be minuted and the minutes will be shared with the referring schools. All schools/partners can raise queries in terms of the decisions made etc....

## **E2 – clear plans to manage referrals**

### **Assessment**

On entry all students will receive extensive diagnostic testing in the “core” subject areas of English, Maths and Digital Literacy. This will ensure all staff are clear as to how best support the students, and ensure a rigorous programme is in place for them. There will be three diagnostic periods throughout the school year and bi-annual review periods where the students School Based Support Plan is updated. This will allow us to identify student progress in context of the evidence provided on entry. There will also be an initial review of this document as part of the pre-admission procedure. As outlined above the “assessment” prior to entry will be on ensuring key criteria are met and that appropriate students are identified.

### **Reporting to Commissioners, Parents and Partners**

As described above minutes from all referral panels will be shared with all commissioners. This will ensure transparency of process. When admitted there will be a clear reporting process, similar to those already in use by SABDEN AP.

- A yearly report to referrers and parents (of KS4 students) identifying areas of strength and development needs in all curriculum areas etc... to reflect the industry focussed nature of the Workplace this will take the form of a reference for employment. This will clearly identify the work based skills the student is developing
- Tri-annual “snapshots” identifying skill development and personal development during the period. Again this will reflect the language and format of professional references.
- KS3 students will receive a short “reference” at the end of their placements which will identify what has been successful in terms of improving engagement and attendance. This should support the referring school in terms of fulfilling the Exit Strategy they have identified in the application.

Commissioners will also receive annual data in terms of progress, outcomes, attendance ,engagement (exclusions, student engagement etc.....) and post 16 transitions.

## Section F – capacity and capability

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

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

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

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

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

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

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

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

Name	Where they live (town/city)	Role(s) (pre-opening team, member, trustee, principal designate, local governor, once the school is open)	Summary of relevant expertise Please refer to the relevant section of the assessment criteria booklet to check what detail you need to give	Available Time (hours per week)
[REDACTED]	Eastbourne	[REDACTED]	<ul style="list-style-type: none"> <li>[REDACTED]</li> <li>[REDACTED]</li> <li>[REDACTED]</li> </ul>	30 hours per week (secondment)
[REDACTED]	Hastings	[REDACTED]	<ul style="list-style-type: none"> <li>[REDACTED]</li> <li>[REDACTED]</li> </ul>	25 hours per week
[REDACTED]	Hastings	[REDACTED]	<ul style="list-style-type: none"> <li>[REDACTED]</li> <li>[REDACTED]</li> </ul>	25 hours per week
Admin Support (To be identified)	Eastbourne	[REDACTED]	[REDACTED]	16 hours per week
[REDACTED]	Seaford	[REDACTED]	<ul style="list-style-type: none"> <li>[REDACTED]</li> </ul>	1 hour per week

<b>Name</b>	<b>Where they live</b> (town/city)	<b>Role(s)</b> (pre-opening team, member, trustee, principal designate, local governor, once the school is open)	<b>Summary of relevant expertise</b> Please refer to the relevant section of the assessment criteria booklet to check what detail you need to give	<b>Available Time</b> (hours per week)
[REDACTED]	Seaford	[REDACTED]	• [REDACTED]	3 hours per week

[Add lines as appropriate]



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

At the heart of the SABDEN MAT application is the clear support and faith in the group displayed by the RSC; In March 2016, The Sabden Multi Academy Trust received notification from [REDACTED]



Department  
for Education

[REDACTED]  
Tratalgar House  
1 Bedford Park  
Croydon, CR0 2AQ

Tel: 0207 783 8162  
Email: [RSC.SESL@education.gsi.gov.uk](mailto:RSC.SESL@education.gsi.gov.uk)

[REDACTED]  
The SABDEN Multi Academy Trust  
Cuckmere House  
Eastbourne Road  
Seaford  
East Sussex  
BN25 4BA

24 March 2016

Dear [REDACTED]

### **RE: The SABDEN Multi Academy Trust - successful sponsor application**

I am delighted to confirm, following a meeting with my Headteacher Board (HTB), that I have approved your application to become an academy sponsor in the South East and South London (SESL) region.

This letter outlines the conditions of your approval and introduces my position as the Regional Schools Commissioner (RSC) for SESL and its relevance to you. It also offers a range of support that I would recommend to you as a newly approved sponsor.

