

Free Schools in 2014

Application form

Alternative provision Free Schools

Completing your application

Before completing your application form, please ensure that you have read the alternative provision 'How to Apply' guidance carefully (which can be found [here](#)) and provide all the information and documentation we have asked for – failure to do so may mean that we will be unable to consider your application.

The Free School application is made up of nine sections as follows:

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of demand
- **Section F:** Capacity and capability
- **Section G:** Initial costs and financial viability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A-H**, we are asking you to tell us about you and the school you want to establish and this template has been designed for this purpose. The boxes provided in each section will expand as you type.

Section G requires you to provide two financial plans. To achieve this you must fill out and submit the templates provided [here](#).

Section I is about your suitability to run a Free School. There is a separate downloadable form for this information available [here](#).

You need to submit all the information requested in order for your application to be assessed.

Sections A-H and the **financial plans** need to be submitted to the Department for Education by the application deadline. You need to submit one copy (of each) by email to **alternativeprovision.fsapplications2014@education.gsi.gov.uk**.

Your application should be: no more than 150 pages long; a Word document formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes should be included within the page limit and restricted to documents relating to evidence of demand (e.g. letters of support from commissioners and maps) and relevant CVs. The financial templates are excluded from the page limit and should be submitted separately in Excel. Please include the name of your school in the file name for both your Word and Excel documents. Please do not include photographs, images and logos in your application (other than the demand map). Your email must be no more than 10MB in size.

You also need to submit two hard copies (of **sections A-H** and the **financial templates**) by 'Recorded Signed For' post to:

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

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

Section I must be submitted in hardcopy and sent by 'Recorded Signed For' post to:

Due Diligence Team
Department for Education
4th Floor
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

Data Protection

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

Application Checklist

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. You have provided information on all of the following areas:		
Section A: Applicant details – including signed declaration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of demand	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Initial costs and financial viability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size, includes page numbers and is no more than 150 pages in total.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. You have provided written evidence from commissioners to support your evidence of demand.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Existing providers which are registered as independent schools only: you have provided a link to the most recent inspection report	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. Existing providers only: you have provided a copy of the last two years' audited financial statements or equivalent.	<input type="checkbox"/>	<input type="checkbox"/>
8. All relevant information relating to Sections A-H of your application has been emailed to alternativeprovision.fsapplications2014@education.gsi.gov.uk between 9am on 17 December 2012 and 6pm on 4 January 2013 and the email is no more than 10 MB in size.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
10. A copy of Section A of the form and as many copies of the Section I Personal Information form as there are members and directors have been sent by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 9am on 17 December 2012 and 6pm on 4 January 2013.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Section A: Applicant details

Main contact for this application	
1.	Name: ██████████
2.	Address: Walton High Fyfield Barrow Milton Keynes MK7 7WH
3.	Email address: ██████████
4.	Telephone number: 01908 677954
About your group	
5.	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. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
6.	If Yes, please provide more details:
7.	How you would describe your group: <ul style="list-style-type: none"> <input type="checkbox"/> A parent/community group <input type="checkbox"/> A teacher-led group <input type="checkbox"/> An existing Free School sponsor <input checked="" type="checkbox"/> An Academy chain (Multi Academy Trust) <input type="checkbox"/> A federation or cluster of schools <input type="checkbox"/> An existing provider <input type="checkbox"/> A state maintained school/Academy <input type="checkbox"/> Something else
8.	If 'Something else', please provide more details:
9.	Is your group seeking to open more than one Free School in this round? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
10.	If Yes, please provide more details:
11.	In addition to any support/advice from the New Schools Network, did you put this application together with support from another company or organisation? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
12.	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:	
Details of company limited by guarantee		
13.	Company name: Milton Keynes Education Trust	
14.	Company address: Walton High Fyfield Barrow Milton Keynes MK7 7WH	
15.	Company registration number and date it was incorporated: 7663689 9 June 2011	
16.	Does the company run any existing schools, including any Free Schools?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
17.	If Yes, please provide details: Walton High The Trust is the sponsor of New Chapter Primary School, Milton Keynes	
Company members Members of the company are its legal owners. We require that there are a minimum of three members. Founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.		
18.	Please confirm the total number of company members: 4	
19.	Please provide the name of each member below (add more rows if necessary):	
	1. Name: ██████████	
	2. Name: ██████████	
	3. Name: ██████████	
	4. Name: ██████████	

Company directors
 Directors are appointed by the members and will eventually form the governing body that will oversee the management of the alternative provision Free School. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.

