



Department  
for Education

# Free school application form 2013

**Alternative Provision (AP)** (updated November  
2013)

**THE EDGE ACADEMY**

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## 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' guidance;
- the funding agreement with the Secretary of State; and
- all relevant obligations and requirements that apply to open academies (e.g. safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance).

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

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

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

**Signed:** [REDACTED]

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

**Print name:** [REDACTED]

**Date:** January 8<sup>th</sup> 2014

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

Please tick to confirm that you have included  
all the items in the checklist.

√



SECTION A: APPLICANT DETAILS

- 1. PLEASE USE THIS FORM AS IT IS PROVIDED. DO NOT CREATE ANY NEW TABS OR CHANGE THIS FORM IN ANY WAY.
- 2. Please can all applicants fill in section A, even if they have previously applied for a free school. This will ensure that records are kept up to date.
- 3. If you are submitting multiple applications it is only necessary to fill in section A once.
- 4. The text boxes can be made bigger by increasing the row height.
- 5. To insert a new line in a text box, press alt + enter.

- [Jump to about the company](#)
- [Jump to further details about the group](#)
- [Jump to links to other organisations](#)

Basic information

|   |   |
|---|---|
| Pre-registration reference number   | 6687  |
| Name of proposed school:  | The Edge Academy                                  |
| Is this a route one application or a route two application?   | Route Two   |
| Name of lead applicant:   | <REDACTED>  |
| Address of lead applicant:  | Shenley Academy, Shenley Lane, Birmingham B29 4HE |
| Email address of lead applicant:  | <REDACTED>  |
| Telephone number of lead applicant:   | 1214645191  |
| How you would describe your group?  | A cluster of schools                              |
| If 'Something else' please describe your group.   |   |
| Have you applied before for this school, whether under the current name or something else?                                    | No  |
| If 'Yes' and the name of the school was different, please say what the original name was:                                     |   |
| If 'Yes', when did you last apply? N.B. The options are dates of submission of applications, not the announcement of results. | Please select                                     |

About the company

|   |  |
|---|--|
| Have you established your trust in accordance with the DfE model articles of association? | Yes  |
| Company name:   | The Edge Academy Trust   |
| Company address:  | Turves Green Girls School, Turves Green, Northfield, Birmingham, B31 4BP |
| Company registration number:  | 8829472  |
| Date when company was incorporated:   | 2nd January 2014   |
| Please confirm the total number of company members (must be a minimum of 3):              | 3  |
| Please give the names of all company members:   | <REDACTED>   |
|   | <REDACTED>   |
|   | <REDACTED>   |
|   |  |

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|  |            |
|--|------------|
| Please list all company directors, providing their name and the position they will hold once the school is open: | <REDACTED> |
|  | <REDACTED> |
|  | <REDACTED> |
|  | <REDACTED> |
|  | <REDACTED> |
|  | <REDACTED> |
|  | <REDACTED> |
|  | <REDACTED> |
|  | <REDACTED> |
|  | <REDACTED> |
|  | <REDACTED> |
|  | <REDACTED> |
|  | <REDACTED> |

|  |            |
|--|------------|
| Please provide the name of the proposed chair of the governing body, if known: | <REDACTED> |
|--|------------|

**Further details about the group**

|  |     |
|--|-----|
| Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or directors, members of the project group, etc. | Yes |
|--|-----|

|                                      |    |
|--------------------------------------|----|
| Are you an approved academy sponsor? | No |
|--------------------------------------|----|

|  |   |
|--|---|
| How many existing free schools or academies are run by your group? | 0 |
|--|---|

|  |  |
|--|--|
| If you already run one or more free school or academy or are part of some other group of schools, please state the name of your chain/group. This may be the same as the name of your company: |  |
|--|--|

|   |  |
|---|--|
| If you are an existing single school or provider seeking to establish a new school or an independent school looking to convert please provide your six digit ref number |  |
|---|--|

|  |               |
|--|---------------|
| If you are an existing single school or provider seeking to establish a new school or an independent school looking to convert, please provide the rating of your most recent inspection | Please select |
|--|---------------|

|   |  |
|---|--|
| If you are an existing single school or provider seeking to establish a new school or an independent school looking to convert, please provide a link to your most recent inspection report |  |
|---|--|

|  |  |
|--|--|
| If you are an existing single school or provider seeking to establish a new school or an independent school looking to convert, please provide a link to your performance data for the last 3 years: |  |
|--|--|

|  |   |
|--|---|
| How many free schools are you seeking to open in this application round? | 1 |
|--|---|

|  |  |
|--|--|
| If any members of your group are also involved in other applications to open a studio school, studio school or free school in this application round, please give the names of the other applications: |  |
|--|--|

**Links to other organisations**

|   |     |
|---|-----|
| Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other free school groups; existing free schools or academies; independent schools; other institutions; charitable bodies; and/or commercial or non-commercial organisations. | Yes |
|---|-----|

|   |  |
|---|--|
| If Yes, please provide the following information about each organisation:<br><ul style="list-style-type: none"> <li>• their full name;</li> <li>• their Companies House and/or Charity Commission number, and if appropriate the nature of the link; and</li> <li>• the role that it is envisaged they will play in relation to the free school.</li> </ul> | EACT - Company number 652 06376, Charity number 1124189. Employer of Headteacher of Shenley Academy but no formal role envisaged with proposed Edge Academy. Brmningham City Football Club Community Trust - Company Number 04677355, Charity number 1086631. Employer of Dean Holtham and potential provider of work placements for The Edge Academy. <Redacted> is <Redacted> - Company Number 06785857, Charity Number 1132158. This organisation will have no involvement with The Edge Academy. <Redacted> which owns DRB Management, Company number - 4081078 he is provided pro bono advice in the preparation of this bid. DRB Group and DRB Management will not be involved with the running of The Edge Academy. |
|---|--|

|  |  |
|--|--|
| Please specify any religious organisations or institutions connected to your application (local, national and international). There would include mosques, churches, gurdwaras, temples and other places of worship. In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc.). |  |
|--|--|

|  |         |
|--|---------|
| Have you received help and support from the New Schools Network (NSN)? | No help |
|--|---------|

|  |    |
|--|----|
| In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation? | No |
|--|----|

|   |  |
|---|--|
| If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the free school if your application is successful: |  |
|---|--|

**SECTION B: OUTLINE OF THE SCHOOL**

1. PLEASE USE THIS FORM AS IT IS PROVIDED. DO NOT CREATE ANY NEW TABS OR CHANGE THIS FORM IN ANY WAY.
2. The text boxes can be made bigger by increasing the row height.
3. To insert a new line in a text box, press alt + enter.
4. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to use of freedoms](#)

|  |  |
|--|--|
| In which local authority is your preferred location?   | Birmingham   |
| Proposed opening year:   | 2015   |
| Age Range:   | 11-16  |
| If 'other' please specify  |  |
| Will your school be co-educational or single sex?  | Co-educational   |
| Is your school a hybrid type?  | Not a hybrid   |
| Do you intend your proposed school to have a faith ethos?  | No   |
| If 'Yes', please say which faith:  | Please select  |
| If you answered 'Other' to the question above or you would like to specify a particular denomination (e.g. Church of England), please specify:   |  |
| Please specify the maximum full time equivalent (FTE) for pupils over the full academic year. For instance a pupil attending two full days a week throughout the academic year is 0.4 FTE - please use numbers only: | 140  |
| Please specify the maximum full time equivalent (FTE) for pupils in the first academic year - please use numbers only:   | 120  |
| Date proposed school will reach expected capacity in all year groups:  | 2016   |
| Places committed by Local Authority and local schools (FTE):   | 120  |
| Please say what rate of top up funding committed (funding per FTE place):  | 4250   |
| Primary intake of pupils   | Other (please specify below)   |
| Other needs that the school will cater for NB. There is not ranking of other intakes, please pick whichever apply:   | Children with behavioural issues   |
|  | Excluded children  |
|  | Severely bullied children  |
|  | Please select  |
|  | Please select  |
| If 'Other', please give further detail:  | Our primary intake of pupils will comprise young people who have failed to engage with or respond to mainstream learning, have poor attendance records, are displaying risk of neet indicators and who are for these and other factors at risk of exclusion. |
| Will your proposed school include residential provision?   | No   |
| If 'Yes', please give further detail:  |  |
| Are you planning to contract the management of your school to another organisation?  | No   |
| Have you already identified a principal?   | No   |
| If 'Yes' please say when you propose the principal designate would start:  |  |
| Please say how many people will sit on your governing body:  | 11-15  |

**Use of freedoms**

|   |     |
|---|-----|
| Will you operate a non-standard school day? | Yes |
|---|-----|

|  |     |
|--|-----|
| Will you operate a non-standard school year? | Yes |
|--|-----|

|   |    |
|---|----|
| Will you adopt the national curriculum? | No |
|---|----|

|  |     |
|--|-----|
| Will you adopt non-standard terms and conditions for teachers? | Yes |
|--|-----|

|  |     |
|--|-----|
| Do you plan to make employ teachers without QTS? | Yes |
|--|-----|

|   |  |
|---|--|
| Please list any other freedoms you intend to use: |  |
|---|--|



## Section A: Applicant details

## Section B: Outline of the school

## Section C: Education vision

All of our team at The Edge Academy Trust are dedicated to and passionate about working with some of the most disadvantaged and disenfranchised young people in society. We are excited about the opportunity of establishing The Edge Academy that will allow us to extend the depth and breadth of Alternative Provision (AP) in our area, support our students more effectively and develop the full range of academic, vocational and life skills required in today's complex world. ***However, most importantly for us it will help to transform the lives of our students, supporting them to take control of their own lives, make the most of their work, life and social opportunities and play an active role in civil society.***

AP Free School status will allow the Edge Academy Trust to make long term investments in improving the wellbeing of our learners. It will create a high quality academic and vocational experience for students on the exclusion spectrum, whilst meeting the evidenced demand and aspirations of parents and carers for quality AP in our area. We are targeting the Academy to provide quality AP for young people 11-16 years old and at the start of academic year 2016 we will reach our planned capacity of 140 FTE pupils [70 FT and 70 FTE].

### **Context: Exclusion and Academic Achievement**

Excluded students have for too long been condemned to low academic achievement rates. At a National level only 1.4% of excluded young people achieve five A\* to C grades including English and Maths, compared to 56% in mainstream schools (and 58% across the Edge partnership).

The Department for Education has published [Children with Special Educational Needs: An Analysis 2013](#). It includes details of the characteristics, attainment and progression of pupils with SEN. It shows:

- 8.2% of pupils in England with a SEN statement were excluded during the 2011/12 school year, compared with 1.4% of those without a statement.
- Exclusions were also much more common among children in receipt of lower-tier SEN support, with 9.5% of those with School Action Plus status and 4.6% of those with School Action status excluded over the course of the year

One of the fundamental motivating factors for establishing an AP Free School is to dramatically improve these achievement levels.

### **Demand and Rationnale for Age Range**

The Edge Academy will fill an identified gap for quality AP in the Longbridge, Northfield and Weoley wards and respond directly to the demand for more AP places from local commissioners. Our 6 partner schools, neighbouring schools and the local authority have provided written support for The Edge, have pledged to refer students to the Academy and pay the agreed top-up fees. During 2012-13 in Edge partnership schools 15 young people in Key Stage 3 and 4 were permanently excluded and 550 subject to fixed term exclusions with similar numbers identified as being at risk of exclusion. Currently the provision of quality KS 3 AP Education in the area is restricted to 24 FTE places provided by the City of Birmingham School Oakdale Centre (The PRU), there is no local authority run alternative provision at KS 4 and the few local providers that do exist constantly operate at capacity. For the academic years 2014 -2015 and 2015-2016 the predicted shortfall in AP places is in excess of 100.

## **The Local Context**

The Edge Schools serve a disadvantaged, overwhelmingly white, working class community in the Longbridge, Northfield and Weoley wards. These communities have suffered a gradual long term economic decline mirroring the shrinking of manufacturing in the area, most notably the closure of the Longbridge Rover / MG site. In secondary education the national data highlights white working class boys as the lowest achieving cohort, with white working class girls fairing only marginally better, being the worst cohort for school attendance. The Edge schools can take some credit for bucking this trend for the vast majority of pupils that they educate, **but we have clearly identified that we are currently unable to meet the needs of children whose needs fall between that provided by mainstream schooling and over-stretched short term PRU support.**

In the Edge catchment area youth unemployment (18-21) ranges between 11.1% in Northfield ward to 13.4% in the Weoley ward, with all three wards having large pockets of youth unemployment well in excess of 15% (measured by benefits claimants). Over a quarter of these young people are 'long-term unemployed' and increasingly the most challenging children in the Edge schools come from households where unemployment is long-term and generational. All of the Edge schools have free school meal rates above the national average of 26.7%. These range from 67.7% at Four Dwellings Academy to 31.6% at Lordswood Girls. Four out of six of the schools are in the top quintile in the RAISE 'school deprivation indicator'. We believe that the Edge Academy can play a key role in breaking this cycle.

The Edge schools are overwhelmingly good or outstanding in OFSTED terms, with high levels of attainment and progress (Turves Green Boys School, for example, achieved 68% 5 A\*-C in 2013). However, a child in Northfield and Longbridge has only a 45% chance of going to a 'Good' or better school and the area is currently the focus of BCC and HMI intervention with the aim of raising academic standards, especially at KS2. The Edge Academy will allow us to more effectively focus and resource the education of the most challenging children of secondary school age.

## **Our Ethos**

Our distinctive approach to Alternative Provision is firmly based on addressing the personal, social, core and vocational skills of our learners. We employ a student centred approach with agreed Individual Learning Plans (ILP) and **a personalised timetable for each young person**. We will use structured, supported activities to develop, deliver and accredit the full range of academic, personal, social and employability skills that are required by young people to take control of their lives and make the transition back into mainstream education, into further education, training or employment. We will deliver value for money by using the freedoms available to Free Schools to offer an AP service that utilises a range of appropriate specialised staff to support qualified and experienced teachers. This will provide staff student ratios of 1 to 4, with the curriculum delivered in high quality, but relatively low cost premises.

Our curriculum has been developed based on and supported by a large body of research and this is typified by the report of the Audit Commission in July 2010; *Against the Odds – Re-engaging young people in education, training or employment*. The report was unequivocal in its findings that:

***“Young people not in education, employment or training (NEET) at 16-18 have poorer life chances than their peers and are more likely to be a long term cost to the public purse.”***

The report highlighted the fact that 'the 2008 NEET cohort will cost an estimated £13 billion in public finance costs and £22 billion in opportunity costs over their lifetimes'.

**Context: NEET Rates**

National figures for Q2 2013 show 9.1 per cent (168,000) of young people aged 16-18 were NEET and that 767,000 16-25 young people are NEET. While this shows an improvement on the equivalent periods in 2011 and 2012, the NEET rate has proved remarkably resistant to change not diminishing significantly despite numerous Government initiatives. The report also highlighted the fact that young men who were NEET are three times more likely to suffer from depression and five times more likely to have a criminal record, than their peers. NEET rates in the West Midlands at 20.3% for 16-24 year olds are higher than the England average of 15.5% (Q2 2013 SFR). Further, the young people on the exclusion spectrum are significantly more likely to become NEET and one of our key targets is to have a positive post-16 destination for all of student leaving the Academy.

Our curriculum has been further influenced by the wide ranging evaluation undertaken by the Social Futures Department of Teesside University – commissioned via the DfE established, Youth Sector Development Fund. In their submission to the Education Select Committee the researchers Tony Chapman and Peter van der Graaf stated:

***“Research by Teesside University demonstrates that providing young people with alternative learning opportunities to gain confidence and self-belief is essential to achieve real progress in learning and inclusion and to make a difference to NEET statistics.”***

Our curriculum and our distinctive approach to AP is based on the findings of these and many other studies published over recent years. This is reinforced by our own growing portfolio of evidence and experience of enabling young people to achieve success in education when they had given up and been given up on by the system. Our approach works with young people pre-16 to ensure that they maximise their life chances and minimise the risk of becoming NEET.

The majority of school exclusions occur in Key Stage 4 and if timely and appropriate intervention is not available for these young people the longer term cost to the individual, the local community and society can be very high. There is a well-established direct link between school exclusion, anti-social behaviour and increased NEET rates leading to a high long term cost to the individual and society. With the progressive extension of the school leaving age to 18 Free School status will potentially allow the Academy to extend and integrate the AP offer to provide a ladder of opportunity for excluded and marginalised young people from the age of 11 to 18. After the first two years of operation we will undertake a systematic review of the feasibility of extending the Academy to embrace the full age range from 11 -18.

**Our Curriculum Offer**

We describe our comprehensive curriculum and vocational education in detail in Section D, but we know from long experience that the traditional academic route is not appropriate for many young people in this age range. A more flexible, personalised and appropriate learning offer can actively support the development of better learning and life outcomes. ***The Edge Academy will offer a curriculum that combines the development of personal and social skills with practical employability skills and academic achievement that is linked to the motivational/vocational interests of young people.*** This approach allows young people to learn the skills required to manage their work, their lives and their relationships and to achieve their potential in academic qualification. While we use personal and social skills development to engage and motivate our students we place a strong emphasis on English, Maths and ICT and for all students for whom it is appropriate we target achievement in these subjects to GCSE level.

Based on a forward thinking and successful ***Identity Capital curriculum model*** (see Section D for details) our curriculum will build on the best practice, enthusiasm and track record of the Edge partner schools in delivering high quality mainstream provision. We already have well established and highly productive relationships with our partner secondary schools, with local FE Colleges and the Universities of Birmingham and Worcester. Our wider partnership network encompasses the local authority support services, Work Based learning providers, voluntary and community sector organisations, regional colleges and individual employers and employer's organisations. ***Our objective is to increase capacity and extend and improve existing Alternative Education - working with and not competing against the existing provision.***

### **Staff/Student Ratios**

The Academy's students can be challenging and demanding requiring skill, patience and passion from our staff. To ensure that we can provide the best teaching, learning and life chances for our student body we have planned for a Staff/Student ratio of 1:4 with our mainstream referrals and 1:1 for our KS3 Nurture Group intake.

### **Added Value: Pole of Excellence for AP Provision**

In neighbouring boroughs to the Edge Academy the Continu Plus Trust and the Aspire Trust successfully applied for AP Free School status in the 2012 and 2013 tendering rounds. These schools are employing the ***Identity Capital curriculum model***. We already have well established links with both the Continu Plus and Aspire Trusts and will build on these to develop an ***AP Pole of Excellence*** to exchange and share best practice, commission joint training and research, further develop the model for the benefit of our students and provide economies of scale and critical peer review.

### **Expectations of our Students and Staff.**

We expect the highest levels of teaching, pastoral support and administration from our team. We know from personal experience and from numerous Ofsted reports that good leadership and high quality staff make the difference between a good school and a great school. We already have a staff complement within the six schools that comprise the Edge Trust who are experienced in working with learners from the age of 11 to 19. To support this existing experience, and as part of the development of the Academy, we will put in place a comprehensive recruitment programme to hire new dedicated staff. This will include job and role descriptions for qualified teachers, learning mentors and administrative staff. We will recruit and develop leaders at all levels in our Academy and all of our staff will be supported by a comprehensive initial induction and on-going training and development programme.

Our high expectations of staff are supported by equally challenging student expectations. We know that many of our students have formed a negative view of mainstream education and in some cases have disengaged entirely from the system. Our approach is to slowly build confidence, increase engagement with the student and to challenge and support them to achieve their potential. To help us achieve this goal we will deliver an extended school year that will include an optional Summer School and provide support and provision to students and their parents in the evenings.

### **OUR MISSION STATEMENT**

#### **Increased participation - improved retention - higher standards**

*The Edge Academy will provide a high quality learning entitlement and a challenging and interesting education for all young people who can benefit from the learning experience we provide. We will proactively engage more disengaged, excluded and marginalised learners, improve their academic successes and their life chances and extend our reach into the local community. Our commitment to our partnership schools and our wider community engagement ensures that we will add value and minimise duplication.*

## Our Vision

We will achieve our Vision by creating a superb learning environment, promoting local accountability and challenging our Team to improve the outcomes for all of our students. Partnership working within the Edge group of schools has already proven that more can be accomplished together than in isolation. We will transform the learning experience and outcomes for young people on the exclusion spectrum across our institutions and the landscape of our communities by:

- **Using ICT, the best research-based pedagogy and 21st Century design** to add new dimensions as to how, when and where people learn.
- **Raising aspirations and achievement levels** for our students and equipping them to take a full part in modern civic society.
- **Re-connecting the broken links in low aspirational communities** between education, training and personal advancement.
- **Developing a new collaborative infrastructure for Alternative Provision** through The Edge Academy Trust including collective curriculum planning, targeted resource management and procurement, and shared data and management systems.
- **Engaging systematically with key local support services** across our geographical area to support the full range of support services for the benefit of our students and the local community.
- **Extending our school year to 4 terms**, running summer schools and evening programmes for our students, their parents/carers and the local community.
- **Creating a strong network of learning providers and employer links** to provide the widest range of training, career and employment opportunities for our students.

## Edge Academy Targets

To support our Vision and to allow us to measure and monitor our progress towards achieving it, we have set challenging, but achievable targets for our students:

- All students are supported to achieve the equivalent of 5 A-C/A-G dependent on starting point and aspirational target (using FFTA as benchmark and FFTD as aspiration).
- All Year 11 students to have qualifications in Maths and English at L1 or L2 dependent on starting point and FFTA above.
- All students to achieve 3 levels of progress if KS2 benchmark is level 4 or above or if level 3 and below to make 1 sub level of progress per term, equivalent to 5 sub levels over KS4.
- All students to increase their attendance to at least 90% or improved by 10% on their attendance at their previous school, dependent on which is the more challenging target.
- 100% of year 11 pupils to have post-16 offer in place by June of final year.
- 20% of year 11 to secure offer of apprenticeship place by June of final year.
- 90% of students still in positive destination one year after leaving year 11.
- Year 11 NEET % to be below mainstream schools figure and falling.
- All KS4 students who have spent more than 2 terms at the school to be involved in at least 2 Community Projects and/or a supervised work placement.

## Religious beliefs and Affiliations

The Edge Trust is non-denominational and the proposed AP Free School will not favour any particular religious belief or have any affiliation with a body or organisation other than the Edge Trust.

## D1 - An ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake (20-30 Pages)

| Subject/other activity (e.g. enrichment)             | Hours per week | Mandatory/ Voluntary | Comments                               |
|--|----------------|----------------------|--|
| Maths  | 4              | Mandatory            |  |
| English  | 4              | Mandatory            |  |
| ICT  | 2              | Mandatory            |  |
| PHSME  | 4              | Mandatory            |  |
| Certificate in Personal and Social Development (QCF) | 2              | Mandatory            | Awards on students ILP are mandatory.  |
| Certificate in Employability (QCF)                   | 2              | Mandatory            | Awards on students ILP are mandatory.  |
| Key Skills in Improving Own Learning and Performance | 2              | Mandatory            | Awards on students ILP are mandatory.  |
| NVQ Units in Construction                            | 4              | Mandatory            | Depends on student                     |
| Community work                                       | 2              | Voluntary            | Supervised evening or weekend activity |
|  | 25 hours       |                      |  |

We know our proposed curriculum is deliverable and will improve outcomes for some of the most disengaged young people in our area. It is already being successfully delivered by the South Park Enterprise College in Scunthorpe and has received good Ofsted inspection reports. It is also being established in the Continue and Aspire Trusts, approved as AP Free Schools in 2012 and 2013 respectively. These schools are close to The Edge Academy and we are already working with them to ensure that we build on best practice and best value.