Approval is conditional on the trust:

- appointing a Non-Executive Director to the board through the Academy Ambassadors programme.

This condition should be discussed with your sponsor lead (Kate Lennard). An appointment should be made by the end of the summer term.

Please see further information about conditions of sponsorship in Annex A (attached).

As a newly approved sponsor, I am content, in principle, for you to grow by 1 converter project, 1 sponsored project and 1 new provision project in this academic year. This is not necessarily the number of academies and free schools I expect you to open this year, but rather the number you might begin working on, i.e. by applying for an Academy Order (AO) or by submitting a successful free school application. While I am content to approve the maximum growth set out above, I must stress that each project will be approved on its own merits and taking into account the current performance of your Trust.

It is my role, advised by my HTB, to consider which of our sponsors has sufficient capacity to take on, and will provide the best possible solution for, a particular school.

Sponsors that are matched to projects must have a robust improvement plan, good governance and effective financial regulation. In my experience, sponsors that have the most transformative effect on schools are those that seize the opportunity to instil lasting change from the outset. I would urge you to make sure you fully realise any potential efficiencies from having more than one school in your trust.

As governance is a crucial component in the success of any new sponsor, I recommend that all newly approved sponsors engage with the Academy Ambassadors programme. This free programme matches individuals who have backgrounds in finance (as well as business, legal, HR) to the boards of academy trusts. Kirsty Watt leads on this programme and she would be happy to discuss this with you. Please contact her at [REDACTED]

We have also set up a SESL database which offers support, advice and guidance from experienced sponsors/system leaders. I recommend that all newly approved sponsors take advantage of this opportunity. The support ranges from key high-level matters, such as trust leadership and governance; financial management or the development of a trust vision and strategy, to more specific areas of expertise. Please contact my office at [RSC.SESL@education.gsi.gov.uk](mailto:RSC.SESL@education.gsi.gov.uk) stating the kind of support you would like to receive.

I am very much looking forward to working with you to further drive up standards of education for all students in SESL. If you have any queries about my role or wish to contact me to discuss any related matter, my office will be pleased to help. Please contact me at [RSC.SESL@education.gsi.gov.uk](mailto:RSC.SESL@education.gsi.gov.uk) or on 0207 783 8162.

Congratulations on your successful application.

Yours sincerely,  
[REDACTED]

In May 2016, TSMAT completed the RSC Trust Capacity Survey and in July 2016 following review TSMAT received email notification from the RSC that:

“Based on your response, I have carefully considered the information you submitted and would like to confirm that I am content, in principle, for you to grow in the next three academic years by up to the following projects, in this region: 1 Sponsor School / 1 AP Secondary Free School / 1 SEMH Primary/Secondary Free School.

Full content of the email received is shown overleaf :

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

Conf: 26 July 2016 17:16

**Subject:** Confirmation of your Trust's growth plans - The Sabden MAT

Dear [REDACTED]

In May, I sent you a Trust Capacity Survey. This has been sent out to the majority of Trusts within the South East and South London (SESL) region. I would like to thank you for completing the survey and providing me with your future plans. The responses have been used to assess whether we have enough capacity in the region to support failing schools; to open new provision to meet the needs for school places and to provide a home for maintained schools wishing to convert to academy status and join a Trust.

The information you provided in the survey and a range of other factors have been used to review and agree an indicative growth plan for your Trust; these factors include the number, feature and geography of schools currently within your Trust, your overall performance and track record.

Based on your response, I have carefully considered the information you submitted and would like to confirm that I am content, in principle, for you to grow in the next three academic years by up to the following projects, in this region:

16/17	Primary	Number of pupils	Secondary	Number of pupils
<b>Converter</b>	0	0	0	0
<b>Sponsored</b>	1	400	0	0
<b>New provision/free school</b>	0	0	0	0
17/18				
<b>Converter</b>	0	0	0	0
<b>Sponsored</b>	0	0	0	0
<b>New provision/free school</b>	1	100	1	96
18/19				
<b>Converter</b>	0	0	0	0
<b>Sponsored</b>	0	0	0	0
<b>New provision/free school</b>	0	0	0	0

The table above does not include any projects that are within your Trust's current pipeline, as these have already been approved. An academy is in the pipeline if it has received an Academy Order (AO) but has not yet opened. A free school is in the pipeline if you have received official confirmation that your application has been approved into pre-opening, but it has not yet opened. Each proposed project's approval will be considered on its own merits and be subject to your Trust's overall performance. If the number of projects you apply for

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

differs but the overall numbers of pupils are similar to what I have included in the table above, I will be flexible. However, each project will be reviewed to ensure it is viable.