### **CURRICULUM PRINCIPLES**

The Academy will offer a broad and balanced curriculum which meets the needs of our learners. This will use the flexibilities associated with Free School status to embed the principles of the National Curriculum within a personal development and employability skills curriculum framework.

#### **Curriculum Offer: Philosophy**

Birmingham has a higher percentage of secondary students classified SEN, SA+ and SA+ when compared with the West Midlands and a higher percentage of SEN students than the national average [see Section E for more details]. Further, there is a major under capacity for students on the exclusion spectrum when compared with the rest of Birmingham and the West Midlands and our partner feeder schools have predicted that the demand for the services of the Academy will increase from 120 students in year one and reach the planned capacity of 140 students in year two of the Academy operation.

To address this spectrum of need, to underpin the planned increase in the quality of provision and to ensure the improvements in achievement rates of students, we have designed an engaging, structured alternative curriculum for the Edge Academy. This will be delivered both within the Academy on a full-time and part-time basis and within our Edge Academy partner

schools on an outreach basis. Our fundamental objective is to prepare students for positive progression routes- integration back into mainstream education or into training or employment.

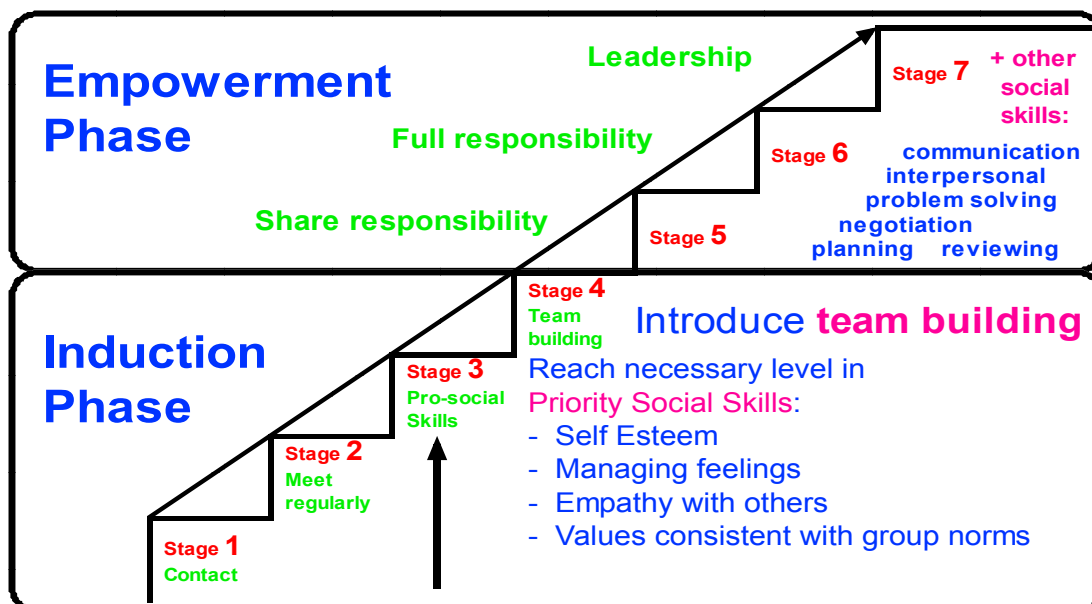
Our methodology is based on the principles of developing a student's '**Identity Capital**' (Developed by Professor James Cote) through a learning pathway that starts with the motivational abilities of the young person (*their interests*), builds social capital (*social skills*), develops functional capital (*enterprise literacy*) and progresses to encompass human capital (*qualifications*).

The success of this approach is based on engaging, motivating and enabling some of the most disengaged students to return to learning and achieve transferrable qualifications. Our job is to unlock the motivational abilities of the students and couple the development of social capital with functional capital in a **personalised time table that is unique to each individual student.**

The educational basis for this approach is to **empower** the students to take control of their lives and achieve their full potential through gaining recognised accredited awards and qualifications. The students are enabled to **progressively take increasing responsibility for their activities, their learning, themselves, and each other, thus developing the social skills needed to successfully implement their life decisions.**

This progression is represented in the following **Curriculum Development Model**:

## Progression through the Curriculum Development Model



©John Huskins 2007

- Stage 7: an adult leadership role
- Stage 6: taking full responsibility for actions
- Stage 5: sharing responsibility

**CDM 1-4: dependency; CDM 5-7 towards independence + social skills development**

- Stage 4: taking part – team building
- Stage 3: priority social skills (self-esteem, feelings, empathy, values)
- Stage 2: regular attendance, assessment
- Stage 1: initial contact – selling the idea

This progression is managed through support by learning mentors and teaching staff, initially developing trust and identifying individual needs leading to the preparation of a personal development plan. **CDM Stage 3** is very important, with the focus on ensuring that each student has the necessary level of priority social skills before moving on to team building at **CDM Stage 4**.

Students are continuously supported by teachers and learning mentors (ratio 1:4), that will be trained by The Edge. They will facilitate and support the learning of individual students via a wide range of motivating practical, vocational and issue based activities through which progression along the curriculum development model is encouraged.

The social skills that we assist young people to develop are divided into two areas:

- 1) **Priority social skills:** these are the skills necessary to contribute to and benefit from group work, classroom learning and employment and to be able to benefit from and contribute positively to the activity. Including:
  - **Self-esteem** - a positive life view, a commitment to control and change their life.
  - **Recognising and managing feelings** - impulse and anger control, defer gratification, develop alternative strategies for addressing conflict.



- **Understand and identify with others (empathy)** - to recognise the feelings, needs and points of view of other students and teachers, or victims of crime.
- **Values development** - to identify, understand and explore alternatives to current values, beliefs and behaviour, and their consequences, particularly in relation to the school ethos.

This is the main initial task of learning mentors, to organise 1:1's, group work, ice-breakers and other activities designed to encourage the development of these skills. For some students this will happen quickly, for others it may take longer. But it is important to complete this before moving on.

**2) Other social skills:** When they are ready, students move on the CDM Stage 4, group work and team building activities, through which the other important **social skills** are developed with learning mentor encouragement. Including:

- **Communication skills** - including listening & assertiveness, non-verbal, literacy.
- **Interpersonal** and relationship skills, friendships & support networks.
- **Problem solving**, including decision making, particularly in terms of interpersonal issues, the ability to set attainable goals, linked to self-control and delaying gratification.
- **Negotiation** , how to reach compromise.
- **Planning**, thinking ahead.
- **Reviewing** skills, learning from experience.

This supports students in finding and taking up a wide range of positive outcomes. At all stages in the delivery of the Edge curriculum we will work with learners on potential destinations. This includes:

- Regular liaison with the referring school to look at opportunities for the learner to return to mainstream education.
- Regular liaison with local FE colleges including site visits for learners.
- Work based learning providers. Attending open days/evenings, site visits to providers' premises and meeting learners already on Foundation Learning or Apprenticeship programmes.
- Visits to employer workplaces to appreciate different job roles, sectors and the realities of the world of work
- Sheltered short-term work placement with vetted employers.

### **Pedagogy**

The underlying pedagogy of the Academy is based on a non-formal learning style and approach that has delivered very successful outcomes for young people. The rationale for this approach draws on the following evidence:

The Council of Europe (2000)

***“The Assembly recognises that formal educational systems alone cannot respond to the challenges of modern society and therefore welcomes its reinforcement by non-formal education practices.....***

***The Assembly recommends that governments and appropriate authorities of member states recognise non-formal education as a de facto partner in the lifelong learning process and make it accessible for all.”***

In reality the pedagogy we have adopted at the Academy is fluid and moves on the continuum between formal and informal learning, with its natural home being a non-formal learning approach which facilitates our mission and provides a greater personalisation in the delivery for each young people.

**CASE STUDY:** [REDACTED]

[REDACTED]

**Our Definitions of Learning**

The following definitions, principles and core values support and underpin our curriculum plan.

- **Formal Learning** The learning process we use is structured with clear learning objectives, learning times, learning support and is intentional; the participants get recognised, transferable qualifications that are on the QCF and NQF database
- **Non – Formal Learning.** Non-formal learning within work and activity related learning is structured, based on learning objectives, learning time and specific learning support and it is intentional; with the participants getting access to recognised, transferable qualifications. This could therefore be called *non-formal education*
- **Informal Learning.** Learning in daily life activities, in work, family and leisure situations is mainly learning by doing; it is typically not structured, not intentional and generally does not lead to certification. In the youth sector informal learning takes place in youth and leisure initiatives, in peer group and voluntary activities. It provides specific learning opportunities, in particular in the development of social, cultural and personal "soft" skills.

Non-formal learning, delivered by teachers and learning mentors and any other members of Academy's staff who come into contact with a young person, contributes to some important aspects of our successful work with challenging and disengaged young people. Developing and supported by:

- **Belonging**, feeling part of the learning provision.
- **Priority social skills, and other social skills** necessary for successful learning.
- **Partnership with the adults working with them**, utilising students as a major resource.
- **Responsibility (empowerment)** through involvement in decision making.
- **A relevant and appropriate curriculum.**
- **Recognition and accreditation of their achievements.**

As a starting point for the delivery of this flexible and demanding curriculum our staff create an environment that:

- Provides a safe environment and a sense of partnership and belonging.
- Provides someone to listen to them.
- Provides space for risk taking and personal discovery.
- Gives the students confidence and engenders trust and acceptance of them as they are.
- Encourages them to explore and share feelings and hopes for the future.
- Helps them empathise with the experience of others.
- Recognises and explores the values they are living by.

### Core values underpinning our practice:

- The student is treated as an individual and is central to every aspect of the programme.
- Learning mentors have a positive regard for their student and treat them with respect.
- Students are actively engaged as partners, conveying a sense of 'mutuality' about their work.
- Learning mentors have high expectations concerning their students' achievements, coupled with realism and honesty.
- All mentors show a continuing commitment to high quality provision.
- The treatment of both students and mentors exemplifies good equal opportunities practice.

### The Every Child Matters agenda will be met by:

- Providing education, information and support to reduce the use and effects of alcohol, drugs and smoking.
- Reducing the incidence and fear of bullying.
- Helping young people to improve their attainment through education.
- Raising self-esteem and building confidence so that young people respect themselves and others.
- Enabling young people to continue their education, training and employment.

### A Personal Development Curriculum Framework for Young People

Some of the key aspects of our curriculum approach can be summarised in the following diagrams.



## Personal Development Points

### Measurable outcomes for young people that can be evidenced and accredited.

|   |  |
|---|--|
| <p><b>Social Skills:</b></p> <p><u>Priority social skills – prioritised in red steps</u></p> <ul style="list-style-type: none"> <li>• Self esteem</li> <li>• Self-control</li> <li>• Recognising and managing own feelings</li> <li>• Empathy</li> <li>• Values development</li> </ul> <p><u>Other social skills – prioritised in red and blue steps</u></p> <ul style="list-style-type: none"> <li>• Interpersonal skills</li> <li>• Intrapersonal skills</li> <li>• Communication skills (verbal, aural, body language)</li> </ul>  | <p><b>Life Skills:</b></p> <p><u>Prioritised in red steps:</u></p> <ul style="list-style-type: none"> <li>• Valuing diversity</li> <li>• Continual learning</li> </ul> <p><u>Prioritised in blue steps:</u></p> <ul style="list-style-type: none"> <li>• Analytical Thinking</li> <li>• Negotiating</li> <li>• Risk management</li> <li>• Decision making</li> </ul> <p><u>Prioritised in green steps:</u></p> <ul style="list-style-type: none"> <li>• Thinking strategically</li> <li>• Conflict management</li> <li>• Entrepreneurship</li> </ul>   |
| <p><b>Competences:</b></p> <p><u>Prioritised in red steps:</u></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Motor skills</li> <li>• Technology management and use</li> </ul> <p><u>Prioritised in blue steps:</u></p> <ul style="list-style-type: none"> <li>• Financial literacy</li> <li>• Communication (written)</li> <li>• Innovation</li> <li>• Networking</li> </ul> <p><u>Prioritised in green steps:</u></p> <ul style="list-style-type: none"> <li>• Coaching and mentoring</li> <li>• Delegation</li> <li>• Managing others and performance</li> <li>• Visioning</li> </ul> | <p><b>Values:</b></p> <p><u>Prioritised in red steps:</u></p> <ul style="list-style-type: none"> <li>• Caring</li> <li>• Courteousness</li> <li>• Enthusiasm</li> <li>• Friendliness</li> <li>• Honesty</li> <li>• Respect</li> </ul> <p><u>Prioritised in blue steps:</u></p> <ul style="list-style-type: none"> <li>• Conscientiousness</li> <li>• Consideration</li> <li>• Dependability</li> <li>• Fairness</li> <li>• Generosity</li> <li>• Kindness</li> <li>• Loyalty</li> <li>• Trustworthiness</li> <li>• Understanding</li> </ul> <p><u>Prioritised in green steps:</u></p> <ul style="list-style-type: none"> <li>• Diligence</li> <li>• Determination</li> <li>• Modesty</li> <li>• Patience</li> <li>• Sensitivity</li> <li>• Sincerity</li> <li>• Vigilance</li> </ul> |

| Engaging and Motivating | Integrating and Participating        | Leading and Inspiring |
|-------------------------|--------------------------------------|-----------------------|
| Step 1. Contacting      | Step 5. Getting Involved             | Step 8. Leading       |
| Step 2. Meeting again   | Step 6. Assuming some responsibility | Step 9. Mentoring     |
| Step 3. Socialising     | Step 7. Organising                   | Step 10. Assessing    |
| Step 4. Taking Part     |                                      |                       |

### RATIONALE FOR THE EDGE ACADEMY: EXPECTED PUPIL INTAKE

As already stated Birmingham has a higher percentage of secondary students classified SEN, SA+ and SA than the West Midlands as a whole and a higher percentage than the national average. This demand is underpinned by the characteristics of the student population in Birmingham and in the Longbridge, Northfield and Weoley wards which shows a large population of students on the exclusion spectrum, or at risk of joining this cohort.

| Characteristics of expected pupil intake |                    |                   |                  |
|--|--------------------|-------------------|------------------|
|  | England            | West Midlands     | Birmingham       |
| <b>Statements</b>                        | 2.8%               | 3.0%              | 3.1%             |
| <b>School Action+</b>                    | 5.7%               | 6.5%              | 6.9%             |
| <b>School Action</b>                     | 9.5%               | 9.4%              | 10.2%            |
| <b>Total SEN</b>                         | <b>18.7%</b>       | <b>19.4%</b>      | <b>20.5%</b>     |
| <b>Permanent Exclusion</b>               | 0.07%<br>(5,170)   | 0.08%<br>(670)    | 0.12%<br>(210)   |
| <b>Fixed Term Exclusion</b>              | 4.05%<br>(304,370) | 4.14%<br>(34,770) | 4.98%<br>(8,880) |

Taken from statistical first release 2012/13

This data must be contrasted with the current capacity to effectively support this broad spectrum of students who are on, or in danger of becoming part of the exclusion spectrum. As can be seen in the table below there is an extremely large under provision in places for this population in Longbridge, Northfield and Weoley wards, where there is a significant under capacity of AP places both full and part time. Oakdale School, the local PRU, is operating at capacity as is the City of Birmingham School, who are not currently recruiting students. This has led to students being put onto reduced timetables, with some receiving as little as 1 hour tuition per day.

There is more detail on this demand in Section E of this response. We believe that the statistical evidence for this demand is overwhelming and that there is clear and evidenced demand from the Academy feeder schools. The table below shows the demand for places predicted by our feeder schools.

| Predicted demand for places at the Edge (FTE) |      |      |      |
|---|------|------|------|
| Year  | 2015 | 2016 | 2017 |
| <b>KS 3</b>                                   | 56   | 62   | 62   |
| <b>KS 4</b>                                   | 64   | 78   | 78   |
| <b>Total</b>                                  | 120  | 140  | 140  |

## SCHOOL TIMETABLE AND CALENDAR

We will operate to a standard school year from September to June and add an optional summer programme for all our students. The table below provides an illustration of a potential 2015-2016 Academic Year.

| 2015-2016               |                      |                    |                    |                    |
|-------------------------|----------------------|--------------------|--------------------|--------------------|
| Term                    | Re-open              | Half term          |                    | Close              |
|                         |                      | Close              | Re-open            |                    |
| <b>Autumn term 2015</b> | Thursday 3 September | Monday 26 October  | Friday 30 October  | Friday 18 December |
| <b>Spring term 2016</b> | Tuesday 5 January    | Monday 15 February | Friday 19 February | Thursday 24 March  |
| <b>Summer term 2016</b> | Monday 11 April      | Monday 30 May      | Friday 3 June      | Thursday 21 July   |

- May Day - 2 May 2016
- Good Friday – 25 March 2016
- Easter Monday – 28 March 2016

We will operate the statutory 25 hours per week and the majority of our learners will be with us for the full 25 hours a week. We will offer 'day release' options for schools and Local Authorities and plan these on an annual and termly basis.

### Personalised Learning and Flexible Timetables

To take account of the varying needs of each student's Individual Learning Plan (ILP) that will be developed for each individual, to accommodate students attending part-time and for emergency short-term referrals we have built flexibility into our timetable planning. Our high staff to pupil ratios (1:4), our monthly reviews of ILPs and demand management allow us to have the maximum flexibility possible in reacting to changing circumstances. Some of our learning mentors will work part-time for the Academy and can flex their hours to accommodate sudden changes in the demand for places within the school. All of our students full and part-time will experience the same Identity Capital Curriculum Model.

We build individual, personalised timetables for each student, irrespective of how long they will remain with us. These are reviewed as a minimum on a termly basis and for shorter stay students after an appropriate agreed period. This provides opportunity for evaluation of the effectiveness of the awards and activities being undertaken and how they are meeting the individual's needs. This process also provides opportunity to access alternative vocational and physical activities on offer. As always our focus is centred upon personal and social skill development, linked to vocational and activity lead learning opportunities.

### CURRICULUM ENRICHMENT - JAMPOD

'JamPod', was developed by Mix Music Education, JamHub & Roland, and allows more students to engage in making music without the problem of noise pollution.

'JamPod' enables multiple musicians to rehearse sound free. By utilising the latest in electronic instruments and the JamHub TourBus, each musician enters their own private rehearsal when they enter their 'JamPod' and put on their headphones. The system also enables each musician to control their own personal mix of sounds.

Each 'JamPod' is also a recording studio. Push one button and you can record all the musicians within each JamPod. But for a more advanced recording experience, the JamHub TourBus, utilised within each JamPod, can also act as an audio interface direct to a PC.

'JamPod' also utilises the latest in performance software. Using the brand new Mix Music Bandplayer designed by ██████████ ██████████, students of all abilities are able to learn with their favourite bands. 'JamPod' also works closely with leading software manufacturers, most notably Notion Music, to bring all aspects of music learning to life.

## QUALIFICATION PROVIDED FOR STUDENTS

Our objective is always to achieve the highest level of academic qualifications that is within the capacity and capability of the student. Our ultimate goal is for students to achieve 5 A-C/A-G and to have Maths, English and ICT qualification at L1 or L2 dependent on starting point and aspirational target for the student. We will offer a broad range of Life, Social and Vocational Skills development. This will provide a springboard into education, training and employment within which all students will follow a programme of English, Maths and ICT at Entry Level, Level 1 and Level 2. The following details the curriculum areas that will be offered by the Academy.

## CONTEXT: BITE SIZED QUALIFICATIONS

We understand and appreciate that there has been a great deal of debate and a certain amount of controversy around the subject of 'bite sized' awards. However, in our long experience of working with students on the exclusion spectrum we are convinced of the utility of offering a range of appropriate short-programme awards. These provide:

- A ladder of achievement for Academy students
- In many cases the first qualification that the student has ever achieved.
- A necessary precursor to tackling more demanding awards such as GCSE.
- For some students the only national recognition they will get in core subjects such as Maths and English.

In many cases the framework for these awards will be embedded within a range of formal and non-formal learning activities within the personalised timetable of each student.

## Curriculum Offer: Access to GCSEs and Core Skills

We will offer the following Core Skills to all Academy students.

| AWARD  | LEVEL                   |
|--|-------------------------|
| Functional Skills Information and Communication Technology (QCF) | Entry 1,2, 3 Level 1, 2 |
| Functional Skills English (QCF)                                  | Entry 1,2,3 Level 1, 2  |
| Functional Skills Mathematics (QCF)                              | Entry 1,2,3 Level 1, 2  |

GCSEs will be offered to all students who can benefit from them and will be delivered by Teachers and learning mentors by:

- Embedding the teaching of Maths, English and ICT within all the learning activities of the Academy, including formal and non-formal learning situations.
- Providing access to small mixed ability classes teaching GCSE English, Maths and ICT within the school, available to those students who can benefit from this approach. This will be delivered by Academy staff where appropriate and also use experienced subject

teachers in the Edge Trust network schools.

- We will also offer outreach Maths and English within the classrooms of our partner schools. This would be the parent school of the student if that was appropriate, or the most appropriate setting for the ability of the student.

The full spectrum of GCSE subjects offered by the schools within the the Edge Trust will be available to Edge Academy students as appropriate to the needs of the individual.