As you have indicated that you would like to grow with a new provision project, please do not hesitate to get in contact with New Schools Network (NSN). They will offer their support to you as you progress with your free school application/proposal. Please register with NSN at <http://www.newschoolsnetwork.org/register-with-nsn> (if you have not already done so).

Please see attached a menu of support for MATs which provides essential guidance on trust growth, leadership and governance.

Finally, I know there are a number of Trusts in SESL that have subsidiary/commercial companies that offer school improvement. If this is applicable to your Trust, I would appreciate if you could provide me with a one pager update on how the company interacts and contributes to the academic performance of your Trust.

I look forward to working with you.

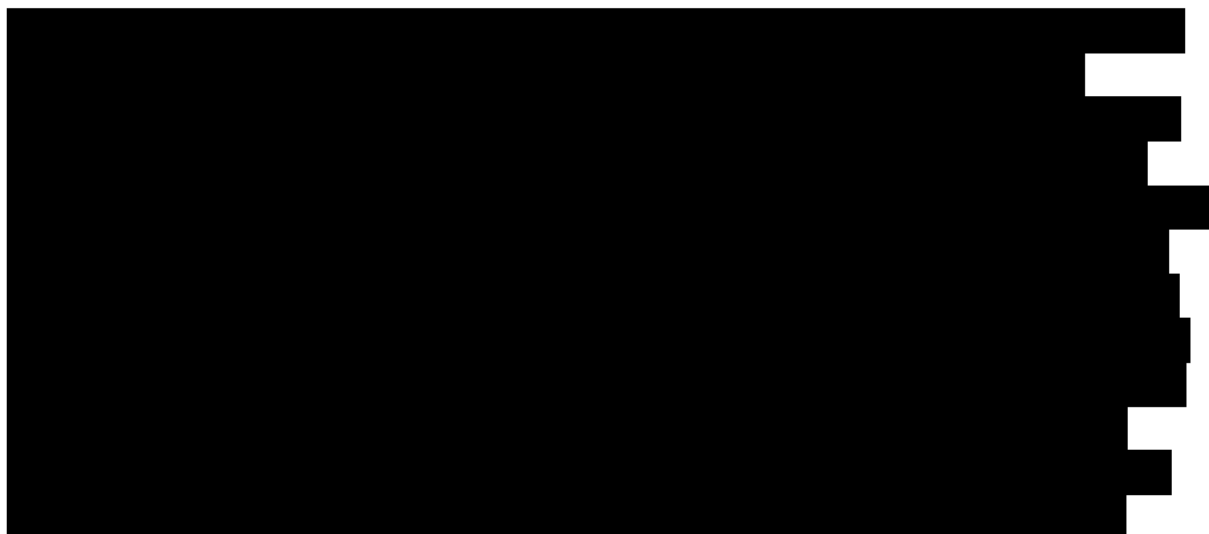
Kind regards,



Alongside the clear support of the RSC there is also extensive experience within the pre-opening team:

### Access to pre-opening and opening expertise:

SABDEN MAT have identified a pre-opening team of ten people, their role will be to guide the process from the initial vision to opening.



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

[Redacted text block]

[Redacted text block]

[Redacted text block]

[Redacted text block]

[Redacted text block]

[Redacted text block]

[Redacted text block]

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

[Redacted text block]

[Redacted text block]

[Redacted text block]

[Redacted text block]

[Redacted text block]