### **Curriculum Offer: Life and Social skills**

The majority of students referred to the Edge will have multiple barriers to learning and lack social and emotional intelligence. To ensure that we equip these young people for life, education and employment we will offer a wide range of Life and Social Skills training leading to a broad menu of 'bite sized' qualifications that can help to build a ladder to further achievement.

| <b>AWARD</b>   | <b>LEVEL</b>     |
|--|------------------|
| Certificate in Personal and Social Development (QCF)         | Level 1, 2       |
| Certificate of Personal Effectiveness (NQF)                  | Level 1, 2       |
| Award of Personal Effectiveness (QCF)                        | Level 1, 2       |
| Award in Employability (QCF)                                 | Level 1, 2       |
| Certificate in Employability (QCF)                           | Level 1, 2       |
| Key Skills in Improving Own Learning and Performance         | Level 1, 2       |
| Key Skills in Problem Solving                                | Level 1, 2       |
| Key Skills in Working with Others                            | Level 1, 2       |
| Award in Skills Towards Enabling Progression (Step-UP) (QCF) | Entry 3, Level 1 |

### **Curriculum Offer: Access to Vocational Skills**

Many of the students in the Academy will benefit from developing vocational skills within the curriculum that will support learning achievement and prepare them for post-16 destinations. These will be delivered in-house and externally, working closely with our network of vocational training partners. These will be delivered as units towards and full NVQs. Among the vocational areas that will be covered are:

#### **VOCATIONAL ACTIVITIES**

|                       |                      |                     |
|-----------------------|----------------------|---------------------|
| Expressive Arts/Music | Health & Wellbeing   | Outdoor Education   |
| Hospitality           | Sport & Leisure      | Conservation        |
| Catering              | Hair Dressing        | Grounds Maintenance |
| Construction          | Building Maintenance |                     |
| Motor Vehicle         | Craft Skills         |                     |

### **Curriculum Offer: Physical Activities**

Physical activity is embedded within the National Curriculum and we will comply fully with this requirement. However, our experience with this cohort is that physical activity can play a more important role is engaging and motivating students on the exclusion spectrum. It can provide a base for recognising and celebrating achievement for this group who have often become accustomed to 'failure'. We will use a wide selection of Physical Activities including the following:



**PHYSICAL ACTIVITIES:**

|              |                       |                   |
|--------------|-----------------------|-------------------|
| Martial Arts | Walking (Map Reading) | Climbing (Indoor) |
| Football     | Fishing               | Rugby             |
| Horse Riding | Cycling               | Badminton         |

**Curriculum Offer: Short Course Provision**

To ensure that all students, whatever their previous experience and starting point, can start on the ladder of achievement, we will offer a broad range of short course awards. These awards are often embedded within other wider activities and contribute towards the larger Life and Social Skills awards. Among the short course awards envisaged by the Academy are:

**SHORT COURSE AWARDS**

|                                      |                               |
|--------------------------------------|-------------------------------|
| Youth Achievement                    | Disability & Sports Awareness |
| Activities                           | English Language              |
| Enterprise                           | Expressive Arts               |
| Environmental                        | International                 |
| Experience Work                      | Mathematics                   |
| Adventure & Residential              | Peer Mentoring                |
| Aim Higher                           | PSHE                          |
| Citizenship                          | Sex & Relationship Education  |
| Community Involvement & Volunteering | Sport & Fitness               |

**Curriculum Offer: Induction, Assessment and Personalised Learning**

We develop an ILP unique to each young person and integrated into an overall timetable for the Academy. This includes:

- **Early work with referring school.** As an integral part of the Edge Trust the Academy will be in regular contact with the partner schools and will have prior knowledge of any students likely to be referred to the Academy. This will allow us to both plan capacity and gain an early understanding of the situation of the student.
- **Supporting Documentation.** As part of the referral process all students will have fully completed student profile that will be made available to the Academy before the start date of the move (or roll transfer in the case of permanent exclusion).either from the home school (in the case of non-excluded children) or from the local authority (in the case of permanently excluded children). This pupil information includes all necessary background and child protection information essential to both the safeguarding of the child and the health and safety of stakeholders at the receiving school.
- **Liaison with parent/career and school.** As an integral part of the process a meeting will be organised between parent/career, student, the Academy and home school with the relevant personnel present to ensure full exchange of information.

**CONTEXT**

There is further support for the curriculum approach and vision being adopted by the The Edge Academy in the recent in depth publication by The National Foundation for Educational Research, 2012: *Approaches to supporting young people not in education, employment or training – a review*. The Executive Summary states:

- **Ongoing early intervention.** It is important that early intervention strategies are sustained and continue throughout primary and secondary education to keep young people 'on track'. There should be careful and continuous monitoring of young people's attendance, behaviour and achievement patterns, and targeted support should be provided if problems are identified.

- **A varied and flexible curriculum** that is focused on learner needs and styles, uses innovative and experiential teaching methods, offers a variety of qualifications and routes, and is relevant to the world of work.
- **IAG** that is impartial, realistic, responsive, and available to all young people, but tailored to the specific needs of the individual. It should be delivered to young people at an earlier age than is currently the case (from at least year 9), by fully independent and impartial staff.
- **High-quality, sustained, one-to-one support**, both academic and pastoral. Such support should be provided at key transition points when young people are more likely to become disengaged. Ideally, external professionals should be involved. A positive relationship with even one teacher or support worker can make a difference to how 'at risk' young people feel about school.

### Enrichment Activities

The existing schools that are members of the Edge Trust have a wide range of external links and partnerships. These include:

| <b>Selection Providers &amp; Agencies Working with Edge Trust</b> |   |                                     |
|---|---|-------------------------------------|
| <b>Bournville College</b>   | Southside Learning                      | Flexible Learning                   |
| <b>Heart of England Training</b>                                  | TBG Learning                            | COBS (City of Birmingham Schools)   |
| <b>PRU (Oakdale Centre)</b>                                       | Admissions and Appeals                  | NEW College (Construction)          |
| <b>South Birmingham College</b>                                   | Blue Whale Training                     | Nacro                               |
| <b>Social Care and Health</b>                                     | Family Support and Safeguarding Service | CAMHS                               |
| <b>YOTS</b>   | Safe Haven Team (Police)                | Youth Services                      |
| <b>Lifeline</b>   | LACES                                   | Stepping Forward (Careers Advisors) |

### USING ICT IN LEARNING

One of our aims stated in the Vision for The Edge Academy is:

***Using ICT, the best research-based pedagogy and 21st Century design to add new dimensions as to how, when and where people learn.***

Within the Edge Academy Trust we believe that ICT offers major opportunities to enhance the learning experience, particularly for students who find a traditional academic environment challenging. The ability for e-learning and blended learning to deliver learning at a *time, place and pace to suit the learner and not at a pace that suits the majority of a class* can be important in delivering achievement for marginalised and disaffected young people.

Our partner schools have made a significant investment in improving access to IT facilities and e-learning programmes to enhance our ability to blend this option with more traditional learning. The Academy has planned a significant investment in IT as part of the set up and development of the school in order to enhance the IT learning capabilities for our students. A

number of our learning mentors will have an IT specialism and be able to support our students in fully exploiting the IT facilities provided by the Academy.

The Academy will have the following ICT available:

- A laptop or desktop terminal for every 2 students
- A laptop/iPad loan scheme for students
- ICT integrated into the curriculum
- Support available to students while using e-learning and ICT facilities

We will ensure that our provision fully meets the ICT curriculum requirements from the earliest possible time in the development of the Academy. We will be exploring the possibilities of providing the following ICT activities which we believe will be appropriate for our student cohort:

- Web design.
- Developing simple mobile apps.
- Computer programming and the development of simple computer games.

## **BEHAVIOUR AND ATTENDANCE**

However well planned and innovative a curriculum is it is only effective if the highest standards of behaviour and attendance are met by the school. Our long experience with students on the exclusion spectrum has shown us that this is doubly important in an AP school. Therefore a key part of our overall curriculum structure are our behaviour and attendance policies. This is communicated and enforced in the form of a tripartite school-home-student agreement. This clearly states the rights and responsibilities of students, Academy staff and parents/carers ensuring that everyone understands their respective commitments. Given the chaotic backgrounds that many of the young people who will attend the Academy will come from we also understand that this process of accepting mutual rights and responsibilities can take time to develop and imbed. The following school/student/parent-carer contract clearly states the rights and responsibilities of each party. Below find a draft of our proposed school/student/home contract that defines the rights and responsibilities of the three parties.

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• To make clear the Academy's statutory power to discipline students and that students and parents will need to respect this.</li> <li>• To enforce the Academy Behaviour policy – including rules and disciplinary measures.</li> <li>• To expect students' and parents' cooperation in maintaining an orderly climate for learning.</li> <li>• To expect students to respect the rights of other students and adults in the Academy.</li> <li>• Not to tolerate violence, threatening behaviour or abuse by students or parents. If a parent does not conduct himself/herself properly, the Academy may ban them from the School premises and, if the parent continues to cause nuisance or disturbance, they may be liable to prosecution.</li> <li>• To take firm action against students who harass or abuse School staff – engaging external-support services including the police as appropriate.</li> </ul> | <ul style="list-style-type: none"> <li>• To ensure the whole School community is consulted about the principles of the Academy Behaviour Policy.</li> <li>• To establish and communicate clearly measures to ensure good order, respect and discipline.</li> <li>• To ensure the Academy Behaviour Policy does not discriminate against any pupil on the grounds of race, gender, disability or sexual orientation and that it promotes good relations between different communities.</li> <li>• To ensure teachers' roles in the Academy discipline matters are consistent with the National Agreement Raising Standards and Tackling Workload, and work force remodelling agenda, so that there is due recognition of the enhanced roles of support staff and not all responsibilities are focused on the teachers.</li> <li>• To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies.</li> <li>• To support, praise and as appropriate reward pupils good behaviour.</li> <li>• To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children and offering support as appropriate.</li> <li>• To arrange reintegration interviews for parents at the end of a fixed - period exclusion where persistent inappropriate behaviour occurs</li> <li>• To take all reasonable measures to protect the safety and well-being of staff and pupils, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying.</li> <li>• To ensure staff model good behaviour and never belittle pupils or colleagues.</li> <li>• To promote positive behaviour through active development of pupils</li> </ul> |
|--|---|

|  |  |
|--|--|
|  | <p>social, emotional and behavioural skills.</p> <ul style="list-style-type: none"> <li>• To keep parents informed of their child's behaviour, good as well as bad, use appropriate methods of engaging them and where necessary, support them in meeting their parental responsibilities.</li> <li>• To work with other agencies to promote community cohesion and safety.</li> </ul> |
|--|--|

| <b>Students</b>  |   |
|--|---|
| <b>Rights</b>  | <b>Responsibilities</b>   |
| <ul style="list-style-type: none"> <li>• To contribute to the development of the Academy Behaviour policy, with every pupil involved in the consultation process.</li> <li>• To be taught in environments that are safe, conducive to learning and free from disruption.</li> <li>• To expect appropriate action by the Academy to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment,</li> <li>• To appeal to the Headteacher/Directors and beyond that to the Secretary of State if they believe the Academy has exercised its disciplinary authority unreasonably.</li> </ul> | <ul style="list-style-type: none"> <li>• To follow reasonable instructions by Academy staff, obey school rules and accept sanctions in an appropriate way.</li> <li>• To act as positive ambassadors for the Academy when off school premises.</li> <li>• Not to bring inappropriate or unlawful items into the Academy.</li> <li>• To show respect to Academy staff, fellow pupils, school property and the school environment.</li> <li>• Never to belittle, harm or bully other pupils or staff.</li> <li>• To cooperate with and abide by, any arrangements put into place to support their behaviour, such as Pastoral Support programmes or Parenting Contracts.</li> </ul> |

## **PUPIL TRANSITIONS**

### **Referrals**

Although the referral process is referred to in detail in section E. we feel that it is important to include some background here to provide context to the rest of the section. This allows us to better understand the challenges and the cohort of students that the Academy will support. The Academy will benefit from a long established and well integrated links with the 6 core partner schools and rapidly developing links with the other feeder schools. The Edge Trust core schools have a well tried and tested Referral Process and Admissions Policy is in place (see Section E of this Application for details). Within this framework the Academy will offer an open door policy to Edge Trust organisations and to parents and carers to ensure all the students' needs are met. Within this Referral Process there are a number of circumstances and routes for students to be referred to the Academy.

Currently a Potential Exclusion Protocol –*The Edge Academy Sharing Panel* is in place that includes 7 comprehensive pathways that can be followed by students of varying ability and circumstances ranging from those who would benefit from a more vocational approach to those about to be excluded from mainstream education. This will form the basis of the initial

policy of the Edge Academy. However we will build on this policy to develop an Edge Exclusion Panel. This will include members from each school and the local authority and will review all potential exclusion cases at the earliest possible stage and agree on the best intervention, including referral to the Academy.

**Referrals to the Academy will come from the following sources:**

- Referred to the Academy from the Edge Sharing Panel. This will have representatives of all Edge Trust schools and the local authority. This includes:
  - Students permanently excluded from Edge Trust and partner schools.
  - Planned non-exclusion KS3 & KS4 referrals from Edge Trust and partner schools who will benefit from time spent in the Academy
- Emergency KS3 & KS4 referrals directly from Edge Trust and partner schools to the Academy
- Referral from post-16 progression stakeholders to the Academy e.g. Apprenticeship Programmes, FE college, Employer for short or long interventions.

The key reasons for referrals will be that the student lacks social skills, emotional intelligence, numeracy and/or literacy and exhibit disruptive behaviour. For all young people that are referred to the Academy we will:

- Liaise closely with the referring institution to ensure that the background and context for the referral are fully understood.
- Invite the student and their parent/carer to visit the Academy and discuss the curriculum, identify any additional support which may be required and look around the facilities.
- Ensure that at end of the visit all induction documentation is completed and the parent/carer is provided with a brochure detailing essential information and details of how copies of relevant policies can be obtained.
- Fully update the students records.

**Context: New Vocational Qualifications**

We welcome the announcement by the Skills Minister, Matthew Hancock, of the launch of the first of a new breed of vocational qualifications for 14 -16 year olds in English schools. The characteristics of high-quality qualifications set out by the government are that:

- They will offer pupils proven progression into a broad range of further qualifications or careers post-16, rather than narrowing students' options.
- They are the size of a GCSE or bigger and they have grades such as A\*-G (those with simple pass or fail results will be excluded).
- They have a substantial proportion of external assessment and require students to use knowledge across their subject.

We believe that these new awards will be appropriate for some of the young people we will be working with in the Edge Academy and that they will help to bridge the gap between vocational and academic qualifications. We will be looking to adopt selected awards at the earliest possible opportunity.

***This process has the flexibility to accommodate any young person, at any time throughout the academic year.*** Our flexible personalised learning and individual timetable enable the young person to integrate rapidly into the School. We will build on the experience of existing Edge partner school staff, our new recruits and the processes already in place to ensure the effective management of fluctuations in student numbers throughout the year. This planning includes the ability and flexibility to take admissions at short-notice such as the children of Travellers and emergency referrals from partner schools.

## **ADDED VALUE: THE EDGE TRUST SHARING PANEL**

### **Proposed Pathways beyond Mainstream Education in the Edge Partnership**

To ensure that the planned curriculum meets the needs of all students when transitioning between settings and that our provision will provide the flexibility to meet long and short term student stays the Edge Trust schools have implemented the Sharing Panel Pathways. This provides for 7 different scenarios to meet the widely varying needs of students on the exclusion spectrum and is integrated into the planning for the Edge Academy.

#### **Pathway 1: Sharing Panel Managed Move**

##### **This pupil:**

- Has had either a history of disruptive behaviour or a single serious incident which could include bullying, violence, serious defiance, drug or alcohol use.
- Will typically be in KS3, but may be in KS4.
- Will, except in cases of a unexpected one off incident, have benefitted from the full range of in school strategies including Pathway 3, prior to referral.

##### **The Provision:**

- The Edge Sharing panel will allocate an appropriate school placement at another Edge school.
- For an initial six week period, this pupil will be dual registered.
- During this time, the pupil will be supported by a learning mentor, set weekly *targets and benefit from support strategies put in place by the placement school*.
- After six weeks a review meeting will take place and a decision made on extending the pupil's trial period, the placement school taking the pupil on roll or a re-referral to Edge Sharing Panel.
- If the placement breaks down more than a week prior to the date of the next sharing panel a 'Pathway 2' referral will be made to the Edge Academy , to ensure that this child is supported and safe prior to the Sharing Panel meeting to arrange appropriate education in the longer term.

**Example:** [REDACTED]

#### **Pathway 2: Emergency Support and Safeguarding**

##### **This pupil:**

- Will usually be a KS3 pupil, but may be a vulnerable KS4 pupil.
- Will have failed to engage with an allocated Sharing Panel managed move or will have had their Sharing Panel managed move ended by, or with the agreement of, the placement school.

##### **The Provision:**

- The pupil will stay on roll at their home school.
- The Edge Academy pastoral team will meet with the pupil and parents or carers to plan provision for this young person in the Edge Academy.
- The provision will focus on safe-guarding and maintaining this pupil's progress in key academic areas of Maths and English.

**Example:** [REDACTED]

#### **Pathway 3: Short-term Placement prior to Home School Re-Integration**

##### **This pupil:**

- Will be displaying trends of disruptive behaviour which bring their long-term success at their home school into question.
- Will be School Action+ for behaviour, and will have received a range of in-school support.

- Will have expressed a commitment to improving their performance at their current school and be a KS3 pupil.

**The Provision:**

- The pupil will stay on roll at their home school but attend the Edge Academy for 4 weeks.
- The student will maintain an academic curriculum in key areas, including, but not exclusively, Maths and English. Edge Academy staff will liaise closely with the home school in order ensure that specific curriculum needs are met
- In addition the Edge Academy pastoral staff will work intensively on reflective behaviour, anger management, careers pathway planning and other support that will assist this pupil into successfully returning to their home school.

**Example:** [REDACTED]

**Pathway 4: Short-term Placement prior to re-referral to Sharing Panel or previously arranged Sharing Panel Managed Move**

**This pupil:**

- Will have consistently displayed disruptive behaviours and anti-school attitudes at their home school.
- Will have received a range of in-school support.
- Will be unlikely to be successful in an immediate pathway 1 placement.

**The Provision:**

- The pupil will stay on roll at their home school but will attend the Edge Academy for 4 weeks.
- This 4 weeks will see them maintain an academic curriculum in key areas, including, but not exclusively, Maths and English. Edge Academy staff will liaise closely with the home school in order ensure that specific curriculum needs are met.
- In addition the Edge Academy pastoral staff will work intensively on reflective behaviour, anger management, careers pathway planning and other support that will assist this pupil into successfully starting a Sharing Panel Managed Move (pathway 1)
- This pupil will be allocated a family support worker, who will work with the family to meet this pupil's needs, involving other agencies as appropriate.
- After 4 weeks the Edge Academy Pastoral Team, in liaison with the home school, will either make a Sharing Panel referral for a Sharing Panel Managed Move to a new school (Pathway 1), extend the Pathway 4 provision for a further 4 weeks or recommend the pupil for Pathway 5.

**Example:** [REDACTED]

**Pathway 5: Long-term placement, usually prior to alternative provision placement at KS4**

**This pupil:**

- Be in KS3 and will have shown a long-term inability to engage with mainstream provision, and significant behaviour issues.
- Will have not succeeded in at least one Pathway 1 referral.
- Will have either not been suitable for a Pathway 4 referral or have not been able to make progress back toward mainstream through a Pathway 4 referral.
- A return to mainstream would be likely to result in a permanent exclusion

**The Provision:**

- This pupil will be taken on roll at the Edge Academy and will follow the Identity Capital Curriculum Model individually tailored to their ability and be prepared for KS4.
- This pupil will be allocated a family support worker, who will work with the family to meet this pupil's needs, involving other agencies as appropriate.



**Example:** [REDACTED]

### **Pathway 6: KS4 Provision, providers managed by the Edge Academy**

**This pupil:**

- Will be in KS4 and have a history of not succeeding in mainstream schooling.
- Will have been supported in a variety of ways by their Home School.
- May have been through Pathway 1 without making progress or Pathway 5.

**The Provision:**

- This pupil will be taken on roll at the Edge Academy who will allocate a learning mentor to assist in the maintenance of placements.
- Working with this pupil and the family, the Academy will arrange placements in the most appropriate courses with the most appropriate providers and work placements and in centre academic studies (where appropriate).
- The Academy will monitor attendance, oversee safeguarding, manage multi-agency involvement and seek to adapt and change provision as required.
- The Edge Academy will work with partners to plan appropriate post-16 progression for this pupil.

**Example:** [REDACTED]

### **Pathway 7: Edge Academy-based support and tuition for those pupils unable to cope with alternative provision**

**This pupil:**

- Will have significant behavioural and / or motivational issues that have led to a breakdown of Pathway 6.

**The Provision:**

- This pupil will be taken on roll at the Edge Academy and will follow the Identity Capital Curriculum Model.
- The Edge Academy will allocate a learning mentor to create and oversee an education and support plan and oversee multi-agency involvement.
- The Edge Academy will arrange and monitor work placement and will work with partners to plan appropriate post-16 progression for this pupil.

**Example:** [REDACTED]

## **POST-16 TRANSITIONS**

We see our primary role in the Edge as equipping young people for progression into positive post-16 destinations, into FE, reintegration back into school or into Apprenticeships and employment. We will offer our students a curriculum that recognises the importance of core functional skills and combines the development of personal and social skills with employability skills that are linked to the motivational/vocational interests of young people. The planned pupil outcomes focus on a mixture of core personal, social, functional and human skills - the skills required by young people to manage their work, their lives and their relationships, equipping our students to take a full part in civil society.

**Among our key targets are:**

- ***20% of year 11 to secure offer of apprenticeship place by June of final year.***
- ***90% of students still in positive destination one year after leaving year 11.***
- ***Year 11 NEET % to be below mainstream schools figure and falling.***

To make this a reality we will use a systematic and evidence based approach to getting young people into destinations which they can sustain. We will develop fit for purpose

transition programmes with partners from FE, employers and work-based learning providers that are linked to positive progression routes. This close working relationship will assure the relevance and currency of what we do with our students.

As part of our commitment to this we are working closely with Birmingham City Council and among the measures we will put in place are:

- Every student in the Academy will complete a Risk of NEET Indicator diagnostic (RONI) and their personal learning plans will reflect the finding of this analysis. We believe that planning for positive post-16 destinations should start early and be carefully monitored and amended as required.
- Every child will have completed the BKSB Apprenticeship assessment online, which will be licenced by every school within the Edge Trust. This is transferrable to every provider/employer that they apply to take an apprenticeship with –this system reduces repetition and makes the application process less time consuming for all involved. In the past students had to sit the assessment with every employer and training provider they approached, now they will have a validated copy and score available for each potential placement.
- We will systematically track students who leave the Academy for a minimum of 12 months after they leave us.

### **Planning for Positive Destinations**

Raising the aspirations of our students is one of the key factors to a successful transition. This has to be supported by proactive planning and systematic implementation of measures to secure and sustain post-16 destinations for students. We believe that the following are essential in the development of a successful approach:

- Positive role models amongst staff.
- Making sure all staff understand and are aware of support services available for students and how to contact them.
- Ensuring that we build on the excellent existing links with 6<sup>th</sup>. Form provision within the Edge Trust and partner schools to facilitate access to A levels if appropriate for the student.
- Building strong relationships with local employers through a work placement programme.
- Building and maintaining close links with FE colleges and Work based Learning Providers.
- Making sure all staff have easy access to and up to date information on academic, employment and vocational options in the area.
- Making sure all staff have up to date information on the financial support that is available to students.
- Referring students to career guidance agencies.
- Ensuring parents are aware of and understand the full-range of options available.

Our curriculum offer is structured to provide the range of skills, behaviours and competences required to support students to successfully make the transition into work, training, FE or to reintegrate back into mainstream education. This will be supported by our system of continual review, target setting and assessment. To facilitate this reintegration into mainstream schools and post-16 destinations we:

- Target all students with the appropriate level of qualifications in Maths, English and ICT to provide the academic baseline to support reintegration into school and progressing to GCSEs or other appropriate academic qualifications.
- Target improvements in behaviour and attendance to, as a minimum, the level expected by a mainstream school or by post-16 destinations including employers.
- Deliver a range of personal, social and employability skills outcomes that allow the student to understand and interact with fellow students, schools and work colleagues.
- Provide vocational skills development that can lead directly to work or post 16 vocational training.

## **A Wide Range of Post 16 Destinations**

To provide the widest possible pool of appropriate post-16 destinations, we have access to and will build on the extensive post-16 links already established by the Edge Academy Trust's 6 core and partner schools:

- We will maintain regular contact with all the schools that refer 11-16 year olds to our programme and support the re-integration of the learner back into mainstream education. We will also work closely with Pupil Referral Units to ensure that learners are signposted to the most appropriate destination.
  - Regular liaison with local FE colleges will include site visits and taster sessions for students and supporting learners in entering Further Education if it is appropriate to their needs.
  - We will work with the network of FE and Independent Vocational Learning Providers to ensure that students are aware of the full-range of Apprenticeships and Foundation Learning opportunities open to them and encourage students to:
    - Attend open days/evenings,
    - To undertake supervised site visits to providers premises and to meet and discuss with learners already on Foundation Learning or Apprenticeship programmes.
  - We already have a network of employer contacts who provide opportunities for students to visit employer workplaces and appreciate different job roles, sectors and the realities of the world of work. We work with students to secure sheltered short-term work placement with vetted employers, work experience, work placement and employment opportunities.
- **Transition Support**
- We understand that the educational experience of many of the students who will attend the Academy is set against a backdrop of instability, uncertainty and flux. Our students will often have had a negative experience in the mainstream education system and while we appreciate that transitions are often necessary for this cohort we believe that it is essential to provide appropriate support for students in transitioning back into mainstream education or into post-16 destinations. Our support will include:
    - Learning mentors accompanying students to the school proposed for reintegration or to interviews or visits to prospective employer, FE colleges or work based learning providers.
    - Learning mentors and family support workers will maintain contact with parents/carers to ensure that they are fully informed of planned moves and can be enlisted to support the student.
    - Providing interview skills training for students who are required to undertake an interview with an employer, or to pursue an apprenticeship or FE place.
    - Allowing former students to drop into the Academy or contact their learning mentor to ask for support.
    - Maintaining regular contact with former students via email, mobile phone and social media and through continuing contact with the employer, FE colleges or work based learning provider.

## Section D: Education plan – part 2

### D2 - Measuring pupil performance effectively and setting challenging targets

#### MEASURING PUPIL PERFORMANCE

To ensure that we maximise the opportunities for our students and effectively measure their progress we build a comprehensive picture of the circumstances of each individual student. This is achieved through the following actions:

- Each student will undergo an initial assessment on commencement of the programme to identify their particular needs, interests, aspirations, potential barriers to learning, learning styles and additional learning support. This will be carried out on a one-to-one basis and will seek to identify the particular problems the individual faces, including learning needs and disability requirements.
- The assessment leads to the student drawing up and formulating an individual action plan agreed with a key member of staff. This will be used to plot which learning activities and support are relevant to the needs of the individual student and to help tailor and customise the programme to meet their needs.
- This will be followed by a full diagnostic assessment of literacy, numeracy and ICT skills from which individual learning plans for these areas will be formulated, including support for any learning difficulties/disabilities.
- An assessment of the student's social, emotional and behavioural skills will be completed within the first month to identify any support measures that need to be instituted.
- A "Motivational Needs Analysis" for all students, aimed at identifying learning styles, key motivators/interests, key stressors and barriers to learning.
- All year 11 students will complete a Risk of NEET Indicator (RONI) being the basis for targeting support post-16 allowing FE colleges and other post-16 providers to target support for the year 11 leavers when they start in September.
- Access, where necessary, to family intervention support through the local authority and Third Sector partners. This aims to provide a package of support to the family and supports the health and emotional well-being of the student and helps to inform the community partnership of the arrangements needed.

This process leads to the development of an ILP and the exact content of each student's programme offered by the Edge will, therefore, vary. Students can choose an initial vocational option from a menu according to their assessed interests and abilities. Additional vocational programmes can be added allowing our students to access a wider choice of learning programmes, based on:

- Demand from students
- Partnerships with other educational providers
- Demand from our regulated network of sheltered work placements

Each student will also benefit from a core programme based on our personal development and employability skills curriculum detailed earlier in Section D.

#### ASSESSMENT

We understand that deploying valid and appropriate assessment methods is essential to the successful monitoring and tracking of student progress. At the Academy we know, from experience and external evidence that assessment techniques suitable for mainstream students are not always the right ones for the students that we will be working with. Indeed they often prove to be counterproductive and demotivating and retard the progress of the

student. To ameliorate this situation we use best practice and work with our partner schools to develop a comprehensive and rigorous approach to assessment that will support the achievement of young people in the Academy.

### **Aims**

The aims of the assessment process are that:

- Every student knows how they are doing, understands what they need to improve, how to get there, and they get the support to be motivated, independent learners making visible progress.
- Every teacher/learning mentor will be equipped to make well founded judgements about student attainment, understands the concepts and principles of progression, how to use assessment judgements to plan progress, especially with students not fulfilling their potential.
- The Academy will have structured systematic assessment systems for making regular, useful, manageable and accurate assessments of pupils and tracking their progress.
- Every parent/carer knows how their child is doing, what they need to improve, and how to support the child and their learning mentor.

### **Using appropriate assessment approaches:**

Teachers and learning mentors will receive training and support to identify and use appropriate assessment approaches that:

- Allow for different learning styles and ensure that students are given the chance and encouragement to demonstrate their competence and attainment through appropriate means.
- Are familiar to the students and for which they have been adequately prepared.
- Use materials which are free from discrimination and stereotyping in any form.
- Provide clear and unambiguous feedback to students to aid further learning.

Central to all the work of the Academy will be a process of continuous needs analysis to support the further development of the students' learning. Needs may be identified by the student themselves or by the Academy team of teachers/mentors/staff. The student will be involved throughout the process and particularly in the review stage.

### **Methods of assessment:**

Assessment can be carried out in a variety of ways. Careful consideration is given to the method used so that the desired objectives are achieved. Some methods of assessment are more useful in some activities than others. These include:

|   |                               |
|---|-------------------------------|
| <b>Discussions between learning mentors and the student</b> | <b>Observation.</b>           |
| <b>Practical tasks.</b>                                     | Student self-assessment.      |
| <b>Project based assignment.</b>                            | Peer assessment.              |
| <b>Group work.</b>  | Samples of student's work     |
| <b>Multiple choice question papers.</b>                     | Portfolios of student's work. |

The Assessment policy and procedures lead to an annual plan, detailing an overall strategy, details of resources to be used, targets and timescales, learning mentors involved and a system for tracking pupil progress.

### **Student Tracking**

The schools within the Edge Academy Trust use CMIS or SIMS to track students and their progress and are considering integrating CLM (Collaborative Learning Manager) allowing all off-site providers live completion of registration and reporting for students on external placements and programmes. These systems will be available for the Academy from day one.

### **Planned Behavioural Intervention Programme**

The academy will run a continuous programme of Behaviour Interventions aimed at addressing the needs of the individual pupils, reintegrating into mainstream school (either the home school, or through a managed move if that is deemed to be in the best interests of the pupil) and maintaining support for the student for as long as it is needed. The length of these programmes varies depending on the assessed needs of the student and the recommendation of the Edge Trust's Sharing Panel.

The following is a plan for a 12 week (1 term) intervention:

- Prior to the beginning of the programme, usually towards the end of the previous term, the Edge Academy will work with commissioning partners to identify students for the programme, using the agreed processes to ensure all relevant data is shared between the partners and appropriate outcomes are agreed. A supporting member of staff will be identified from the home school who will maintain contact with the pupil throughout the programme. If the pupil is subject to a managed move, the relevant processes will be followed and a member of staff for the receiving school will be identified and maintain contact with the pupil throughout the programme
- Week 1: staff from Edge Academy will visit the pupil in the home school and work with the home school staff to develop a personalised programme for the pupil. This will include working with subject staff to ensure continuity within the curriculum.
- Weeks 2 – 11: the pupil will be on roll full time at the Edge Academy. The academy will work with its partners to implement a programme aimed at dealing with anger management issues, modifying behaviour, initiating family support, identifying and accessing agency needs, such as mental health support. There will be intensive support for literacy and numeracy led by the relevant teaching staff. Three afternoons per week, the pupil will work with learning mentors on curriculum tasks identified by the home school, so that he/she is able to reintegrate easily after the programme has ended.
- Week 12: academy staff will accompany the pupil to the home school and work with home school staff to reintegrate the pupil. Support for the pupil will only end when the pupil, his/her family and teachers feel that the pupil is able to manage mainstream provision alone or that the home school is able to take on the support role. Support will take whatever is the most appropriate form from academy staff making regular visits to the home school and family to the pupil continuing to attend the academy for, for example, one day per week.

For more details of the full spectrum of interventions see Section D1 and for safeguarding, attendance and behaviour policies see Section D4 and D1.

### **MEASURING SUCCESS, DELIVERING ASSPIRATIONS**

Within the Edge Academy Trust and our partner schools we have in-depth understanding of setting and achieving targets within an education environment. The Academy will draw on this experience in its role of nurturing, supporting and educating some of the most difficult young people in society and have a clear and realistic vision of the progress we can make over the next few years. Most of the students who will benefit from the Academy will be coming from a low starting point in terms of educational achievement and life skills. Our curriculum is designed to provide them with challenging but realistic pathways to achievement, including, where appropriate for the student, the opportunity to achieve the 'Gold' standard of 5 GCSEs Grade A-C including Maths and English.

To highlight the need for the Academy and to enumerate the task facing the Edge Trust here are the sum total of the awards achieved by 26 students who were permanently excluded from partner schools in 2012,

### **Permanently Excluded Achievement Rates 2012**

- 2 students gained 5 A\*-C with English and Maths.
- 2 awards of C in GCSE Maths.
- 1 award of D in GCSE Maths and 3 awards of D in GCSE English.
- 1 level 2 English and Maths, 2 level 1 English, 4 level 1 Maths
- 10 awards of E3 English and 6 of E3 Maths.

Our aspirations are to significantly improve these results.

### **THE EDGE ACADEMY TARGETS**

We have agreed on a set of stretching targets that we know will not be easy to attain. However, we believe that our knowledge and experience of this cohort and the vast range of resources and support that we can call on within the Edge Academy Trust family, will allow us to achieve the following targets.

#### **The Edge Academy Targets**

- All students of the Edge to achieve the equivalent of 5 A-C/A-G dependent on starting point and aspirational target (using FFTA as benchmark and FFTD as aspiration)
- All Year 11 students to have Maths and English qualification at L1 (L2 dependent on starting point and FFTA above)
- All students to achieve 3 levels of progress if KS2 benchmark is level 4 or above or if level 3 and below to make 1 sub level of progress per term, equivalent to 5 sub levels over KS4.
- All students to increase their attendance to at least 90% or improved by 10% on their attendance at their previous school, dependent on which is the more challenging
- 100% of year 11 pupils to have post 16 offer in place by June of final year
- 20% of year 11 to secure offer of apprenticeship place by June of final year
- 90% of students still in positive destination one year after leaving year 11
- Year 11 NEET % to be below mainstream schools figure and falling.
- All KS4 students who have spent more than 2 terms at the school to be involved in at least 2 Community Projects.

#### **Setting targets for learning:**

Teachers and learning mentors set targets for learning that:

- Build on students' knowledge, experiences, interests and strengths to improve areas of weakness and demonstrate progression over time.
- Are attainable and yet challenging, helping students to develop their self-esteem and confidence in their ability to learn.

#### **Monitoring of Progress Towards Targets**

The Head Teacher of the Academy will be directly accountable for the success of the School. He or She will report to and be supported by a Board of Governors who will meet on monthly basis and review performance, finance, issues arising and future development. All Governors meetings will be minuted. This will include a monthly performance and finance report from the headteacher. Where any issues arise they will be subject to review and if deemed necessary an action plan is agreed for ameliorating the issue. The whole staff body will meet weekly and use a structured agenda to review any issues (and celebrate successes) that have arisen and look at the week ahead.

Reviewing the progress and success of learners will be embedded into the Academy curriculum and regularly assessed, updated and recorded in a number of ways:

- One to one meetings with teachers/learning mentors.
- Formal monthly review of each Individual Learning Plan.
- On-going assessment of progress towards qualifications.
- Monthly progress review and update with headteacher.
- Any concerns will be flagged up at the weekly staff meetings or if of a more serious nature will be taken directly to the headteacher.
- Regular contact with Edge Academy Trust partner schools to review learner progress.

All pupil progress and issues will be recorded on their ILP, compiled globally on a monthly basis and updated on our comprehensive IT system. All destinations of students leaving the School will be recorded and we will build on the existing major investment in destination tracking that has been made by some of our partner schools to support students in their chosen post-16 destination.

### **Monitoring and Improving the Quality of Teaching**

Within the family of Edge Trust schools we have extensive experience of monitoring, reviewing and evaluating teacher and learning mentor performance. Our objective is always to provide support, training and professional development for our staff to ensure that they provide the highest quality of academic, vocational and pastoral support to our students. The challenging behaviour and chaotic backgrounds of many of the Edge Academy students reinforces the need for systematic, comprehensive and appropriate support and development. Without it we cannot achieve our goals of improving the life chances of our students.

The responsibility for staff evaluation and development will be within the remit of the deputy headteacher who will also have the responsibility for developing and maintaining the School Improvement Plan.

## **PARENTS/CARERS AND COMMISSIONERS**

### **Parent/Carer Cooperation**

A positive partnership with parents/carers is essential to developing a common approach to behaviour expectations and strategies for dealing with issues. Where behaviour is causing concern parents/carers will be informed at an early stage. Where appropriate, cooperation will be requested to help support students to resolve the situation. The parent/carers responsibilities around behaviour will be clearly outlined in the Home School Agreement, see Section D1.

We will also systematically canvas the support and views of parents/carers. Despite the often difficult family circumstances of many young people who will be in our care we know that reaching out to and engaging the parent/carers of a student can be a major support in turning around the lives of some of our students. To ensure that we maximise the impact of this crucial role we will appoint family link and community workers who will be responsible for making and maintaining contact with parents/carers, community leaders and organisations and, if required will liaise with the Social Services department of Birmingham City Council. Our objective is to have contact with each student's parent/carers as a minimum on a monthly basis. In the case of particularly challenging students this may be on a weekly basis.

### **Liaison with Commissioners**

Within our staffing structure the deputy head has the primary responsibility for student recruitment and will develop a close working relationship with all of our Commissioners. Regular meetings will be scheduled between the deputy headteacher and commissioning



schools and this will be supported by direct contact with home schools by teachers and learning mentors to review and report back on student progress. The headteacher will also build and maintain close links with Commissioners and stakeholders at a senior level to ensure that effective relationships are being maintained, that there are no serious issues that are not being addressed and that forward agendas and future developments are identified and discussed.

### **Benchmarking**

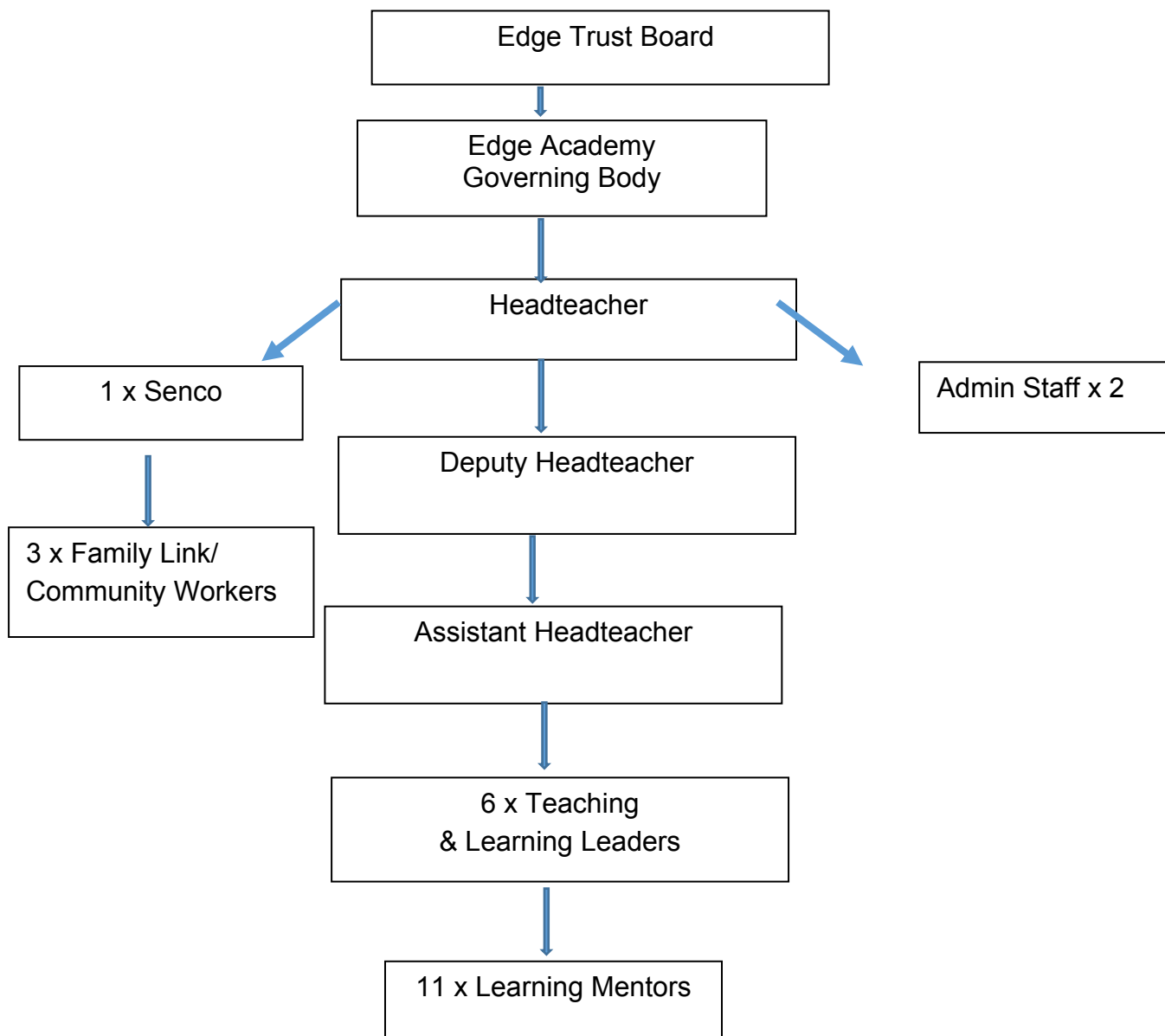
We will establish benchmarks at a regional and national level for achievement, progress, behaviour and attendance for our students. These will be used to review performance and inform our planning. This will be particularly important within the framework of close cooperation that we are building with the ContinU Trust and the Aspire Academy. We will build on benchmarking within this Pole of Excellence to develop best practice for all aspects of our provision.

## **D3 - A staffing structure that will deliver the planned curriculum within the expected income levels**

| <b>Staff/ Year</b>                      | <b>Sept 15</b> | <b>Sept 16</b> | <b>Sept 17</b> |
|---|----------------|----------------|----------------|
| Students FTEs                           | 120            | 140            | 140            |
| <b>Leadership Team</b>                  |                |                |                |
| Headteacher                             | 1              | 1              | 1              |
| Deputy Head                             | 1              | 1              | 1              |
| SENCO                                   | 1              | 1              | 1              |
| Assistant Headteacher                   | 1              | 1              | 1              |
| <b>Total Leadership</b>                 | <b>4</b>       | <b>4</b>       | <b>4</b>       |
| Teaching & Learning Leaders             | 6              | 8              | 8              |
| Learning Mentors                        | 11             | 14             | 14             |
| Family & Community Workers              | 3              | 4              | 4              |
| <b>Total Staff with Student Contact</b> | <b>24</b>      | <b>30</b>      | <b>30</b>      |
| Non-Contact Staff                       | 2              | 2              | 2              |
| <b>Total Staff Compliment</b>           | <b>26</b>      | <b>32</b>      | <b>32</b>      |

## Staffing Structure

The proposed staffing structure for the Edge Academy will be as follows:



The staffing structure of the Edge Academy will comprise the following groupings:

- Leadership team – headteacher, deputy, assistant head and SENCO.
- Teaching and learning leaders.
- Learning mentors.
- Family link/Community workers.
- Finance and admin.

Staff will be appointed to reflect the vision and ethos of the school and the curriculum that will be offered to the students. Consequently we will seek to appoint a leadership team that will promote a culture of encouragement, support and challenge in order to support each child to fulfil their full potential and achieve the highest possible educational standards.

### School leaders will therefore be capable of evidencing the following:

- A professional teaching qualification and experience in the management and delivery of education programmes for challenging and vulnerable young people
- Experience in developing stimulating teaching and learning programmes for pupils with special educational needs

- Knowledge and experience of personalised learning programmes and curriculum planning that integrates cognitive and non-cognitive learning styles
- An appreciation of the potential for non-formal and informal learning and its potential in enhancing the learning experiences of students
- Up to date knowledge of accreditation processes and qualification frameworks suitable for students in alternative provision
- Excellent networking skills in order to work alongside senior staff and school leaders in the Edge Trust

The key roles of the leadership team will be to:

- Lead and manage the school
- Ensure the achievement of excellent educational standards
- promote and safeguard the welfare of children
- Develop and manage the timetable
- Introduce and manage a robust management information system to capture, record and store appropriate data
- Monitor, evaluate and provide feedback to staff and Governors on the performance of the school
- Develop excellent relations with the local community, members of the Edge Trust, parents and students including extended learning opportunities and holiday programmes to engage young people from across the community

#### Case Studies - [REDACTED]

[REDACTED]

The SENCO will be a member of the leadership team. The SENCO will work to raise levels of achievement for all learners at the Edge Academy with a particular focus on those with additional needs. The SENCO coordinates and monitors the development of Individual Learning Plans (ILP's) for all learners. The SENCO is expected to actively promote the educational aims and ethos of the Edge Academy

The SENCO will be expected to demonstrate the following:

- Qualified teacher status and evidence of a sound academic subject background and successful teaching
- Experience of working with SEN learners in an urban school or PRU
- An up to date knowledge of the code of practice and the statutory processes in place for SEN learners.
- A knowledge of what constitutes good teaching and an understanding of how to improve the quality of teaching and learning with a particular focus on SEN learners
- A knowledge of how children think and learn and what young people with Social, Emotional and Behavioural difficulties experience
- A knowledge of how ICT can both enhance and extend learning and improve the administration of SEN.
- A detailed knowledge of the specific SEBD needs of pupils that attend a pupil referral unit or EBD provision and evidence of strategies that can be used to support them.
- Specific roles to be undertaken by the SENCO will include:
  - Supporting the identification of and disseminate the most effective teaching approaches for specific additional needs (e.g. ADHD, Dyslexia)
  - Ensuring effective development of learner literacy, numeracy and ICT skills in all learning situations

- Implementing all whole school and subject areas policies for assessing, recording and reporting on learner achievement and use this information to set learner targets.
- Ensuring a recognition of, and ability to deal with racial and gender stereotyping.
- Playing an active role in the promotion and delivery of extended learning enrichment activities
- Maintaining effective partnerships with parents/carers so as to promote learning and to provide information to parents about targets achievements and progress.

**Teaching and learning leaders will be capable of demonstrating the following:**

- A professional teaching qualification, excellent teaching skills and classroom management.
- Experience in the delivery of education programmes for challenging and vulnerable young people.
- Experience in promoting a culture of high aspiration, encouragement, support and challenge in order to achieve each child's full potential and the highest possible educational standards.
- An empathy with young people and particularly the needs of vulnerable young people.
- An ability to promote creativity, innovation and the use of appropriate new technologies to achieve excellence.