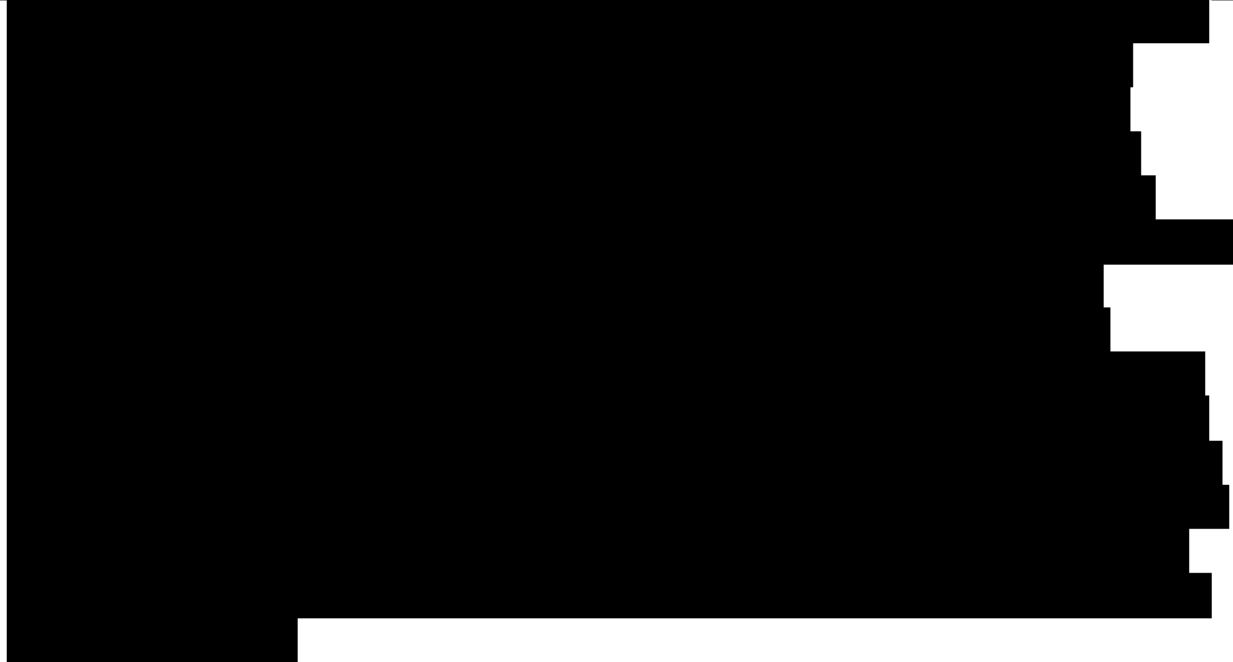
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[Redacted text block]

[Redacted text block]

[Redacted text block]

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



### Recruitment of Senior Management Roles:

The key roles of Deputy Head and Assistant Heads will be central to the success of the opening stage of TSMAT Free Schools. These roles will be advertised nationally but across the SABDEN MAT there has been a history of developing successful leaders from within. Recently a cohort of middle leaders have been identified as potential future senior leaders. Due to the specialist nature of the work carried out by the SABDEN schools and it is hoped that successful candidates maybe drawn from this pool.

## 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.

<b>Skills/experience missing</b>	<b>Where is the gap?</b> i.e. pre-opening team, trustees, local governing body	<b>How and when do you plan to fill the gap</b>
Experience of Business/World with clear focus on an Industry driven approach	Governing Body	In pre-opening period we would intend to identify a number of key industry figures. [REDACTED] will support us in identifying potential partners in the local area. We would also identify local employers who will inform and endorse the qualification offer and Workplace Standards and it is expected that greater industry experience can be found within these firms.

[Add more lines as appropriate]

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

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

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

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

The founding members of TSMAT have ultimate control over the direction of the academy trust:

#### **Overview of SABDEN Members:**

[Redacted text block]

[Redacted text block]

[Redacted text block]

[Redacted text block]



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

[Redacted]

[Redacted]

TSMAT Members have reviewed its board of 6 trustees and inline with recommendation from the RSC through the Sponsor licence application, the Members have contacted the Academy Ambassador Programme in order to seek a Trustee who holds experience of operating their own business outside of the education world.

The Members of TSMAT delegate three core governance functions to the board of Trustees, setting the strategic direction, holding the Chief Executive Officer to account and ensuring financial probity. As charity trustees, they ensure compliance with charity and company law requirements.

The Board of Trustees meet regularly, managing conflicts of interest, seeking advice from the academy leadership teams and ensure appropriate procedures are in place for reporting financial information.

Please note that the chair and vice chair of the trustees are also Members ensuring a link between these two layers. The remaining two members (and potential fifth member) are not trustees therefore a robust accountability between these groups is achieved.

**Quality of Trustees:**

[Redacted]

[Redacted]

[Redacted]

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

[Redacted text block]

[Redacted text block]

[Redacted text block]

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[Redacted text block]

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

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

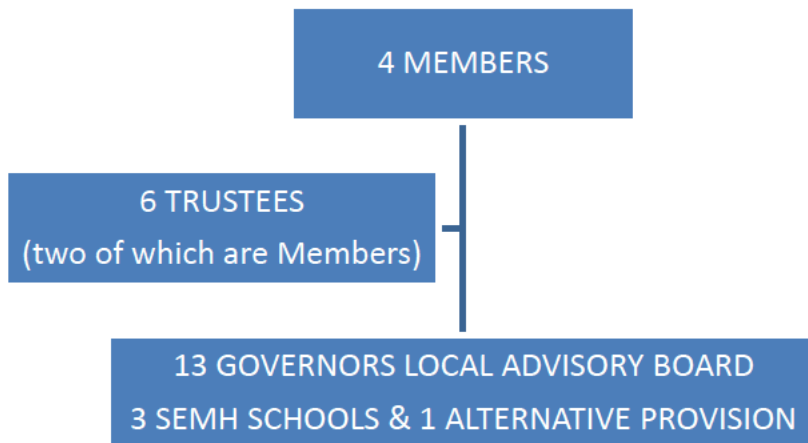
[Redacted]

**Local Advisory Board :**

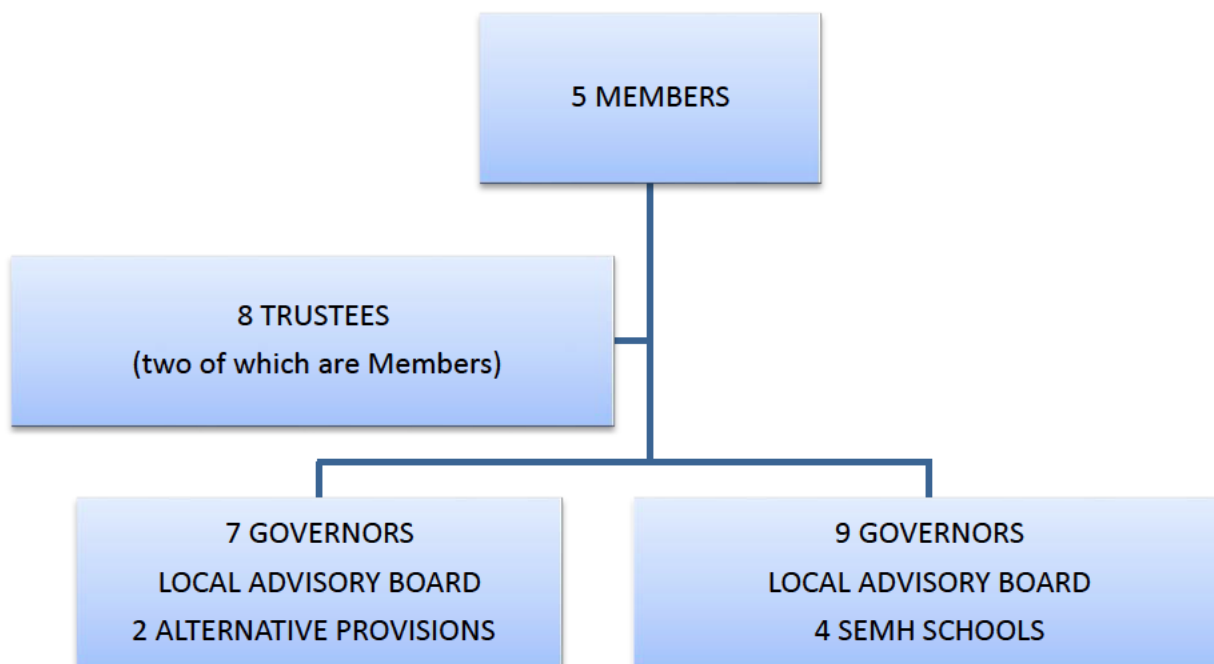
The Trustees of TSMAT propose to continue with a single local advisory board of 13 governors during the set up stages of the free schools. During this time, they will increase the board numbers from 13 to 16 governors with the intention to move to two local advisory boards (one over the 4 x SEMH schools & one over the 2 x Alternative Provisions):