The key roles of the teaching and learning leaders will be to:

- Design personalised learning programmes for individual students.
- Develop curriculum plans for specific subject areas.
- Work with learning coaches and mentors to develop strategies to support individual students.
- Deliver core aspects of the curriculum in an engaging and stimulating manner in order to ensure all students achieve a good level of literacy, numeracy, IT and personal and social skills.
- Support and deliver outreach programmes in the home schools of part time students at the Academy.
- Work with local employers to establish high quality work experience programmes for students.

**Learning mentors will be capable of demonstrating the following:**

- An empathy with young people and particularly the needs of vulnerable young people.
- The ability to work as part of a team to deliver agreed learning programmes.
- A qualification relevant to their role in the EA.
- A willingness to develop their skills and participate in further training.

**CONTEXT**

**Ofsted is warning there are thousands of vulnerable youngsters in England who are missing from the education system.** These include youngsters who have been permanently excluded from schools, newly arrived migrants and children with mental health problems. Ofsted chief Sir Michael Wilshaw said these youngsters were too often *"invisible"* to local authorities. *"This can be a safeguarding as well as an educational matter,"* said Sir Michael. *"If no-one in authority knows what education these children and young people receive each week, or whether they even attend, they not only miss out on*

**education but can be vulnerable to abuse,"** he said. **"Everyone must take greater responsibility for knowing where they are."**

Sir Michael went on to say that this gap in knowledge was **"simply not acceptable"**. The report says that all types of schools, including academies, free schools and independent schools, have a *"responsibility to share information with the local authority about any child or young person who is out of school for 15 days or more"*.

The focus of concern in this report is not families who choose to home educate their children, but children whose education in school has been interrupted or has never properly begun. Ofsted says this includes children who have been excluded from school and not found another place; children with special needs, including behaviour problems; children who have rarely attended school; children who have recently arrived in the country; children with physical or mental health problems and girls who have had a baby.

As well as youngsters who are missing out on school entirely, there are concerns about the quality of part-time lessons provided. As an example, inspectors highlighted a girl who had been on track to get good exam grades, but when she left school to have a baby was only given part-time lessons in parenting skills.

The key roles of the learning mentors will be to:

- Support individual young people in their learning programmes with particular reference to the development of literacy, numeracy, It and personal and social skills.
- Assist young people to develop portfolios to evidence their learning and prepare these for moderation.
- Promote a culture of encouragement, support and challenge in order to achieve each child's full potential and the highest possible educational standards.
- Assist teaching and learning leaders to plan support programmes for individual students.
- Accompany students on field visits and other outreach programmes.
- Participate in outreach programmes with particular groups in the community e.g. Traveller.

### **The Key Pillars of our approach**

In any form of learning, it is important to recognize that young people are **unique individuals** with different needs, interests, abilities and aspirations. Central to the implementation of this framework is a relationship of trust and mutual respect, with time set aside to pay attention to the progress and achievement of each individual.

Young People benefit from having a **learning mentor**, with whom they decide the nature of the project or activity through which they will learn and the combinations of outcomes they seek to achieve through it. The learning mentor is an adult with whom they can develop a significant 'attachment' acting as guide and assessor, the learning mentor adds considerably to the value of the learning experience.

Personal development is best directed and extended through relationships with others. It is for this reason that nearly all activities on the programme are group based. Underpinning the learning programme is a belief that experiential learning is the most appropriate method of acquiring and developing almost any personal skill, particularly for this group of learners. This supports the belief that there is a virtuous circle of learning which, for so many students, has been conspicuous by its absence. The intention is to replace the downward spiral of educational failure with a cycle of achievement, building on and reinforcing self-esteem.

**Family link and community workers will be capable of demonstrating the following:**

- An empathy with young people and particularly the needs of vulnerable young people.

- The ability to work as part of a team to deliver agreed learning programmes.
- Ideally a qualification or appropriate experience relevant to their role in the EA.
- A willingness to develop their skills and participate in further training.
- Good communication and excellent organisational and networking skills.

The key roles of the family link workers and community workers will be to:

- To support and engage with students at the Edge Academy and their families.
- To provide a link between the Edge Academy (and referring schools) and the families and students.
- To deliver parenting courses where appropriate.
- To offer professional support, advice and training to families.
- To apply individual, family and group work skills.
- To promote an atmosphere in which parents/carers are encouraged to take responsibility for meeting the needs of their children.
- To establish positive working relationships between families, the local community and the Edge Academy.
- To assess and promote the skills of parents/children and to support access to appropriate services.
- To develop a range of out of school learning activities to extend the learning of young people beyond the classroom and the school day. This will be undertaken in conjunction with community and private organisations that work collaboratively with the Edge Academy.
- To be responsible for undertaking risk assessments in relation to the learning activities carried out with children/young people and families.

The staffing structure of the Edge will facilitate three main staffing blocks, the leadership team, the teaching, coaching and mentoring team and the family link, community team. Strong and efficient accountability will be ensured by the following division of responsibilities:

- Overall responsibility for the efficient management of the Edge Academy including the curriculum, timetable and pupil achievement will rest with the headteacher, working with the leadership team and the teaching staff. The headteacher will also be the lead Behaviour Professional. The headteacher will report to the Chair of Governors
- The deputy headteacher will be responsible for staff training and development, developing outreach work, managing referrals, establishing vocational opportunities, the summer programme, extended learning programmes, work experience and work placements.
- The assistant head will report to the deputy headteacher and manage the day to day delivery of the curriculum with teaching staff and learning coaches reporting directly to the holder of this post.
- The SENCO will report directly to the headteacher and together with the Head will manage the family link and community workers.

Our proposed staffing structure will deliver a team that can support our proposed staff/student ratio of 1:4 and deliver the range of competencies required to manage the most difficult cohort of young people in the educational system. The numbers of staff shown are **full-time equivalents** with some rolls being filled by a larger number of part-time staff. This has the advantage of:

- Providing greater breadth of competencies within our teaching and mentoring staff to cover the wide range of vocational interests of our students
- Delivering the flexibility to change the FTE and payroll cost of staffing to accommodate fluctuation in student numbers.
- Allowing rapid changes in the staff complement to react to short-term peaks in student referrals, such as the children of travellers and emergency referrals.

### Nurture Group

The Academy will establish Nurture Group provision that will provide an intensive and supportive environment, for young people in KS3 who have experienced some of the most severe and deep seated issues that would often be referred to social, educational and behavioural provision. The Nurture Group will operate on staff/student ratios of 1:1. To ensure that this challenging provision is effectively delivered we will provide appropriate staff with the following training:

- Induction: completion of personnel documentation, policies and procedures relevant to health and safety, child protection, behaviour management, physical restraint and intervention, bullying.
- Learning mentor training – 2 days incorporating the following modules:
  - Ethos of the Academy, personal and social skills, role of the Mentor.
  - Risk assessment of student needs.
  - Strategies for Positive behaviour and attendance.
  - Introduction to Child Protection.
- Awareness, Protection and De-escalation training – 1 day including legal framework, the Academy principles and practices, practical workshop.
- Induction to the Support Work in Schools award leading to accreditation.

## D4 MEETING THE NEEDS OF STUDENTS WITH DIFFERING ABILITIES

The majority of students referred to the Academy will have partially or completely disengaged from, or been poorly served by mainstream education and often come from unstructured and chaotic backgrounds. To ensure we offer an inclusive service to this wide spectrum of learners with varying degrees of disengagement, disability and learning needs we have developed a range of policies and practice to ensure that we fully meet the student needs.

The table below clearly illustrates the challenging nature of the student cohort in the Longbridge, Northfield and Weoley wards. With significantly higher levels of students receiving Free School Meals than the national average and with 4 out of the 6 schools in the Edge Trust having elevated levels of students with School Action Plus and SEN statements. See Section D1 for more details of deprivation and need in the catchment area of the Edge Trust schools.

| School                    | Free School Meals |        | School Action+ & SEN |        |
|---------------------------|-------------------|--------|----------------------|--------|
|                           | Nat Av.           | School | Nat Av.              | School |
| <b>Shenley Academy</b>    | 26.7%             | 65.3%  | 8.1%                 | 19.7%  |
| <b>Colmers</b>            | 26.7%             | 42.6%  | 8.1%                 | 14.7%  |
| <b>Lordswood Boys</b>     | 26.7%             | 53.5%  | 8.1%                 | 9.3%   |
| <b>Lordswood Girls</b>    | 26.7%             | 31.6%  | 8.1%                 | 3.1%   |
| <b>Four Dwellings</b>     | 26.7%             | 67.7%  | 8.1%                 | 33.5%  |
| <b>Turves Green Girls</b> | 26.7%             | 39.4%  | 8.1%                 | 7.9%   |

As part of the Edge Trust we have access to a comprehensive set of tried and tested policies and procedures to ensure equality of access and increased opportunities for young people. These policies have been agreed by the local authority and DfE (for Academies within the Trust) and will be made available and adapted for use by the Academy. These include:

- SEN Policies on Access, Additional Educational Needs, Children with English as an Additional language and Looked After Learners.
- Attendance, Bullying, Climate for Learning and Equal Opportunities.
- Safeguarding Children, Safer recruitment and Sex and Relationship Education.

We are in the process of reviewing and adapting these policies to ensure that they fully reflect the requirements of the student cohort that will be taught at the Academy. All these Policies are available on request.

## **STUDENTS WITH SPECIAL EDUCATIONAL NEEDS**

Curriculum planning and assessment for students with special educational needs must take account of the type and extent of the difficulty experienced by the student. Teachers and learning mentors encounter a wide range of students with special educational needs, some of whom will also have disabilities. A smaller number of students may need access to specialist equipment and approaches or to alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists as described in the SEN Code of Practice.

Teachers and mentors, where appropriate, work closely with representatives of other agencies who may be supporting the student and take specific action to provide access to learning for students with special educational needs by:

- Providing for students who need help with communication, language and literacy.
- Planning, where necessary, to develop students' understanding through the use of all available senses and experiences.
- Planning for students' full participation in learning and in physical and practical activities.
- Helping students to manage their behaviour, to take part in learning effectively and safely, and to prepare for work.
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

### **SEN Policy and Practice**

All procedures and policies are derived from and will comply with the local education authority SEN Handbook. All SEN students referred to the Academy must be at least at School Action Plus of the Code of Practice. The curriculum of the School reflects this assumption and all students must have an Individual Learning Plan. When a student with a statement has been referred to the Academy the statement must be amended to acknowledge a work-based and activity related learning focused placement.

### **Objectives**

The objective of the SEN Policy is to improve the learning and raise the achievements of all our students. All students at the Academy follow a work-based and activity related learning programme with individual learning support. We regard every student as having individual needs. Each student will have an equal opportunity to work to their full potential so that they will learn to appreciate and value their own strengths. We aim to ensure that each student feels equally valued within the School community

We understand that all our students will have experienced difficulties which may include one or more of the following areas:

- All of the work in their mainstream school.
- Reading, writing, number work or understanding information.
- Expressing themselves or understanding what others are saying.
- Making friends or relating to adults.
- Behaving properly in school.
- Organising themselves.
- A sensory or physical need.



Within the Academy the academic, pastoral care and progress of students with statements is co-ordinated by the SEN Co-ordinator (SENCO). The responsibilities of the SENCO are detailed in Section D3.

The Academy values the opportunity to listen to parent/guardian concerns and discuss their child's progress. If a parent/guardian has a concern that apparently has not been noted they will in the first instance contact the SENCO. If the concerns are not resolved the parent/carer can approach the headteacher or a nominated Director and if still not resolved then ultimately they have the right, to ask for their complaint to be investigated externally.

When a student has dual registration with another partner school, the mainstream school will retain the responsibility for maintaining the SEN Statement. However there is a close working relationship with the relevant SENCO within each school. Annual Reviews of student circumstances and progress are held either at the mainstream school or the Academy, dependent on the parent and student's wishes. Each student has an Individual Learning Plan which is reviewed each term and every student will receive additional support in discrete sessions for literacy and numeracy. Links will be made with the social workers and carers for students in the care of the local authority and provision will be made to host meetings for the completion of the Personal Education Plans or to address any problems affecting the young person's education.

### **EDGE ACADEMY – KS3 NURTURE GROUP**

To reflect the needs of our students we will establish Nurture Group provision within the Academy. This will provide an intensive and supportive environment, for young people in KS3 who have experienced some of the most severe and deep seated issues that would often be referred to social, educational and behavioural provision. The Nurture Group will operate on staff/student ratios of 1:1.

#### **Purpose of the Nurture Group Provision**

To provide individual support to each student to enable him/her to access a work and activity related curriculum accredited with functional and wider key skills and the Certificate of Personal Effectiveness. While at the same time supporting their special educational needs, especially in relation to social, emotional, and behavioural skills development. The core principles of the nurture group are:

- All students' learning is understood developmentally, and will be based on assessment of needs using standardised tests and the Boxall profile.
- There will be a safe base for all students, where students will be able to develop appropriate positive relationships with teachers and learning mentors and their peer group.
- Nurture will be essential for the development of self-esteem, and the student becoming more secure emotionally therefore developing the capacity to engage and achieve in the curriculum.
- Language is a vital means of communication – strategies are developed to enable the students to manage their feelings.
- All behaviour is communication – learning mentors ask relevant questions and involve partnership organisations for support where necessary.
- Transitions are important in children's lives, students will be supported to make progress and access KS4 provision.

Within the Academy nurture group students will receive intensive support to develop the following skills:

- High self-esteem – necessary to give experience of success and an accurate self-image based on positive role models.

- To recognise and manage feelings – to develop strategies to manage anger.
- Empathy – to understand and identify with others.
- Values development – to identify, understand and explore alternatives to current values, beliefs and behaviour and their consequences.

The above represent the priority skills that the student will need to develop before they are able to actively engage in the curriculum. Following the development of these skills the student will then be supported to develop further personal and social skills which are embedded in our Identity Capital Curriculum Model. All staff working within the nurture group will receive appropriate training to ensure that they can carry out this challenging work effectively, see Section D3.

## **STUDENTS WITH DISABILITIES**

### **Introduction**

The Edge Academy Trust is committed to a comprehensive policy of equal opportunities. They also recognise that it has a responsibility to ensure that it does not discriminate against students or potential students with disabilities.

### **Disability Policy Statement**

The Academy is committed to providing access to education for students by the provision of a learning environment which is responsive to the diverse needs of students and to ensuring that students with a disability have the same opportunities as non-disabled students. Staff at the Academy will strive to anticipate the requirements of the students with a disability and to ensure that wherever possible appropriate training is in place and that reasonable and anticipatory adjustments have been made. The Academy recognises the importance of effective support mechanisms in enabling all students to achieve their potential: The Academy will:

- Take reasonable steps to find out if a student is disabled.
- Invite applicants with a disability to contact the Academy to discuss their special needs and how these can be met.
- Work towards the earliest possible identification of strategy, aids and assessment of needs.
- Remain committed to ensuring that the Academy is active in supporting students with disabilities by providing reasonable adjustments and alternative arrangements.
- Provide educational support services such as note-taking, study skills tutoring, mentoring, special IT training for eligible students.
- Take steps to encourage students with progressive conditions, or who become disabled during their time with the Academy to continue in their education.
- Provide the appropriate level of disability awareness needed to encourage inclusiveness and to endeavour to ensure appropriate training for those working directly with disabled students.
- Endeavour to ensure that health and safety procedures are inclusive.
- Take active steps to consider students' feedback and the development of good practice in the support provisions for people with disabilities.

### **Non Compliance**

Any incident of discrimination, harassment or action which causes a student to suffer a detriment on the basis of their disability will be regarded very seriously and may be grounds for disciplinary action.

## **SAFEGUARDING, BEHAVIOUR AND ATTENDANCE**

## Safeguarding Policies

Our policy reflects *The 21<sup>st</sup> Century School Pupil Guarantee* which will ensure that there are high aspirations for all students and that each and every student is given the opportunity to do the best they can and succeed in school and adult life.

In order to make this happen we will ensure that:

- Every student will go to a school where there is good behaviour, strong discipline, order and safety.
- Every student will go to a school where they are taught a broad, balanced and flexible curriculum including skills for learning and life.
- Every student will go to a school where they are taught in a way which meets their needs, where their progress is regularly checked and where additional needs are spotted early and quickly addressed.
- Every student will go to a school where they take part in sports and cultural activities.
- Every student will go to a school that promotes their health and well-being, where they have a chance to express their views and where they and their families are welcomed and valued.
- In addition to the personalisation of the curriculum offer the teaching of each subject area has been mapped to the five key outcomes of **Every Child Matters**.

## Principles of Behaviour and Attendance Management

Our expectations of student behaviour are clearly set out in the Student/School/Home agreement which is detailed in Section D1. The fundamental principles which underpin our approach to behaviour and attendance management include the following:

- The quality of the relationship between teachers/learning mentors and students and the creation of a positive ethos make a major contribution to the standards of behaviour.
- That each student has access to and engagement in a personalised curriculum that guarantees success.
- There is consistency of approach by all school staff.
- We will practise good classroom management, learning and teaching.
- Behaviour strategies and the teaching of good behaviour.
- Expectations of behaviour must at all times be realistic.
- All students must be valued equally.
- If the needs of all individual students are always met, incidents of challenging behaviour are likely to be minimised.
- Students must be aware that they make a clear choice when deciding how to behave and understand how this impacts on their own and other students' learning.
- A rewards and sanctions ratio of at least 5:1 will be applied to ensure that an ethos of celebrating and rewarding positive behaviour is maintained; all rewards and sanctions being applied fairly and consistently.
- The code of conduct will be displayed in all areas of the Academy. Where an external activity is taking place this will be amended to reflect the nature of the activity and will reflect input from the students participating in the activity.
- Academy staff will receive training in and employ the appropriate de-escalation techniques when dealing with significantly challenging behaviour.
- Clear, consistently graduated sanctions will be used by all staff where a student chooses a behaviour that is inappropriate.

## Use of Rewards

Rewards and incentives are central to the encouragement of positive behaviour and help students to recognise that positive behaviour is valued. It is therefore essential that the students who are displaying good behaviour and hard work are rewarded with a systematic combination of encouragement and material rewards, as follows:

- Praise – informal and formal, public and private, to individuals and groups.
- “Congratulations” and “good news” phone calls to parents/carers.

- Personalised letters to parents/carers and celebration assemblies, involving parents.
- Certificates which recognise positive contributions to the School community.
- Group treats based on achievement of identified percentage of points system.
- Reward system – in order to further support the development of students, a reward system based upon the number of qualifications achieved during the year will be put in place to motivate students, enabling every individual to realise their full potential.

### **Use of Sanctions**

The Academy recognises there may be occasions when sanctions need to be applied to reinforce acceptable standards of behaviour. In the case of behaviour falling below these recognised acceptable standards, sanctions should not only clearly inform the student, but aim to amend the situation and help the student accept responsibility for their actions, as follows:

- In the event of minor breaches of discipline, the following sanctions will be applied by all teachers and learning mentors:
  - Verbal intervention and time outs.
  - Community service such as litter picking for crimes against fabric/environment.
  - Withdrawal of access to the Academy IT system (if the student misuses the equipment or accesses inappropriate websites).
  - Contact with parents/carers by telephone/letter requesting an interview.
  - Withholding participation in an activity/sports event that is not part of the Academy curriculum.
- In the event of more serious breaches of discipline, the following sanctions will be applied by learning mentors and teachers:
  - Behaviour contract with the School, student and parent/carer.
  - Case conference with learning mentor, parents/carers, student and outside agencies.
- In certain circumstances of serious or gross behavioural misconduct; the following sanctions will be implemented by the headteacher or deputy head if the headteacher not available:
  - It may be necessary to suspend a student immediately resulting in fixed term exclusion (1, 2, 3 days), or
  - A managed move to alternative provision.

The lead behaviour professional will be the deputy headteacher supported by members of the behaviour and attendance focus group and can draw on the experienced resources of the Edge Academy Trust partner schools.

### **Community and School Links**

As already described in our response The Edge Academy Trust and its partner schools have excellent, long established and deep rooted links into the local and regional community. Including the local authority, police and justice systems, community, third sector and employers organisations. The Academy will directly benefit from these existing links.

The Academy trust members have long standing links with all the local FE institutions and 6<sup>Th</sup> Form Colleges and these will be available to the Academy from day 1 of operation. We already have an excellent relationship with HE and have close links with the Universities of Worcester and Birmingham which support not only access to HE, but a privileged route into the latest research and practice in education and training.

This understanding of our community and local economy will help us to better support our students in achieving a suitable range of qualifications that will equip them to take advantage of the wide range of positive post-16 destinations that are available in the area

## Section E: Evidence of need – part 1

|   | 2015 |     |   |     | 2016 |     |   |      |
|---|------|-----|---|-----|------|-----|---|------|
|   | A    | B   | C | D   | A    | B   | C | D    |
| <b>Key Stage 1</b>                          |      |     |   |     |      |     |   |      |
| <b>Key Stage 2</b>                          |      |     |   |     |      |     |   |      |
| <b>Key Stage 3</b>                          | 62   | 56  |   | 90% | 62   | 62  |   | 100% |
| <b>Key Stage 4</b>                          | 78   | 64  |   | 82% | 78   | 78  |   | 100% |
| <b>16-19:<br/>commissioner<br/>referred</b> |      |     |   |     |      |     |   |      |
| <b>16:19: student<br/>applications</b>      |      |     |   |     |      |     |   |      |
| <b>Totals</b>                               | 140  | 120 |   | 86% | 140  | 140 |   | 100% |

We have received 8 letters from commissioners and headteachers of local secondary schools specifying the number of places that they will commission from The Edge Academy for the first two years of the schools operation. There are many more letters confirming the purchase of student places than can be included within the page limit of this application but a small number are copied below and others are available on request



Shenley Academy & Sixth Form  
 Shenley Lane, Birmingham B29 4HE  
 T: 0121 464 5191  
 F: 0121 464 3711  
 E: enquiry@shenleyacademy.org.uk  
 W: www.shenleyacademy.org.uk

Ref: REH/km  
 19<sup>th</sup> December 2013

Free School Applications Team  
 Department for Education  
 3<sup>rd</sup> Floor  
 Sanctuary Buildings  
 Great Smith Street  
 London  
 SW1P 3BT

Dear Sir/Madam,

Confirmation of support for the Edge Academy Alternative Provision Free School

On behalf of the Local Governing Body of Shenley Academy and Sixth Form, I confirm that we fully support the Edge Academy's application. We understand that the Edge Academy is an Alternative Provision Free School in South West Birmingham which will open in September 2015, if successful in the application.

We fully support this application and anticipate making 10 to 10 referrals of full time equivalent (FTE) places to the Edge Academy over the first academic year following the school's opening, and a similar number in the second year, and in subsequent years.

Yours faithfully,

[Redacted signature]



BD/tv/261113

26<sup>th</sup> November 2013

Free Schools Applications Team  
 Department for Education 3rd  
 Floor  
 Sanctuary Buildings  
 Great Smith Street  
 London SW1P3BT

COLMERS SCHOOL  
 & SIXTH FORM COLLEGE

Dear Sir, Madam

Confirmation of support for the Edge Academy

On behalf of the Governing Body of Colmers School and Sixth Form, I confirm that we support the Edge Academy's application. We understand that the Edge Academy is an Alternative Provision Free School in South West Birmingham which will open in September 2015, if they are successful in their application.