**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**

**TSMAT Current Governance Structure:**



**TSMAT Proposed Governance Structure:**

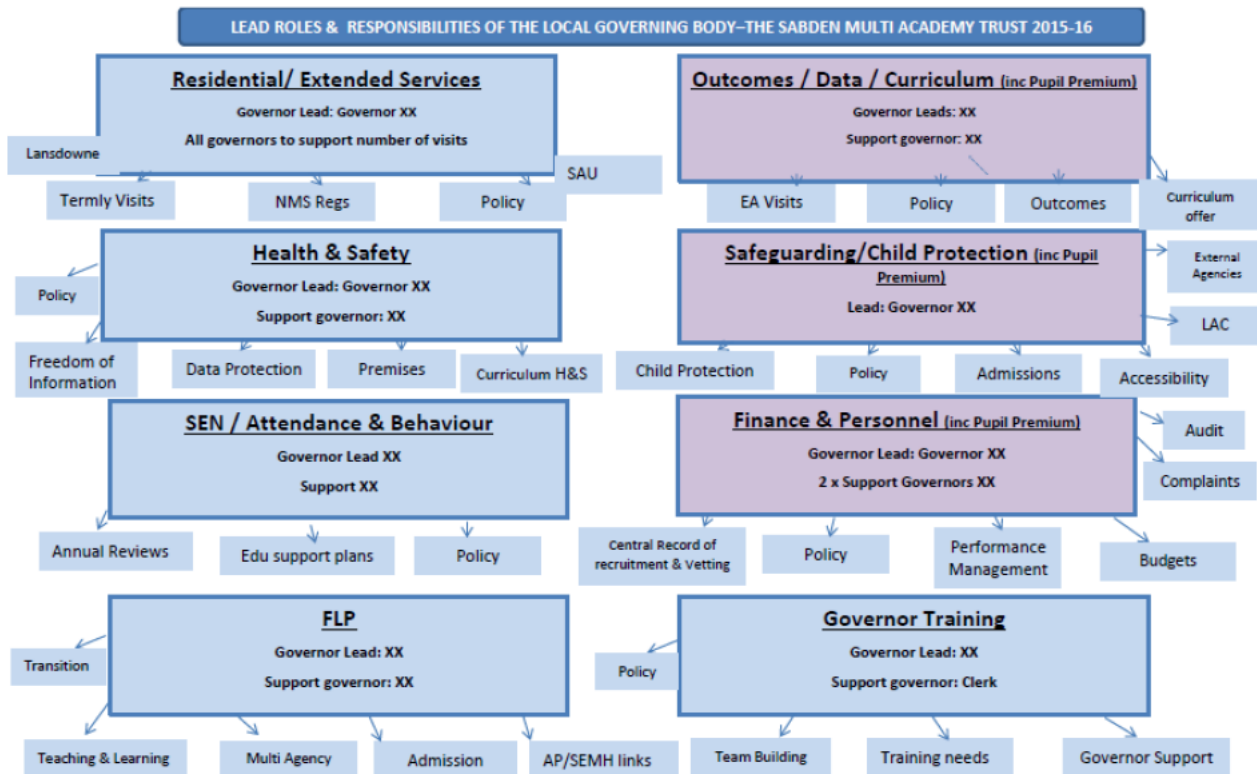


The existing experienced and knowledgeable governors whom sit on the single local advisory board will be split across the two new local advisory boards with additional governors appointed to each board based on skill gap analysis data.

The trustees will continue to delegate governance functions to the local advisory level in line with an agreed scheme of delegation. The two local advisory boards will have no formal governance function but will have clear roles and responsibilities similar to that of the current single LAB- see roles and responsibilities structure overleaf:

## 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

Note: The two responsibilities shown in purple boxes above are led by governors who also sit on the Board of Directors



### Risk Management of Intervention:

The Principal Designates of each school (including the new free schools) will attend Local Advisory Board meetings providing regular reports and updates to the board on areas each area of responsibility:

- Outcomes/Data/Curriculum (inc Pupil Premium)
- Residential & Extended Day
- Health & Safety
- Safeguarding /Child Protection (including all vulnerable groups)
- SEN/Attendance & Behaviour
- Finance & Personnel
- Extended Services
- Governor Welfare

This will allow the LAB governors will have the opportunity to challenge and question. The Principal Designates of all TSMAT schools will meet together on a termly basis to discuss shared practice, partnership working and accountabilities. The CEO and an External Advisor will conduct regular visits to monitor quality and standards across all schools within the MAT to ensure compliance. Should data , reports or other indicators highlight any concerns the CEO will intervene with appropriate strategies and challenge reporting appropriately at every trustee meeting.

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

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

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

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

N/A
-----

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

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

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

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

N/A
-----

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

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

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

<b>F5 – independent schools only: an appropriate, well-maintained, and secure site</b>
--

N/A
-----

## Section G – budget planning and affordability

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

Please:

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

G1 – budget planning and affordability
[Redacted]
[Redacted]
[Redacted]
[Redacted]
[Redacted]

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

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

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

## Annexes

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

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





# Simone Hopkins CV

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

**CV template**

- If the above are not available, the track record of your school in terms of both qualifications achieved and the positive destination of pupils (ie successful re-integration of pupils to mainstream where appropriate or progression eg to employment)
- school's best 8 value added scores for the years you were in post, if applicable


The redacted area contains several horizontal bars of varying lengths, two grid-like tables with some cells shaded, and a large rectangular block at the bottom. The bars and tables are interspersed with redacted text, suggesting a structured layout for data or performance metrics.

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

CV template

		<ul style="list-style-type: none"><li>[Redacted]</li><li>[Redacted]</li></ul> <p>[Redacted]</p> <p>[Redacted]</p>
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7	<p><b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	<p>[Redacted]</p> <p>[Redacted]</p> <ul style="list-style-type: none"><li>[Redacted]</li><li>[Redacted]</li></ul>
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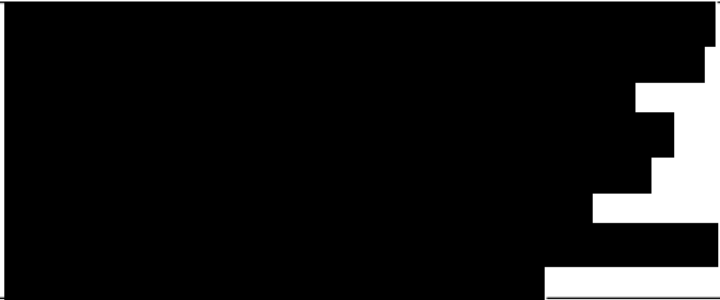
CV template		
8	Reference names(s) and contact details	



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

**CV template**

	<p>qualifications</p> <ul style="list-style-type: none"> <li>If the above are not available, the track record of your school in terms of both qualifications achieved and the positive destination of pupils (ie successful re-integration of pupils to mainstream where appropriate or progression eg to employment)</li> <li>school's best 8 value added scores for the years you were in post, if applicable</li> </ul>	
5b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as</li> </ul>	




CV template		
	<p>appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> <li>• If the above are not available, the track record of your subject/department/school in terms of both qualifications achieved and the positive destination of pupils (ie successful re-integration of pupils to mainstream where appropriate or progression eg to employment)</li> </ul>	
6	Brief comments on why your previous experience is relevant to the new school	
7	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8	Reference names(s) and contact details	





CV template		
1	Name	[Redacted]
2	Area of expertise (ie education or finance)	[Redacted]
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"><li>• name of school/ organisation</li><li>• position and responsibilities held</li><li>• length of time in position</li></ul> <p>This should cover the last four years. If not, please include additional roles</p>	<p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p> <p>[Redacted]</p>
4	<p><b>For finance only:</b> details of professional qualifications, including:</p> <ul style="list-style-type: none"><li>• date of qualification</li><li>• professional body membership number</li><li>• how your qualifications are maintained</li></ul>	N/A
5a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"><li>• the school's results for the years you were in</li></ul>	See 5b