We fully support this application and anticipate making seven to ten referrals of full time equivalent (FTE) places to the Edge Academy over the first academic year following the school's opening, and a similar number in the second year.

Yours faithfully

[Redacted signature]

"Teaching is good or outstanding in the very large majority of lessons, and students show very positive attitudes to their learning." Ofsted, April 2013

"Behaviour is good and students say they feel safe at school. There is real warmth and respect in any of the relationships between staff and students. Students show care and consideration for each other." Ofsted, April 2013

"The provision for (special educational needs) students is of a high quality and parents are particularly impressed by the level of care given by all staff at the school." Ofsted, April 2013

"Parents are highly supportive of the school and the very large majority would recommend the school to other parents." Ofsted, April 2013

"The headteacher has provided strong leadership and has successfully communicated his high expectations for the students to their teachers, their parents and the students themselves." Ofsted, April 2013

Colmers School & Sixth Form College | Bristol Road South, Rednal, Birmingham B45 9NY T: 0121453 1778 | F: 0121457 7642 | E: enquiries@colmers.bham.sch.uk | www.colmers.bham.sch.uk





Four Dwellings Academy, Dwellings Lane, Quinton,  
Birmingham, B32 1RJ Tel: 0121 566 6666 Fax: 0121 566  
6668 Email: [contactus@fourdwellingsacademy.org](mailto:contactus@fourdwellingsacademy.org)  
Website: [www.fourdwellingsacademy.org](http://www.fourdwellingsacademy.org)

Free Schools Applications Team Department for  
Education 3rd Floor  
Sanctuary Buildings Great Smith Street London  
SW1P3BT

Dear Sir, Madam

**Confirmation of support for the Edge Academy**

Four Dwellings Academy confirm that we support the Edge Academy's application. We understand that the Edge Academy is an Alternative Provision Free School in (area) which will open in September 2015, if they are successful in their application.

We fully support this application and anticipate making 8 referrals of full time equivalent (FTE) places to the Edge Academy over the first academic year following the school's opening [and 10 referrals in the

second year]

Title: [REDACTED]

Date: 16<sup>th</sup> December 2013

Please return to [REDACTED] at:



Four Dwellings is an AET Academy as part of the Academic Enterprise Trust. The Academic Enterprise Trust is a company limited by guarantee registered in England and Wales, no. 04602094. All members share equally in the responsibility of the company. A company limited by guarantee. Registered office: 100, The Quadrant, London, EC4A 3DF. Website: [www.aet.ac.uk](http://www.aet.ac.uk)



**TURVES GREEN GIRLS' SCHOOL  
AND  
TECHNOLOGY COLLEGE**

'Educating Girls for the Future'

Turves Green, Northfield, Birmingham B31 4BP  
Tel: 01 21 1 - 464 8346 Fax: 012 1 - 464 23 1 8 Web:  
[www.turvgng.bham.sch.uk](http://www.turvgng.bham.sch.uk)

1 8 November 201 3

Free Schools Applications Team Department for  
Education 3rd Floor  
Sanctuary Buildings Great Smith Street London  
SW1P3BT

Dear Sir, Madam

**Confirmation of support for the Edge Academy**

Turves Green Girls' School and Technology College confirm that we support the Edge Academy's application. We understand that the Edge Academy is an Alternative Provision Free School in (area) which will open in September 201 5, if they are successful in their application.

We fully support this application and anticipate making ten referrals of full time equivalent (FTE) places to the Edge Academy over the first academic year following the school's opening [and ten referrals in the second year].

Yours sincerely

[REDACTED]



## Turves Green Boys' School

A SPECIALIST TECHNOLOGY COLLEGE

18<sup>th</sup> December 2013

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

Dear Sir/Madam

I confirm that Turves Green Boys' School support the Edge Academy's application. I understand that the Edge Academy is an Alternative Provision Free School in Birmingham which will open in September 2015, if they are successful in their application.

I fully support this application and anticipate making 10 referrals of full time equivalent (FTE) places to the Edge Academy over the first academic year following the school's opening and 10 referrals in the second year.

Yours faithfully

[Redacted Signature]

[Redacted Name]

TURVES GREEN NORTHFIELD BIRMINGHAM B31 4BS  
 TELEPHONE 0121 675 4129 FAX 0121 675 3705 eMAIL [contact@turvesgreenboys.bham.sch.uk](mailto:contact@turvesgreenboys.bham.sch.uk)



Specialist Schools  
 and Academies Trust



humn  
 Creative Partnerships



fms s

## LORDSWOOD ACADEMY TRUST

Lordswood Girls' School  
 Knightlow Road  
 Birmingham  
 B17 8QB

Tel: 0121 429 2838

Lordswood Boys' School  
 Hagley Road  
 Birmingham  
 B17 6BJ

Tel: 0121 464 2837

11.12.13

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

Dear Sir /Madam,

### Confirmation of support for the Edge Academy

On behalf of Lordswood Academy Trust we confirm that we support the Edge Academy's application. We understand that the Edge Academy is an Alternative Provision Free School in South west Birmingham which will open in September 2015, if they are successful in their application.

We fully support this application and anticipate making 7 referrals of full time equivalent (FTE) places to the Edge Academy over the first academic year following the school's opening and 10 referrals in the second year.

[Redacted Signature]



**Bournville School and Sixth Form Centre**  
**Leading Edge, Business Enterprise and Music College**

Griffins Brook Lane, Birmingham B30 1QJ  
 Tel No: 0121 475 3881  
 Fax No: 0121 483 2349  
 E-mail: enquiry@bournville.bham.sch.uk  
 www.bournvilleschool.org



where learning leads to great opportunities

Ref: AMM/SW

6<sup>th</sup> January 2013

Free School Applications Team  
 Department for Education  
 3<sup>rd</sup> Floor  
 Sanctuary Buildings  
 Great Smith Street  
 London  
 SW1P 3BT

Dear Sir/Madam,

Confirmation of support for the Edge Academy Alternative Provision Free School

On behalf of the Governing Body of Bournville School and Sixth Form Centre, I confirm that we fully support the Edge Academy's application. We understand that the Edge Academy is an Alternative Provision Free School in South West Birmingham which will open in September 2015, if successful in the application.

We fully support this application and anticipate making 5 to 8 referrals of full time equivalent (FTE) places to the Edge Academy over the first academic year following the school's opening, and a 6 – 10 referrals in the second year.

Yours faithfully,



Our ref: CYPF/E&C/SD/ST/cf6

7 January 2014

TO WHOM IT MAY CONCERN

The Edge Academy

I am writing to offer my support to The Edge Academy Trust's application to open a new Alternative Provision Free School in South West Birmingham in September 2015. Birmingham City Council is keen to work in partnership with all approved Free Schools.

The proposal from the Edge Network to develop an alternative Free School provision, The Edge Academy, will meet an identified need. There is strong evidence that high quality provision will be delivered from a network of schools that have a well-developed and successful history of collaborating to support young people at risk of disaffection. The Free School proposal will enable the group of schools to develop a robust, consistent and high quality education pathway that is not currently available to a specific group of young people, aligned to wider developments to support vulnerable young people and families.

Having recently met with [redacted] who is co-ordinating the development, we discussed the need in this part of Birmingham for Alternative Provision for those students at risk of permanent exclusion or of dropping out of mainstream education. There will be a major focus on literacy, numeracy and wider social skills such as resilience. It is an initiative that is also supported by Birmingham's behaviour support service.

There will be a focus on providing young people with the skills and knowledge to make successful transitions from learning to employment whether through apprenticeships or good work experience opportunities.

I am delighted that the proposed new school has the support of headteachers across Birmingham and other community groups are working with you to develop a locally accountable solution for the educational needs of our young people.

Yours sincerely



Education & Commissioning



1 Lancaster Circus  
 PO Box 16715  
 Queensway  
 Birmingham  
 B2 2ET

Tel: 0121 675 8995

Commissioners have made their decision to support this application and confirm the number of places that they will purchase following an extensive and detailed process of discussion and evaluation of the current provision which included the following:

- Headteachers of local schools have been members of the core project group that has developed this proposal.
- Senior staff from commissioning schools have been involved in detailed planning discussions as part of the current Edge Sharing Panel meetings.
- Consideration of detailed performance data and other informational material circulated to headteachers and Governors of commissioning schools.
- Wider consultation meetings with potential stakeholders in this development

The following text of a letter, circulated to potential commissioners, headteachers, Governors and stakeholders evidences the above approach:

Edge Academy Trust

Dear

Support for the Edge Academy

*I am writing on behalf of the steering group in charge of setting up the proposed Edge Academy, an Alternative Provision Free School that we wish to establish in Bourneville for September 2015. The school will cater for up to 140 students both full and part time aged 11 – 16.*

*We plan to set up the Edge Academy to cater for the needs of young people predominantly, but not exclusively, within the Longbridge, Northfield and Weoley areas of Birmingham who are on the exclusion spectrum, as we wish to improve the aspirations, outcomes and life destinations of all young people from our feeder schools. In addition to providing full time provision we also plan to work closely with our feeder schools to offer part – time and outreach provision.*

*In order to complete our application to the Department for Education to establish the Free School we need to show evidence of demand. Part of this includes showing the support of local headteachers and commissioners for the School and their commitment to send pupils to us. I am therefore seeking your support for our proposal and your confirmation that you would support the Edge Academy and the number of places you would commission in the academic years commencing September 2015 and 2016.*

*We plan to offer pupils at The Edge Academy a personalised, structured vocational and academic curriculum combined with intensive and comprehensive pastoral support. This will be supported by our planned extension of the Edge consortium schools existing extensive post-16 links that will improve the quantity and quality of educational, employment and life skills outcomes for our targeted students. In order to offer this education we propose to charge an average top up fee of £4,250 per Full Time Equivalent pupil.*

*We believe that this Alternative provision Free School is necessary in this area because there is a higher than average number of excluded pupils across Birmingham – 3,030 which is 10.41% of the school population (national average 7.97%), Oakdale our City of Birmingham School centre for excluded KS 3 pupils has been continually operating at capacity for some time and the local authority does not offer any KS 4 alternative provision itself. In addition there is a lack of high quality alternative provision for excluded and ‘at risk’ students who are consequently denied the opportunity to access educational provision appropriate to their needs. Students trapped in this ‘educational holding pattern’ have for too long been condemned to low academic achievement rates.*

*At a National level only 1.4% of excluded young people achieve five A\* to C grades including English and Maths, compared to 56% in mainstream schools (and ?% across the Edge partnership). One of the fundamental motivating factors for establishing an AP Free School in the Edge family is to dramatically improve these achievement levels.*

*I would be grateful if you would you confirm your support for our plans by writing to me so that we may include your letter in our application to the Department for Education. I would be grateful if you could return your letter to me by December 6th so that we can meet the deadline for submitting our application.*

*Please do not hesitate to contact me if you have any further queries regarding our plans or the process to open the Free School.*

*Yours faithfully*

### **Text of informational leaflet distributed to stakeholders**

#### *The Edge Academy*

*The Edge Academy is a proposed exciting new Alternative Provision Free School and hub of best practise for work with young people with social and emotional needs. It is being established to serve all schools within South West Birmingham. We anticipate that the school will become operational in September 2015 and cater for 70 full time and 70 full time equivalent students.*

*The development of the Edge Academy is being led by a core group of local secondary headteachers, is supported by headteachers across South West Birmingham, and is backed by the local authority and numerous other important institutions in the area including the University of Birmingham, Bourneville College, the local behaviour support service, St Modwen and Birmingham City Football Club.*

*A new charitable company, The Edge Academy Trust, is being formed to develop The Edge Academy and already discussions are underway with young people, parents, employers and community groups to involve them in the development and ensure that our proposed outreach programme engages the widest possible number of interested parties.*

*The Edge Academy Trust is committed to:*

- *developing The Edge Academy to deliver the highest quality Alternative Education provision. Our objective is to extend and improve existing Alternative Education - working with and not competing against existing provision.*

*We believe that establishing The Edge Academy will allow us to extend the depth and breadth of existing educational provision to better meet the needs of a significant group of our young people and increase their educational outcomes and life chances.*

- *making long term investments in improving the wellbeing of our learners and developing an academic and vocational offer for excluded students while meeting the evidenced demand and aspirations of parents and carers for quality Alternative Provision in our area.*

*We will engage support from our existing and comprehensive network of partners in education, training, health, benefits and the judicial system to support our students in becoming active citizens, exercising choices in their lives and taking a full part in society.*

- *Offering a structured vocational and academic curriculum supported by comprehensive pastoral support and extensive post-16 links to improve the quantity and quality of educational, employment and life skills outcomes for our students.*

*We will reach out into the local community to engage parents/carers, employers and the voluntary and community sectors. Our plans include a 4 term year with summer schools and evening activities for our students and the local communities. The new school will be a shared commitment by local schools and our community partners and not an isolated venture.*

*For more information or to offer your support please contact [REDACTED]*

There are a number of important factors that evidence the need for our proposed new Alternative Provision Free School. These can be summarised under the following headings:

- Existing provision for excluded KS 3 and 4 students and 'at risk' pupils is at capacity
- Existing local Alternative Provision providers are at capacity
- The number of pupils referred to The Edge Academy Trust Sharing Panel is increasing
- The achievements of young people passing through the sharing panel are not as high as might be expected and consequently the destinations and life chances of young people post 16 could be improved
- The poor track record of the Local Authority in managing provision for this cohort of young people

#### **(i) Existing provision at capacity**

In 2013 Birmingham reorganised its provision for excluded and 'at risk' children and created the City of Birmingham School, formed through the merger of the Behaviour Support Service, the Virtual College and the Looked After Children Education Service teaching centres (Firsbrook and Rite). This development has come about as a result of changes to the structure of the Children, Young People and Families Directorate in Birmingham, the advent of delegated budgets for Pupil Referral Units and the redevelopment of the City's Strategy for Special Educational Needs.

Unfortunately however this has not addressed the lack of capacity in appropriate high quality provision for young people at risk of exclusion in our area. Oakdale, our local City of Birmingham School centre, continually operates at full capacity and given the level of demand identified from schools in the Edge Academy Trust it is clear that it will be unable to meet this in the future. An additional problem is that Oakdale only provides key stage 3 provision and is so oversubscribed that many students who attend are on VERY reduced timetables (some as little as an hour a day).

The level of demand is evidenced by the latest statistics for excluded children in Birmingham, which remain stubbornly high. In 2011/12 there were 3,030 fixed and permanent exclusions in Birmingham, 10.41% of the school population compared to the West Midlands average of 7.61% and the national average of 7.97. Importantly, the neighbouring areas of Sandwell and Dudley also have similarly high statistics with 9.27% (1,120) and 10.19% (1,630) exclusions. These are three of the four highest figures for the West Midlands.

Following a recent review of its services City of Birmingham School has decided to focus on targeted and specialist support for KS2 and KS3 pupils, seeking to maintain engagement in education. However, with local provision already at capacity it is difficult to see how this will address the needs of pupils attending schools in membership of the Edge Academy Trust

City of Birmingham School has also decided that it will not offer any KS4 provision directly but will rely on a selected group of Alternative Providers. However, the only KS4 providers in our area are already at capacity.

By establishing The Edge Academy Trust and The Edge Academy we will be taking responsibility for developing a high quality, coherent and better managed solution to the needs of all our pupils, building on what currently exists, extending capacity and raising

quality. We will at all times work with Oakdale and City of Birmingham School in order to ensure our provision compliments their offer, allowing them to concentrate on certain key aspects of their work with permanently excluded pupils.

### **(ii) Existing local AP providers are at capacity**

Despite the city promising to deliver an improved strategy for KS4 pupils in partnership with a selected group of Alternative Providers, Birmingham has not delivered for our pupils.

City of Birmingham School's new BSS PRU is already operating at capacity and has no plans for taking any further referrals and with the only two other high quality providers in our area, Bournville College and Southside also at capacity it is proving at best very difficult and frequently impossible to provide significant numbers of our pupils with high quality alternative learning provision adequate for their needs.

This fragmented and incoherent approach does not address the critical need to meet the call made by Ofsted recently for all schools and authorities to maintain a central record of children who are not in full-time lessons and to share information about the provisions being made for them as there are concerns about the quality of part-time lessons provided.

Currently 43 students referred by schools in membership of The Edge Academy Trust to Alternative Provision are receiving between 15 and 20 hours a week education dependant on provider.

Students at Bournville College are receiving 17 hours a week including English and Maths, plus a Vocational Option and students at Southside Learning are receiving mainly practical vocational sessions with just 90 minutes a week Key Skills session in English and Maths. Currently there are 6 students with no provision at all as there is no further capacity available.

The Edge Academy will enable us to provide and efficiently manage high quality fulltime education for all our pupils who will benefit from our proposed curriculum approach.

### **(iii) The number of pupils referred to The Edge Academy Sharing Panel is increasing**

In the current term schools in membership of The Edge Academy Trust have referred 66 students to the Sharing Panel. In each case the referring school acknowledges that the needs of the student concerned would be better served by a specialist or alternative education provider. However, with the current system already at capacity and a lack of suitable high quality alternative provision available, significant numbers of pupils are either left stranded in a school that is unable to meet their specific needs or receive an inadequate level of alternative provision. In the worst cases young people simply absent themselves from the system completely. This problem is further compounded by the fact that a significant minority of students that schools refer to the Sharing Panel require a statutory assessment.

This term demand has necessitated two Sharing Panel meetings and a further six are scheduled for this academic year.

The number of students referred to the Sharing Panel has been steadily increasing in recent years, up from 108 in 2011/12 to 122 in 2012/13, placing added pressure on current alternative provision providers and the limited places available at Oakdale the City of Birmingham School KS3 centre.

The number of pupils across all schools in the Edge partnership currently in receipt of support via this coping strategy is set to increase leaving staff at serious risk of becoming overwhelmed by the increasing level of demand and the Sharing Panel having to crisis manage an acute problem rather than create a long term solution. Currently a single member

of staff, with a current caseload of over 50 students, manages the referral system, a situation which is untenable in the long term.

A further particular challenge for Birmingham is the very high number of new residents who are arriving in the city, many of whom have complex problems and have children who are hard to place in suitable schools. This is adding to the problems of an already overstretched system as the City Admissions and Appeals Department is planning to direct schools to accept these children on roll despite them already being at capacity.

With The Edge Academy in place the vast majority of these students could be offered a learning plan personalised to meet their needs, a stimulating physical environment conducive to engaging them in learning and a high quality educational progression route that would facilitate their acquisition of skills and qualifications.

**(iv) The achievements of young people passing through the Sharing Panel is not as high as might be expected and consequently the destinations and life chances of young people post 16 could be improved**

RAISE on-line confirms that the educational achievements of young people at KS4 accessing current alternative provision locally is significantly below what we expect. In the last two years the educational achievements of the 43 KS4 students from Edge partnership schools who have been referred to alternative provision has been very low.

- In 2011/12 only four pupils achieved a GCSE (1 E and 1 D in Maths and 2 Ds in English)
- In 2012/13 just eight students achieved a GCSE (2 achieved 5 A-C including English and Maths, 2 Cs in Maths, 1 D in Maths and 3 Ds in English)
- In the two years 2011-13 only 3 students have achieved a qualification at Level 2

The following table demonstrates the lower than expected academic achievement of pupils from Edge partnership schools who have been referred to current local alternative provision providers.

|       |      | AP Cohort | Colmers School | Four Dwellings Academy | Lordswood Girls | Shenley Academy | Turves Green Boys | Turves Green Girls |
|-------|------|-----------|----------------|------------------------|-----------------|-----------------|-------------------|--------------------|
| 5ACEM | 2012 | 0%        | 59%            | 43%                    | 76%             | 41%             | 44%               | 62%                |
|       | 2013 | 10%       | 59%            | 33%                    | 71%             | 55%             | 68%               | 64%                |
| 5AGEM | 2012 | 0%        | 95%            | 94%                    | 99%             | 91%             | 100%              | 96%                |
|       | 2013 | 10%       | 97%            | 92%                    | 95%             | 96%             | 99%               | 96%                |
| CAPS  | 2012 | 65        | 348            | 292                    | 399             | 331             | 340               | 368                |
|       | 2013 | 67        | 352            | 309                    | 395             | 353             | 345               | 354                |

We are very conscious that students leaving our schools with no or low levels of qualifications are at risk of becoming NEET and according to statistics published in June 2013 18% of young people aged 16/17 were NEET compared to the national average of 12%.

An Audit Commission Comparative Study in 2011 found that Young people who are NEET have worse life chances than their peers. They are 5 times more likely to have a criminal record and 3 times more likely to suffer from depression

**(v) The poor track record of the Local Authority in managing provision for this cohort of young people**

Local authority services for children and young people in Birmingham have sadly been at the centre of attention in recent years for all the wrong reasons. Sir Michael Wilshire recently

branded the city a “national disgrace” following a string of child protection scandals and there is currently speculation that the Government could take over children’s services at Birmingham City Council soon amid fears that its performance remains “inadequate”.

Given the current local turmoil, it is clear to the headteachers of schools within the Edge partnership that resolving the issues of students on the exclusion spectrum and addressing the need to provide additional capacity for alternative provision at KS3 and KS4 is not the highest priority for the local authority. We have therefore decided to act ourselves, with the support of the local authority, in order to ensure that our pupils have the opportunity to access educational provision that is best suited to meet their needs.

### **E3 Clear Plans to manage referrals**

The schools within the Edge Academy Trust covering the South West Birmingham districts of Weoley, Longbridge and Northfield currently work collaboratively through the Edge partnership Sharing Panel to manage referrals amongst members and to existing KS 3 and KS 4 alternative provision. This collaboration ensures that referrals are managed effectively, that admissions arrangements are fair, objective and transparent, that pupils are robustly assessed on entering new provision and that an effective system is in place to both track the progress of individual pupils and communicate this with commissioners, parents/guardians.

We have a policy of zero exclusion which is achieved by promoting inclusion via early intervention programmes that utilise work and activity related learning and engaging the support of an informal educational, vocational and enterprise network. The formation of The Edge Academy Trust and The Edge Academy will bring added rigour and a new and exciting dimension to both this process and the scale of opportunity available to pupils. It will importantly also enable the Trust and its members to assume full responsibility for the provision of an excellent learning offer for all young people, provide an additional resource for young people who are experiencing difficulties in engaging with secondary education, for whatever reason, and facilitate specialist support whenever appropriate both short and longer term.

The proposals sit comfortably with the following recommendations made by the Taylor review of alternative provision.

- *That schools rather than LAs should be responsible for commissioning AP and PRU services.*
- *That over the mid-term LAs should work with schools to begin to devolve the funding they currently use for this purpose to schools.*
- *That head teachers or senior managers from schools should sit on the management committees of their local PRU.*

Being established within the framework of the Edge Academy Trust the Edge Academy will enjoy strong links with all the mainstream schools within the immediate and neighbouring areas and members will build on their existing, considerable experience of managing referrals within the area and from the neighbouring local authority of Worcestershire.