CV template	
	<p>post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> <li>• If the above are not available, the track record of your school in terms of both qualifications achieved and the positive destination of pupils (ie successful re-integration of pupils to mainstream where appropriate or progression eg to employment)</li> <li>• school's best 8 value added scores for the years you were in post, if applicable</li> </ul>
5b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>• Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student</li> </ul>

CV template		
	<p>for level 3 qualifications</p> <ul style="list-style-type: none"> <li>If the above are not available, the track record of your subject/department/school in terms of both qualifications achieved and the positive destination of pupils (ie successful re-integration of pupils to mainstream where appropriate or progression eg to employment)</li> </ul>	
6	<p>Brief comments on why your previous experience is relevant to the new school</p>	
7	<p><b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	

**CV template**

		<p>[Redacted]</p> <ul style="list-style-type: none"><li>[Redacted]</li><li>[Redacted]</li><li>[Redacted]</li><li>[Redacted]</li><li>[Redacted]</li></ul>
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8	Reference names(s) and contact details	<p>[Redacted]</p> <p>[Redacted]</p>
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## Self-assessment form for independent schools

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

<b>Your assessment against Ofsted framework (please provide a commentary) Review outcomes - current position</b>		<b>Your self-assessed Ofsted grade (1-4)</b>	<b>Required position - risks, actions plan (including priorities identified) and timescales</b>
<b>Overall Position</b>	[Please provide an overall commentary on your school, with reference to the Ofsted grade descriptors, please delete this guidance before submitting this form]		
<b>Achievement of pupils at your school</b>	[This area is key in terms of present and future projections and actions to be undertaken. It is focused on pupil progress from clear baselines and should be related to national grouped data. The quality of pupils work across subjects, their skills in reading, writing, communications and mathematical skills across the curriculum Closing the gap for all pupil groups and ensuring that SEND pupils achieve Data and data tracking systems including intervention strategies to ensure pupil 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]		
<b>Quality of teaching in your school</b>	[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		

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
<p>of the intake.  Consistency of student presentation of work and scrutiny reference progress and standards  How marking, assessment and students feedback/reflection enhances pupil learning  Teaching strategies including setting of appropriate homework, together with a review of support and intervention strategies to match pupil needs  How teaching promotes pupils 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]</p>		
<p><b>Behaviour and safety of pupils</b></p> <p>[Please refer to the Ofsted handbook and supplementary handbooks eg 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</p>		



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
<p>(grouped data), persistence absence, exclusions compared to national data sets</p> <p>Student questionnaires and reviews as evidence to support outcome conclusions. Parental questionnaires and where appropriate business partners.</p> <p>Pupils attitudes to learning and the creation of a positive ethos</p> <p>Mock Ofsted information on behaviour and behaviour management strategies, policies and procedures</p> <p>please delete this guidance before submitting this form]</p>		
<p><b>Quality of leadership in, and management of, your school</b></p>		

<b>Your assessment against Ofsted framework (please provide a commentary) Review outcomes - current position</b>		<b>Your self-assessed Ofsted grade (1-4)</b>	<b>Required position - risks, actions plan (including priorities identified) and timescales</b>
	management to manage the change from independent school status to an academy with a larger and more diverse cohort of pupils. please delete this guidance before submitting this form]		
<b>The extent to which the education and systems provided by your school meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils and those who have special educational needs.</b>	[pupil recruitment and how the 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]		
<b>Any other comments or observations not captured above. Please</b>			

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
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
<b>1. The roles and responsibilities of the directors/ trustees</b>	Please detail your duties as: <ul style="list-style-type: none"> <li>• company directors and charity trustees;</li> <li>• accounting officer</li> </ul> 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	
<b>2. Structure of the board</b>	Accountability system  Structure of decision making	
<b>3. Meetings</b>	Please detail your board and committee meetings schedule and outline agenda	

<b>4. Finance</b>	Please give details of: <ul style="list-style-type: none"><li>• your chief financial officer, with appropriate qualifications and/or experience;</li><li>• Schemes of delegation;</li><li>• Approvals process-budget;</li><li>• Investment policy;</li><li>• Procurement including leases;</li><li>• Internal control framework;</li><li>• Contingency and business continuity plan;</li><li>• Insurance cover</li></ul>		
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Department  
for Education

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