The majority of students being referred to the Edge Academy will be at risk of exclusion due to the nature of their challenging behaviour and disengagement from their existing educational provision, although we anticipate students also being referred as a result of severe bullying and chaotic home situations. The Edge Academy will offer an open door policy as far as is practicable to all partner organisations involved with the students and to parents and carers to ensure all the students’ needs are met.

The process of pupil referral and exclusion across schools working with the Edge Academy will be managed by the Edge Academy Trust via a Sharing Panel. The panel will comprise representatives of the Edge Academy, the local authority and those schools in membership of the Edge Academy Trust

- The proposed process of referral, exclusion and appeal itself will be slightly adapted from current practice. The decision to exclude will still be taken by the headteacher, and parents will still be able to appeal a permanent exclusion first to the governing body then an independent panel. The current arrangements, including the requirement for parental supervision for the first five days, and for the school to notify parents of the exclusion decision on the day, will still apply.
- The most significant detail to change is that, in the majority of cases, it will be the school, rather than the local authority, which takes statutory responsibility for ensuring that suitable full-time education is provided to pupils of compulsory school age from the sixth-day of exclusion. It will be for the school to select the most appropriate placement for its pupil and it will commission this directly from Edge Academy via the Sharing Panel. The Edge Academy and the school will subsequently together be responsible for arranging regular and systematic reporting on the pupil's academic and behavioural progress.
- The objective of the proposed approach is to improve the experience of pupils who are at risk of exclusion, so that a greater number benefit from early intervention and, where exclusion is deemed to be necessary, the impact of effective alternative provision enables a greater proportion to be able to take the next step towards being responsible and successful members of society. This may be reflected in higher educational attainment or successful re-integration into mainstream learning or training.

The local authority's duty to pupils with a statement of special educational needs is not changed by the proposed process. Where exclusion becomes unavoidable for a child with a statement, the school would take responsibility for securing an alternative placement in the same way as for other children. However, this will need to be done in full co-operation with the parents and the local authority. This will ensure that parental rights about placements under the Education Act 1996 are maintained.

The local authority will be a member of the Sharing Panel and, will still play a key role in any decision about provision for these pupils. They will continue to be responsible for the maintenance of statements of special educational needs, and for arranging tribunals for children with special educational needs

Admission to The Edge Academy will be by referral through the Edge Sharing Panel or from the Special Education Needs Section of the Local Authority.

The needs of the young people referred to the Edge Academy Sharing Panel will be assessed in a variety of ways.

Firstly the original home school will have completed the extensive Edge Academy Filter Referral. This referral will have been discussed with the young person and their family. This referral contains academic, behaviour, SEN, attendance and other data as well as highlighting already established multi-agency involvement. This form will also alert the Edge Academy to any child protection concerns.

Secondly, this form will inform the discussions of the Edge Academy Sharing Panel with the home school about the most appropriate pathway of support (see D1 flow diagram and explanation).

Thirdly, following the Edge Academy Sharing Panel's initial decision regarding appropriate pathway, Edge Academy staff will arrange a meeting with the pupil and their parents, either at the Academy or at the pupil's home as appropriate to discuss the details of the pathway and



sign home – school agreements. Discussion at this initial meeting will lead to the chosen pathway being further individualised. For pupils in pathway 6 this meeting will discuss career aspirations with pathway planning in mind, in order to seek the most appropriate college and work place provision.

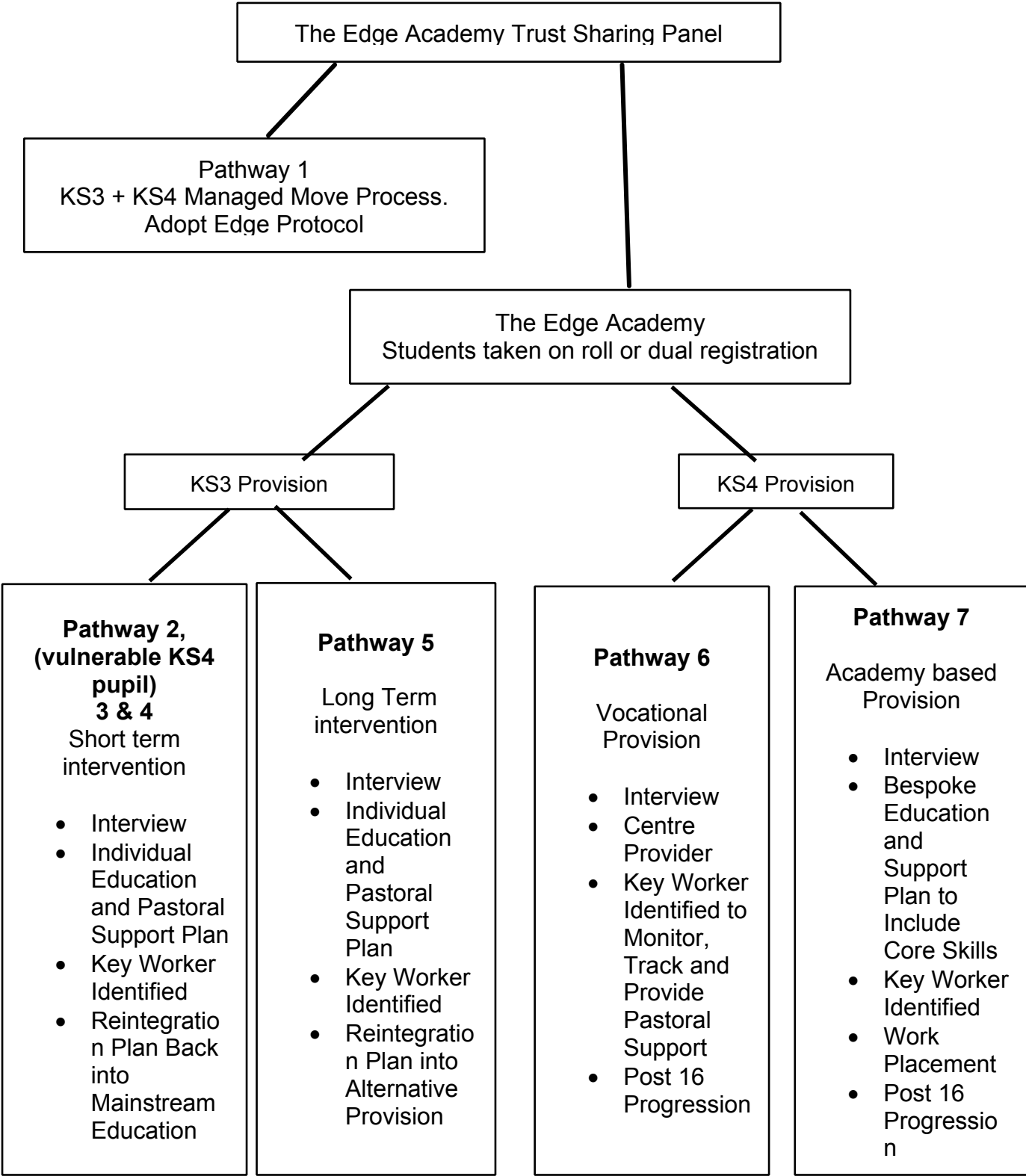
Fourthly, pupils on pathways 5 and 7 (and 4 in some cases) will be assessed in centre on their literacy and numeracy to ensure that academic work is set at the most appropriate level.

Fifthly, following the allocation of a key worker, weekly (for in centre pupils) to monthly (for pupils based at college) meetings will take place, where the key worker, pupil (and when possible, family), will review targets and adapt the pathway as necessary. In cases where the current programme is not meeting the pupil's needs the key worker will re-refer the pupil to the Edge Academy Sharing Panel.

The following flow chart and copy of the referral form utilised by the Edge Academy Trust details the referral routes, pathways and protocols that are proposed:

# The Edge Academy Trust Referral Process

## Referrals



## Edge Sharing Panel Referral Form

Please complete this form in full in order for the Sharing Panel to select the most suitable and appropriate placement for the pupil.

**Failing to do so will result in it being returned to the referrer.**

|   |                       |
|---|-----------------------|
| <b>Referring School/Organisation</b>  |                       |
| <b>Pupil's Name</b>   | <b>Male/Female:</b>   |
| <b>UPN</b>  | <b>Year Group:</b>    |
| <b>Address</b>  | <b>Date of Birth:</b> |
| <b>Ethnicity</b>  | <b>Religion:</b>      |
| <b>Name of Parent(s)/Carer(s)</b>   | <b>Tel No – Home:</b> |
|   | <b>Mobile:</b>        |
| <b>Please state if a looked after child and details of LACES involvement?</b> |                       |
| <b>Most recent/previous schools attended since start of Year 7</b>            |                       |
| <b>Is the pupil in the process of being statemented?</b>                      |                       |
| <b>Main reasons for statementing</b>  |                       |
| <b>Entitled to additional support?</b>  |                       |
| <b>Entitled to Free School Meals?</b>   |                       |

**1. Overall Reason For Referral to Panel**

**2. Behaviour (including any exclusion information) What are the main issues?**

**3. Additional Information** (Detailed picture of pupil)  
Any positive attributes?

**4. Current Curriculum Arrangements/Support (if alternative timetable is in place)**

**5. Previous Intervention (managed move, BSS input, Learning Mentor etc)**  
Please include PSPs, IEPs and IBPs

**6. Academic Information (current working levels and Key Stage 2/3 SATs results)**

**7. Current Attendance – please attach up to date printout (SIMS/CIMS)  
Give details of history of attendance**

**Name of ESW (if applicable)**

**8. Agency Involvement: (past and present)**

**9. Relevant Personal or Home Circumstances** (Child Protection information should not be shared at this stage unless essential for panel to know)

**10. Recommendations to panel for suitable placement** (environment not named schools/placements)

- Another mainstream school
- Edge Academy

**12. Following consultation with the parent(s)/carer would this pupil benefit from a referral for Police intervention/support:**

Yes/No  
(please circle as appropriate)

NB

When consulting with parents prior to recommending pupils to the Sharing Panel, parents or carers must be asked the following question and their response recorded:  
“If the placement panel believe that the most appropriate school is one with a religious character, would you, the parent/carers of the pupil, be fully supportive of the specific religious character of the school?”

Yes/No

**I confirm that the information contained in this form has been discussed with the Parent/Carer and they are aware of the Sharing Panels purpose and process.**

**Name..... Position.....**

**Date.....**

# Section F: Capacity and capability

F1 – The necessary experience and credentials to deliver the school to opening

Complete Tables F1 (a) and (b) and add here

| Name       | Member of core applicant group (Y or N) | Role(s) in pre-opening | Summary of relevant expertise | Available Time (hours per week) |
|------------|---|------------------------|-------------------------------|---------------------------------|
| ██████████ | Y                                       | ██████████             | ██████████                    | 4                               |
| ██████████ | Y                                       | ██████████             | ██████████                    | 6                               |
| ██████████ | Y                                       | ██████████             | ██████████                    | 3                               |
| ██████████ | Y                                       | ██████████             | ██████████                    | 3                               |
| ██████████ | Y                                       | ██████████             | ██████████                    | 4                               |
| ██████████ | Y                                       | ██████████             | ██████████                    | 2                               |
| ██████████ | Y                                       | ██████████             | ██████████                    | 4                               |

|            |   |            |            |    |
|------------|---|------------|------------|----|
|            |   |            |            |    |
| ██████████ | Y | ██████████ | ██████████ | 10 |
| ██████████ | Y | ██████████ | ██████████ | 2  |
| ██████████ | Y | ██████████ | ██████████ | 3  |
| ██████████ | Y | ██████████ | ██████████ | 3  |
| ██████████ | Y | ██████████ | ██████████ | 6  |
| ██████████ | Y | ██████████ | ██████████ | 3  |

The decision to apply to develop The Edge Academy was made by the six headteachers of the schools that form the Edge partnership, in each case supported by their Governors. The partnership supports the delivery of high quality education in South West Birmingham by developing new and integrated collaborative models of service delivery including collective curriculum planning, consortium asset management and procurement (human and physical) and shared data and management systems. The formation of The Edge Academy Trust and the application for the AP Free School represents a natural progression for the group.

In developing this proposal the founder members of The Edge Academy Trust have consulted with the local authority and taken advice from a broad range of organisations across Birmingham including schools, voluntary and community groups, statutory agencies, commerce and individual supporters. Many of these organisations have participated in the core project group that has developed the vision and proposal for The Edge Academy.

The core project group was tasked to initially undertake a feasibility study and subsequently develop this submission to the DfE. Membership of this core group is set out in Table F1(a). The group members collectively comprise a vast range of experience gained over many years covering school leadership, financial, education and project management gained both through the establishment of new and successful Academies as well in commercial settings, alternative provision, curriculum development, financial management of a school, estate planning and management, law, personnel /HR and community development.

Legal advice and opinion has been provided throughout the development of this proposal by [redacted] and [redacted], solicitors from Birmingham City Council Legal Services – [redacted] being a member of the core project group. It is intended that we appoint [redacted] as legal advisors to the Edge Academy Trust should this proposal be successful. In addition we propose seeking the voluntary support of a local solicitor who would be prepared to join our audit committee.

Members of the Board, Directors and those who have and will continue to be involved in the core project group recognise the commitment required of them to progress this proposal and their employers have approved the need to work on the development of The Edge Academy. A time allocation has been agreed for this purpose and is indicated in table F1. Given the enthusiasm and commitment of individuals for the development of The Edge Academy it is recognised by everyone involved that whatever time it takes to deliver The Edge Academy is the amount that will be pledged.

**F1 (b) Skills gap in pre-opening**

Please refer to the relevant section of the ‘How to apply’ guidance and the assessment criteria booklet for what should be included in this section. Please add additional lines as required.

| Skills/experience missing | How you plan to fill the gap |
|---------------------------|------------------------------|
|---------------------------|------------------------------|

|                          |  |
|--------------------------|--|
| Marketing and PR         | We have developed an alliance with Happy Giraffe a Birmingham based Marketing and PR department. They have agreed to provide pro bono support and advice to the core project group and the proposed Edge Academy   |
| ICT                      | We have approached the University of Birmingham School of Computer Science to seek their support and involvement with the development of The Edge Academy Trust and they are willing to explore developing a collaborative relationship to ensure we make the best possible use of ICT as part of our learning offer |
| Community arts and music | We intend to work closely with the following organisations to develop an engaging and stimulating programme of music and the arts. The Midland Arts Centre, the new Birmingham Library, The Custard Factory, Blue Whale and the CBSO   |
|                          |  |

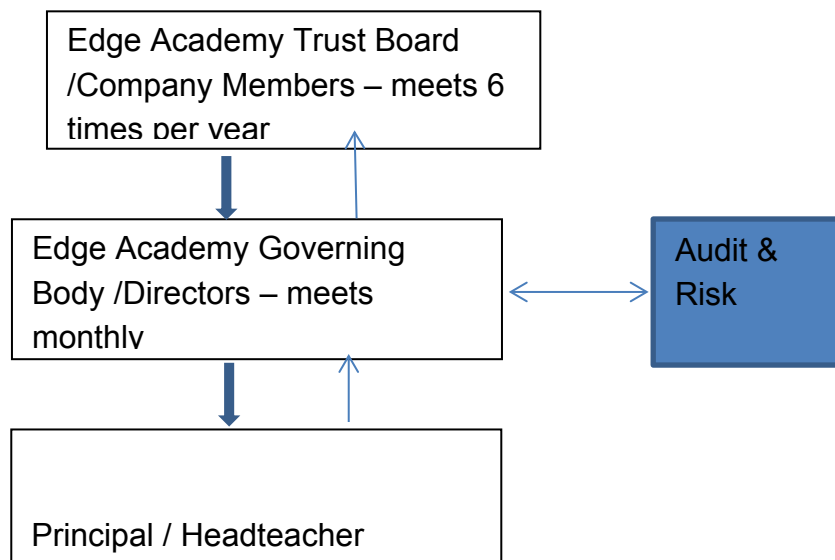
As part of an initial effectiveness review the core project group conducted a skills audit to judge its own and the Board of the Edge Academy Trust's potential effectiveness against the roles required in respect of both developing and managing the proposed new AP Free School. As a result we have identified the need to secure additional expertise in the following areas:

- Marketing and PR
- ICT
- Community arts and music

The Trust does have a small budget available to purchase specific advice or skills when necessary.

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

The following diagram and subsequent text sets out the detailed governance structure for the Edge Academy:





The respective roles of the company members, governing body and principal in running the Edge Academy are as follows.

The headteacher of the Edge Academy is responsible for the day to day running of the school, reporting to the Chair of the Governing Body and through them to the Board of the Edge Academy Trust.

The Edge Academy Trust is legally responsible for The Edge Academy and employs all the staff. It delegates the roles of monitoring the performance of the school, the headteacher and the general day to day development of the school to the Edge Academy Governing Body.

### **The Edge Academy Trust**

The Company members (The Edge Academy Trust) are the legal owners of the charitable company and will be responsible for recruiting and appointing members to the Governing Body. The Company members will sign the funding agreement with the Secretary of State – if this application is successful – and be legally responsible for the operation of the Edge Academy. Role of the Company Limited by Guarantee (The Academy Trust)

### **The role of the Edge Academy Trust will be as follows:**

- Create the detailed plan required to apply for a Free School.
- Oversee the period leading to the opening of the school with support of the DfE.
- Be responsible for forming the Governing Body of the school.
- Recruit the headteacher.
- Monitor and review the performance of the Trust against the business plan.
- Develop the overarching brand, values and curriculum of the Edge Academy.
- Employ the staff of The Edge Academy.
- Produce consolidated, audited accounts and annual report for the Trust and The Edge Academy.

The Board of the Edge Academy Trust will meet bi-monthly

### **The role of The Edge Academy Governing Body**

The governing body's main role will be to support the headteacher to raise standards of achievement within The Edge Academy. The Governing Body will set the strategic direction for the school. Prior to the opening of the Edge Academy the Governors prime role will be, in conjunction with the Edge Academy Trust, to appoint the headteacher and other staff.

Depending on agreed levels of delegation, other roles will include reviewing and approving the policies and procedures proposed for The Edge Academy in order to ensure they are fit for purpose, overseeing the development and delivery of the marketing strategy and the production of marketing materials, deciding on the appointment of sub committees in addition to the Audit and Risk sub-committee and the appointment of a clerk.

In the run up to and post opening the Governing Body will be responsible for:

- Supporting the Head to manage and lead the school.
- Monitoring the performance of the headteacher.
- Setting conditions of service, personnel policies and procedures.
- Establishing clear criteria for success, performance indicators and strategy for self-evaluation.
- Monitoring and evaluating the financial and educational performance of the school.
- Reviewing and determining key policies including the referrals and exclusion policy.
- Approving key operational policies.
- Staff discipline and appeals.
- Reviewing the legal obligations of the school including oversight of health and safety, risk management and safeguarding.
- Administration, monitoring and auditing of the schools finances and significant contracts, ensuring value for money.
- Raising additional funding to support the school.
- Supporting the Head to engage with the local community.
- Be accountable for the performance of the school.
- Help shape the school's future direction.
- Monitor and review the performance of the school.
- Make decisions about the school's budget and staffing within parameters agreed by the Edge Academy Trust.
- Ensure the school provides for all its pupils, including those with special needs.
- Decide how the school can encourage pupil's spiritual, moral and cultural development.

Initially the Governors will meet monthly and the Audit and Risk sub-committee will meet bi-monthly.

### **The Role of the Headteacher**

The role of the headteacher will primarily be to provide effective, dynamic and inspirational leadership in order that every child is able to fulfil his/her true potential. The headteacher will be directly responsible to the Governing Body and collectively with the Chair of Governors to the Edge Academy

The headteacher will be responsible for the staff of the school and the primary responsibilities of the post will be to:

- to lead and manage the school.
- to ensure the achievement of excellent educational standards.
- to promote and safeguard the welfare of children.

### **Financial Oversight**

We anticipate that the Academy will establish a small audit and risk sub-committee of the governing body with members having relevant financial experience in order to demonstrate robust financial management.

The role of the proposed audit and risk sub-committee will be to oversee and support the Finance Officer and undertaking a business development role in establishing The

Edge Academy and the headteacher in the day to day financial management of the school as well as other tasks including:

- Develop a 3 – 5 year financial plan.
- Prepare a monthly financial report and management accounts.
- Prepare an annual budget.
- Arrange an annual audit and prepare an annual report and accounts.
- Cost funding applications.
- Account for VAT.
- Establish and assist the Governors to monitor a suitably robust financial management system.

Responsibility for the annual audit, the production of the annual report and accounts and the valuing of assets will be the responsibility of the Directors of the Trust working in conjunction with the appointed auditors, headteacher, Finance Officer and school Governors. We have built the capacity to plan and deliver sound financial management into the organisation at all levels although ultimate responsibility will lie with the members of the Edge Academy Trust.

The Edge Academy Trust, the sponsoring body for the Edge Academy has access to a range of financial expertise provided by KPMG who will be the accountants to the Trust. Additional financial expertise with specific reference to educational matters is available via the finance staff of the schools in membership of the Trust and it is proposed that a Finance Officer be recruited to The Edge Academy if this submission is supported by DfE. In addition, other members of the Edge Academy Trust have financial expertise gained in a variety of settings that will be at the disposal of the Edge Academy.

Members of the core project group for The Edge Academy have had access to all of the abovementioned financial expertise to supplement their own, not inconsiderable experience, as headteachers and company secretaries and in the unlikely case of needing additional specialist financial support it is possible for this to be commissioned from an external source by the Trust.

The school Governors, working with the Head and the Finance Officer, will be responsible for drawing up a three year financial plan that will be approved by the Trust. The Governors will also be responsible for producing annual budgets to be approved by the Trust as well as a monthly financial report.

They will be aided in this task by the headteacher and Finance Officer who will advise on the establishment of sound financial systems and processes that will be supported by appropriate IT packages.

### **Relationships and Communication**

Schools in membership of The Edge Academy Trust have an excellent track record of working collaboratively and the headteachers meet regularly to broker positive and constructive joint working in the area. This expertise will ensure the effective management of relationships and communication between the headteacher, Governors of the Edge Academy and The Edge Academy Trust.

The headteacher will have the autonomy to manage the school on a day to day basis within the powers delegated, yet will have the support of the Chair of Governors on both an educational and management level as a mentor and the members of the Edge Academy Trust on a day to day basis if required.

It is proposed that the Governing Body will meet monthly, with the Board of the Edge Academy Trust initially meeting bi-monthly. The Chair of the Governors will be a member of The Edge Academy Trust and the headteacher will be invited to attend all Board meetings.

### **Escalating decision making**

Our objective is to develop a transparent process for resolving issues that may need escalating from the headteacher to the Governors or the Board of the Edge Academy Trust. Essentially this will operate as follows:

- i) Issue reported to headteacher who will either resolve immediately or refer to the Chair of Governors for decision/advice
- ii) Chair and headteacher either agree decision or refer to Governors Meeting for further discussion/decision. Headteacher will communicate decision to staff/parents etc as appropriate
- iii) Governors either agree decision or refer with a recommendation to Edge Academy Trust Board for decision.
- iv) Board of Edge Academy Trust consider recommendation or request, make a decision and communicate this as appropriate.

Whilst it is impossible to cover all eventualities in the confines of this document we intend to incorporate the right of representation and appeal in these procedures whenever it is appropriate.

### **Conflicts of Interest**

We are very conscious of the need to plan for and operate our governance model to the highest standards and consequently we will require all Directors and Governors to complete a register of interests in order for us to guard against potential conflicts of interests.

'Conflicts of Interest' will be a standing item on all our meeting agendas to both remind participants of the importance of declaring real and potential conflicts and to ensure that when they do occur they are managed appropriately.

We wish to ensure the highest possible standards of governance for The Edge Academy and The Edge Academy Trust and we will therefore adopt the 'best practice' advice of the Charity Commission at all times and conduct an annual 'skills audit' of Governors to ensure we have an appropriate mix of skills, representation and interests to undertake the roles required. Additionally we plan to commission an independent bi-annual review of Board performance and to act on recommendations as necessary.

### F3 (a) Proposed governors

You must complete a separate line for each person that will be on the governing body, including your proposed chair of governors if you have one. If this application is for a free school that will form part of a multi-academy trust you must provide information for the individuals on the MAT board and the individuals on any local governing body or advisory group, and ensure that you have shown clearly on which board each individual will sit. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

| Name       | Role on governing body                    | Role(s) in pre-opening | Summary of relevant expertise | Available Time (hours per week) |
|------------|---|------------------------|-------------------------------|---------------------------------|
| ██████████ | Proposed Chair                            | ██████████             | ██████████                    | 4                               |
| ██████████ | Director (Member of Trust)                | ██████████             | ██████████                    | 6                               |
| ██████████ | Director (Trust appointment)              | ██████████             | ██████████                    | 2                               |
| ██████████ | Director (Member of Trust)                | ██████████             | ██████████                    | 2                               |
| ██████████ | Director (Local Authority representative) | ██████████             | ██████████                    | 2                               |
| ██████████ | Director (Trust appointment)              | ██████████             | ██████████                    | 2                               |
| ██████████ | Director (Trust appointment)              | ██████████             | ██████████                    | 2                               |
| ██████████ | Director (Trust appointment)              | ██████████             | ██████████                    | 2                               |

### F3 (b) Skills gap for governing body

NB: If you do not have a proposed chair of governors please include details of the relevant skills and experience that you will be looking for in this table.

| <b>Skills/experience missing</b> | <b>How you plan to fill the gap</b>   |
|----------------------------------|---|
| Human Resources                  | By advertising in the local community for Governors, specifically highlighting that applicants with HR experience would be welcomed.  |
| ICT                              | By advertising in the local community and the Univ of Birmingham school of Computer Science, specifically highlighting that applicants with ICT experience would be welcomed. |

In developing this application, the core project group has adopted the DfE's suggested skills framework as the basis for identifying individual governors for The Edge Academy who will be recruited from the following stakeholder groups:

- The Edge Academy Trust
- Staff of The Edge Academy
- The local community
- The local authority

### **Representatives from The Edge Academy Trust**

It is proposed that the Chair and six other Governors are nominated by the Trust. It is probable that in addition to the Chair three Governors will be selected from those members of the Trust that have served on the core project group for the Edge Academy.

### **Staff of The Edge Academy**

It is proposed that the Headteacher is a Governor and up to two other Governors are drawn from the staff of The Edge Academy. In addition to the Head the staff will be invited to develop their own transparent and democratic process to nominate members to the Governors.

### **The local community**

Two Governors will be recruited from the local community via a publicly advertised process in the local media and via the website, with applicants invited to complete an application process that will be developed to reflect areas of skill shortage that will be apparent from the Board Audit.

Two Parent Governors will be recruited and parents will be encouraged to interact regularly with the school at a number of levels such as:

- Attendance at regular parents evenings.
- Participation in after school activities designed to encourage whole family participation e.g. sports activities, fund raising events, arts classes, music programmes.
- Occasional seminars on subjects of importance to parents e.g. Healthy eating, behaviour management, teen/parent contracts.

It is planned that from this regular programme of parent engagement events a parent/school support group can be established and that this group will nominate parents to join the Governors

### **The local authority**

The local authority will be invited to appoint one Governor who will be suitably qualified and experienced in alternative education programmes.

The core project group have already undertaken a skills audit of Governors that have been identified and concluded that Governors from the local community and parent representatives would ideally be recruited to bring the following experience to the group that the skills audit identified as missing:

- Human Resources and ICT .

These additional Governors will be recruited utilising the following methods:

- Placing advertisements in local media inviting applications from suitably qualified members of the local community.
- Utilising business, education and other appropriate professional networks to draw attention to the advertisements and encouraging suitably qualified people to apply.
- Including in all open meetings with prospective and existing parents a session outlining how to become involved in the Governance of the school.

We will produce an application form and role description for Governors that will detail the responsibilities of the post as well as the time commitments necessary to properly discharge the duties involved. Shortlisted candidates will be invited to participate in a formal panel interview chaired by the Chair of The Edge Academy Trust.

We plan an extensive induction and training programme for all Governors including the following subjects:

- Legal responsibilities of a school governor.

- Educational ethos and mission of The Edge Academy.
- Financial planning and budgeting.
- Human Resource management.
- Equal opportunities and Child protection/safeguarding.

All Governors will be expected to demonstrate a commitment to the educational vision of the school, be prepared to contribute fully to the development of the school and participate in the general life of the school i.e. attending celebration events, seminars etc.

It is proposed that [REDACTED], [REDACTED], will in the first instance be appointed Chair of the Governing Body as [REDACTED] has the necessary skills, experience and capacity to work closely with the Head to form the key leadership team for the school.

#### **F4 – A credible plan for recruiting a high quality principal during pre-opening**

The position of headteacher will be advertised in national and local press, on our website, in relevant electronic media and circulated to potential applicants via appropriate social media groups.

The open and transparent recruitment process will involve a sub-group of the Governors, with appropriate HR support and advice, drawing up an application process, reviewing applications and drawing up a shortlist of candidates for interview. The Interviews, conducted in an appropriate manner to reflect our Equal Opportunities Policy, will normally be held at the school, conducted by a sub-group of the Governors. We will invite a representative from the local authority and the DfE to attend.

We have drawn up the following proposed job description for the Principal:

#### **Headteacher Job Description**

##### **Role of the Headteacher**

To provide effective, dynamic and inspirational leadership in order that every child is able to fulfil his/her true potential.

##### **Responsible to:**

The Chairman of Governors and the Edge Academy Trust.

##### **Responsible for:**

The staff of the school

##### **Primary Purpose of the job:**

1. To lead and manage the school.
2. To ensure the achievement of excellent educational standards.
3. To promote and safeguard the welfare of children.

##### **1. Ethos and Vision**

- Promote a culture of encouragement, support and challenge in order to achieve each child's full potential and the highest possible educational standards.
- With the support of staff, the Governors and The Trust, the Head Teacher will shape a vision for the School which reflects its educational vision and ethos.
- Ensure this vision is clearly and effectively articulated, shared and understood.
- Translate this vision into agreed objectives and operational plans which will



promote and sustain school improvement.

- Promote creativity, innovation and the use of appropriate new technologies to achieve excellence.
- Ensure that the ethos and practice of the School reflects the principles of ECM.

## **2. Leadership and Management**

- Develop, motivate and lead all staff to achieve the highest professional standards
- Build a collaborative learning culture within the School and actively engage with other primary and secondary schools and other agencies to build effective learning communities
- Maintain and develop community links
- Manage change effectively
- Manage the School finances effectively working closely with relevant Governors and proactively seek further funding opportunities as required
- Ensure job descriptions and performance management for all staff are based on clear roles and responsibilities, reviewed at least annually and consistent with current conditions of employment
- Ensure all policies are kept up to date, working closely with teaching staff, the Academies Trust and the Chair and Governors
- Maintain sound procedures for the security, supervision and maintenance of the School environment ensuring that all health and safety regulations are met
- Manage your own personal professional development whilst ensuring the well-being of and a good work/life balance for all personnel
- Advise the Governors as required, forming a pro-active and effective working partnership with them
- Ensure that all responsibilities delegated by the Academy Trust and Governors are carried out
- Ensure the school premises are fit for purpose for current and future needs including site development
- Develop, and where appropriate manage, high quality, affordable extended services
- Undertake other such duties as may be reasonably expected

## **3. Teaching, Learning, Curriculum and Standards**

- Work with The Trust in the design and implementation of a curriculum, which inspires and engages all pupils.
- Ensure a consistent and continuous school-wide focus on pupil assessment and achievement, using appropriate data and benchmarks to set, monitor, track and evaluate individual pupil progress.
- Challenge and remedy under-performance.
- Provide nurturing and attentive pastoral care for all pupils.
- Ensure exemplary standards of behaviour and attendance.
- Monitor, evaluate and review classroom practice and promote improvement strategies; aim for outstanding standards of learning and teaching at all times.

## **4. Communication and Consultation**

- Build effective relationships with all stakeholders through excellent communication and interpersonal skills, taking and providing appropriate advice.

- Consistently use and develop information systems to ensure exemplary communication links with all stakeholders.
- Co-ordinate the School's work with pre-school and secondary schools to ensure smooth transitions and continuity of learning. This includes developing an understanding of relevant referral procedures and managing this process effectively.
- Regularly and effectively communicate the progress of every child's learning to the relevant stakeholders.
- Work with the Academy Trust and Governors to provide information on all relevant aspects of the School, its progress and intended development.

## **Person Specification for the headteacher**

### **1 Qualifications**

#### Essential

Qualified Teacher Status, NPQH awarded, or registered for NPQH (unless already a Head Teacher appointed prior to the 1st April 2004)

#### Desirable

Degree level qualification, Higher Degree

### **2 Experience**

#### Essential

Three years recent experience as a Deputy Head Teacher or Senior Management Team member in an infant/junior or primary school.

At least five years successful teaching experience.

#### Desirable

Experience of teaching in more than one school

Experience of teaching mixed age classes

Experience of teaching disengaged and SEN learners

### **3 Professional Development**

#### Essential

Evidence of continuing professional development relating to school management and curriculum development.

### **4 Shaping the Future**

#### Essential

- Is committed to:
  - A collaborative school vision of excellence and equity that sets high standards for every pupil.
  - The setting and achieving of ambitious, challenging goals and targets.
  - The use of appropriate new technologies.
- Is able to demonstrate:
  - A strategic vision which will take the school forward.
  - The ability to lead and manage the school to work effectively and efficiently towards to academic, spiritual, moral, social, emotional, and cultural development of its pupils.

## **5 Leading, Learning and Teaching**

### Essential

- Is committed to:
  - The raising standards for all in pursuit of excellence.
  - The continuing learning of all members of the school community.

## **6 Developing self and working with others**

### Essential

- Is able to demonstrate a commitment to:
  - Effective working relationships with students, parents/carers, staff, governors.
  - Shared leadership.
  - Effective team working.
  - Collaboration and networking with others within and beyond the school.
  - Accepting support from others including colleagues, governors, parents, the local community and the local authority.

## **7 Managing the organisation**

### Essential

- Is committed to:
  - the sustaining of personal motivation and that of all staff.
  - the development and sustaining of a safe, secure, and healthy school environment.

Is able to monitor the leadership team and its delegated tasks.

## **8 Securing accountability**

### Essential

Is able to:

- demonstrate a proven record of accountability of all aspects of school management.
- demonstrate the ability to analyse, interpret, and present data.

## **9 Strengthening community**

### Essential

Is able to demonstrate a proven ability to confer with staff, governors, parents/careers and the local community including external organizations

## **10 Safeguarding Children and safer recruitment**

### Essential

Is able to demonstrate a commitment to Every Child Matters

## **11 School Specific**

### Essential

- Is able to demonstrate proven experience of working with a significant number of children with special educational needs and behavioural issues.
- Is able to demonstrate knowledge of Extended Schools' provision.
- Demonstrates an understanding of and experience in delivering non-formal learning to young people.

The appointment of successful candidate will be subject to a satisfactory CRB check being undertaken and appropriate references being provided.

## **Salary**

We propose advertising the headteachers post on a scale L16 – L22 [REDACTED] plus employers' pension contribution. In addition, we will offer an appropriate relocation package to the successful candidate.

We plan to appoint the headteacher as soon as possible, ideally advertising the post in the Autumn of 2014 in order that the successful applicant can take up the post in January 2015. This proposed timeline will ensure that the headteacher can play a full role in the recruitment of further staff for The Edge Academy and the final stages of the pre-opening period.

Although we are aware of senior teachers within our area who we believe could appoint to the role of headteacher of The Edge Academy we wish to ensure we appoint the best candidate to the post and therefore we have decided to advertise the position nationally. We are confident that we will attract a high quality field of candidates for the following reasons:

- We believe this post offers an exciting opportunity to develop The Edge Academy as an important new addition to the educational infrastructure in Birmingham, working in partnership with local headteachers and with the support of the local community and the City of Birmingham.
- The new AP Free Schools in Stourport and Worcester with whom we intend to work closely with have attracted good candidates for their senior posts and appointed excellent headteachers.
- Schools in the Edge partnership regularly attract good fields of high quality candidates for teaching and leadership posts
- The opportunity to develop the school with the support of a number of key local organisations and institutions e.g. University of Birmingham, Birmingham City Football Club, St Modwen and potentially Jaguar Land Rover offers an exciting and potentially career enhancing opportunity.

## Section G: Budget planning and affordability

### Section G1:

This subsection is written in relation to the 100% financial template.

Section G3 shows more detailed information based on a 70% financial template.

### [REDACTED] Section G2:

### G3 Financial resilience to reductions in income



Department  
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**SECTION H: LOCATION AND PREMISES**

1. Please fill in details for each of your preferred sites, taking care to complete every section.
2. The text boxes can be made bigger by increasing the row height.
3. To insert a new line in a text box, press alt + enter.
4. Please do not put any site information in the Word form. Additional information about sites should not be attached to your main application. Instead it should be sent to [premises.freeschools@education.gsi.gov.uk](mailto:premises.freeschools@education.gsi.gov.uk). Please put the name of your proposed free school in

[Jump to second choice site](#)

[Jump to third choice site](#)

[Jump to fourth choice site](#)

[Jump to section for independent schools](#)

|  |   |
|--|---|
| <p>Please describe the location in which you propose to set up your school being as specific as possible. This could include the name of the area in which you would like to put the school, the part of a city, town or suburb. Please also consider how flexible you are - how far from your preferred location are you willing to go? Please include an annotated map as an additional file and send it to <a href="mailto:premises.freeschools@education.gsi.gov.uk">premises.freeschools@education.gsi.gov.uk</a></p> | <p>Our preferred location for The Edge Academy is in Longbridge, on a cleared development site which was formally part of the &lt;Redacted&gt; complex situated adjacent to the site of the former MG Rover Longbridge factory. The postcode of the site is &lt;Redacted&gt;. In principle discussions with the present owners, &lt;Redacted&gt;, have confirmed that the site would be available if our application is successful. This site is our first choice for a number of reasons including, proximity to commissioning schools, good transport links and the close proximity of Bourneville College and work placement providers. We have identified an alternative site in Northfield and if necessary would consider alternatives within the Shenley, Northfield and Longbridge areas.</p> |
|--|---|

|  |  |
|--|--|
| <p>If you have not identified a site yet, please tell us the postcode of a central location in the your preferred area. It must be a full postcode e.g. SW1P 3BT, <i>not</i></p> |  |
|--|--|

**Preferred site**

|  |            |
|--|------------|
| <p>Full address and postcode. It must be a full postcode e.g. SW1P 3BT, not SW1:</p> | <Redacted> |
|--|------------|

|   |            |
|---|------------|
| <p>In which local authority is your preferred location?</p> | Birmingham |
|---|------------|

|  |               |
|--|---------------|
| <p>If the preferred site is near to the boundary with another local authority, please say which:</p> | Please select |
|--|---------------|

|  |               |
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| <p>If the preferred site is near to the boundary with a third local authority, please say which:</p> | Please select |
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|   |               |
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| <p>If the preferred site is near to the boundary with a fourth local authority, please say which:</p> | Please select |
|---|---------------|

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| <p>Please tell us how you found the site:</p> | Direct contact with land owner who is undertaking comprehensive regeneration of the area which was the site of the <Redacted> |
|---|---|

|                                   |                   |
|-----------------------------------|-------------------|
| <p>Please confirm the tenure:</p> | Freehold purchase |
|-----------------------------------|-------------------|

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| <p>If other, please explain further:</p> |  |
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|--|------------------------|
| <p>Please include information on purchase or lease price if known:</p> | Not known at this time |
|--|------------------------|

|                           |       |
|---------------------------|-------|
| <p>Who owns the site?</p> | Other |
|---------------------------|-------|

|  |    |
|--|----|
| <p>Is the site available/on the market? (please attach agents' particulars as an additional file and send it to <a href="mailto:premises.freeschools@education.gsi.gov.uk">premises.freeschools@education.gsi.gov.uk</a> if available)</p> | No |
|--|----|

|   |            |
|---|------------|
| <p>Name and contact details of owner:</p> | <Redacted> |
|---|------------|

|   |            |
|---|------------|
| <p>Name and contact details of agent or local authority representative where available:</p> | <Redacted> |
|---|------------|

|   |  |
|---|--|
| If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:                         | Please select  |
| What kind of site is it?  | Cleared site requiring new build   |
| What is the current use?  | School/education building  |
| If government building or 'other' - please describe:  |  |
| Why have you chosen this site? What makes it suitable for your free school?   | It is situated centrally to all the commissioning schools, has excellent transport links, offers the potential to develop purpose built facilities relevant to the needs of our students, is close to the majority of our work placement providers (especially Bournville College) and offers the potential for expansion in the future. |
| If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk: | site area = 12,735sqm  |
| Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:        | This is a cleared site ready for development   |
| <b>Second choice site</b>   |  |
| Full address and postcode of your second choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:  | <Redacted>   |
| In which local authority is the site?   | Please select  |
| If the preferred site is near to the boundary with another local authority, please say which:   | Please select  |
| If the preferred site is near to the boundary with a third local authority, please say which:   | Please select  |
| If the preferred site is near to the boundary with a fourth local authority, please say which:  | Please select  |
| Please tell us how you found the site:  | Site suggested by local authority regeneration team  |
| Please confirm the tenure:  | Freehold purchase  |
| If other, please explain further:   |  |
| Who owns the site?  | <Redacted>   |
| Please include information on purchase or lease price if known:   | Local authority building   |
| Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:       | Not sure   |
| Name and contact details of owner:  | <Redacted>   |
| Name and contact details of agent or local authority representative where available:  | <Redacted>   |
| If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:                         | Yes  |

|                          |                   |
|--------------------------|-------------------|
| What kind of site is it? | Existing building |
|--------------------------|-------------------|

|                          |                         |
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| What is the current use? | Other - please describe |
|--------------------------|-------------------------|

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| If government building or 'other' - please describe: | Community facility run by a local not for profit organisation |
|--|---|

|   |   |
|---|---|
| Why have you chosen this site? What makes it suitable for your free school? | It has a range of classroom style facilities that could be refurbished for use as a school, has good access, parking and the potential for developing outdoor facilities. |
|---|---|

|   |  |
|---|--|
| If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk: |  |
|---|--|

|  |  |
|--|--|
| Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk: | The building though old is reasonably well maintained. |
|--|--|

**Third choice site**

|   |  |
|---|--|
| Full address and postcode of your third choice site. It must be a full postcode e.g. SW1P 3BT, not SW1: |  |
|---|--|

|                                       |               |
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| In which local authority is the site? | Please select |
|---------------------------------------|---------------|

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|---|---------------|
| If the preferred site is near to the boundary with another local authority, please say which: | Please select |
|---|---------------|

|   |               |
|---|---------------|
| If the preferred site is near to the boundary with a third local authority, please say which: | Please select |
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|  |               |
|--|---------------|
| If the preferred site is near to the boundary with a fourth local authority, please say which: | Please select |
|--|---------------|

|  |  |
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| Please tell us how you found the site: |  |
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|                            |               |
|----------------------------|---------------|
| Please confirm the tenure: | Please select |
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| If other, please explain further: |  |
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|---|--|
| Please include information on purchase or lease price if known: |  |
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|                    |               |
|--------------------|---------------|
| Who owns the site? | Please select |
|--------------------|---------------|

|   |               |
|---|---------------|
| Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available: | Please select |
|---|---------------|

|                                    |  |
|------------------------------------|--|
| Name and contact details of owner: |  |
|------------------------------------|--|

|  |  |
|--|--|
| Name and contact details of agent or local authority representative where available: |  |
|--|--|

|   |               |
|---|---------------|
| If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful: | Please select |
|---|---------------|

|                          |               |
|--------------------------|---------------|
| What kind of site is it? | Please select |
|--------------------------|---------------|

|                          |               |
|--------------------------|---------------|
| What is the current use? | Please select |
|--------------------------|---------------|

|  |  |
|--|--|
| If government building or 'other' - please describe: |  |
|--|--|

|   |  |
|---|--|
| Why have you chosen this site? What makes it suitable for your free school? |  |
|---|--|

|   |  |
|---|--|
| If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk: |  |
|---|--|

|  |  |
|--|--|
| Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk: |  |
|--|--|

**Fourth choice site**

|  |  |
|--|--|
| Full address and postcode of your fourth choice site. It must be a full postcode e.g. SW1P 3BT, not SW1: |  |
|--|--|

|                                       |               |
|---------------------------------------|---------------|
| In which local authority is the site? | Please select |
|---------------------------------------|---------------|

|   |               |
|---|---------------|
| If the preferred site is near to the boundary with another local authority, please say which: | Please select |
|---|---------------|

|   |               |
|---|---------------|
| If the preferred site is near to the boundary with a third local authority, please say which: | Please select |
|---|---------------|

|  |               |
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| If the preferred site is near to the boundary with a fourth local authority, please say which: | Please select |
|--|---------------|

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| Please tell us how you found the site: |  |
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|                            |               |
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| Please confirm the tenure: | Please select |
|----------------------------|---------------|

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| If other, please explain further: |  |
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|   |  |
|---|--|
| Please include information on purchase or lease price if known: |  |
|---|--|

|                    |               |
|--------------------|---------------|
| Who owns the site? | Please select |
|--------------------|---------------|

|   |               |
|---|---------------|
| Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available: | Please select |
|---|---------------|

|                                    |  |
|------------------------------------|--|
| Name and contact details of owner: |  |
|------------------------------------|--|

|  |  |
|--|--|
| Name and contact details of agent or local authority representative where available: |  |
|--|--|

|   |               |
|---|---------------|
| If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful: | Please select |
|---|---------------|

|                          |               |
|--------------------------|---------------|
| What kind of site is it? | Please select |
|--------------------------|---------------|

|                          |               |
|--------------------------|---------------|
| What is the current use? | Please select |
|--------------------------|---------------|

|  |  |
|--|--|
| If government building or 'other' - please describe: |  |
|--|--|

|   |  |
|---|--|
| Why have you chosen this site? What makes it suitable for your free school? |  |
|---|--|



If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freescchools@education.gsi.gov.uk:

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freescchools@education.gsi.gov.uk:

**For independent school convertors**

Please say whether you will be increasing PAN when becoming a free school:

Please select

if yes, from what to what?

Please confirm the size of your existing site:

Please confirm the size of your existing buildings:

Please confirm the tenure of your site/buildings including details of any loans or mortgages:

## Section H: Premises



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for Education

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