20.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):
	1. Name: [REDACTED]
	2. Name: [REDACTED]
	3. Name: [REDACTED]
	4. Name: [REDACTED]
	5. Name: [REDACTED]
	6. Name: [REDACTED]
	7. Name: [REDACTED]
	8. Name: [REDACTED]
	9. Name: [REDACTED]
	10. Name: [REDACTED]
21.	Please provide the name of the proposed chair of the governing body, if known: [REDACTED]

Related organisations	
22.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and commercial or non-commercial organisations.
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

23.	<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> • their name; • their Companies House and/or Charity Commission number, if appropriate; and • the role that it is envisaged they will play in relation to the Free School. <ul style="list-style-type: none"> • Walton High Venture Trust • 1094897 • None
24.	<p>Please specify any religious organisations or institutions connected to your application (local, national and international). 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 (eg Pentecostalism, Deobandism, Reform Judaism, etc):</p> <p>Milton Keynes Education Trust is a secular organisation</p>
Existing Providers	
25.	<p>Is your organisation an existing provider wishing to convert to a Free School?</p> <p style="text-align: right;"> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </p>
25.	<p>If so, is your organisation registered as an independent school?</p> <p>An organisation should be registered as an independent school if it provides full time education for:</p> <p>a) five or more pupils of compulsory school age; or b) one or more such pupils with a statement of special educational needs (SEN); or c) one or more such pupils who is looked after (within the meaning of Section 22 of the Children Act 1989). Under the Children’s Act 1989, a child is looked after by a local authority if he or she is in their care or is provided with accommodation for more than 24 hours by the authority.</p> <p style="text-align: right;"> <input type="checkbox"/> Yes <input type="checkbox"/> No </p>
26.	<p>Is your organisation an existing provider wishing to establish/sponsor a separate alternative provision Free School?</p> <p style="text-align: right;"> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No </p>
27.	<p>Is your organisation an existing state maintained school or Academy wishing to establish/sponsor a separate alternative provision Free School?</p> <p style="text-align: right;"> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No </p>
28.	<p>If Yes to any of the above questions, please provide your six digit unique reference number here:</p> <p style="text-align: right;">136842</p>

29.	If you are an existing provider, an independent or state maintained school or an Academy please state the age range and the current number of pupils on roll and your capacity:	11 – 19 1540 1600
30.	<p>If you are an existing provider, an independent or state maintained school or an Academy please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website: September 2008 http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/136842</p> <p>If you are an existing provider that is not registered as an independent school but you have been inspected as another type of provider please also provide details of your most recent inspection (including a link where applicable):</p>	
31.	<p>If you are an existing provider, an independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:</p> <p>2011 - http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=131396 2010 (KS4) – http://www.education.gov.uk/cgi-bin/schools/performance/archive/school_10.pl?No=8264000&Mode=Z&Type=SC&Phase=1&Year=10&Begin=s&Base=b&Num=826 2010 (Post 16) http://www.education.gov.uk/cgi-bin/schools/performance/archive/school_10.pl?No=8264000&Mode=Z&Type=SC&Begin=s&Phase=2&Year=10&Base=a&Num=826 2009 (KS4) - http://www.education.gov.uk/cgi-bin/schools/performance/archive/school_09.pl?No=8264000&Mode=Z&Type=SC&Phase=1&Year=09&Begin=s&Base=b&Num=826 2009 (P16) - http://www.education.gov.uk/cgi-bin/schools/performance/archive/school_09.pl?No=8264000&Mode=Z&Type=SC&Begin=s&Phase=2&Year=09&Base=a&Num=826</p>	
32.	<p>If you are another type of organisation involved in education, e.g. an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:</p>	

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



Declaration to be signed by a company member on behalf of the company

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 an alternative provision Free School in accordance with the requirements outlined in the 'How to Apply' guidance, the requirements of the legislative framework for alternative provision Free Schools and the funding agreement with the Secretary of State. 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.

██████████

Position: ██████████
Milton Keynes Education Trust

Print name: ██████████

Date: 2 January 2013

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

Section B: Outline of the school

1.	Proposed school name:	Milton Keynes Free School (this is likely to change once a property has been secured)
2.	Proposed academic year of opening:	September 2014 or sooner if possible
3.	Proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 14-19 <input checked="" type="checkbox"/> Other <p>If Other, please specify:</p> <p>4-12 – referrals for Y7 students would not be accepted but some Y6 students at the AP Free School might not be ready to transfer to secondary school at the start of the academic year without a planned integration programme.</p>
4.	Cohort of pupils you intend to cater for (please tick all that are appropriate):	<input type="checkbox"/> Children with long term illnesses <input checked="" type="checkbox"/> Children with behavioural issues <input checked="" type="checkbox"/> Excluded children <input type="checkbox"/> Severely bullied children <input type="checkbox"/> Teenage mothers <input checked="" type="checkbox"/> Other (please specify below) <p>If Other, please specify:</p> <p>Children with emotional issues who would benefit from nurture group provision.</p>
5.	Proposed number of pupils when at full capacity:	<p>Full time (FT): 45</p> <p>Part time (PT): 25</p>
6.	Date proposed school will reach expected capacity in all year groups:	September 2016
7.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
8.	Will your proposed school include boarding?	<input type="checkbox"/> Yes

	<input checked="" type="checkbox"/> No	Not initially
	We intend to explore the feasibility of adding boarding provision once the school has been established.	
9.	Do you intend that your proposed school has a faith ethos? NB Please refer to the 'glossary of terms' in the 'How to Apply' guidance for more information about faith ethos.	
	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
10.	If Yes, please specify the faith denomination, etc, of the proposed school (please be as specific as possible):	
11.	If you have a preferred site, please give details, including the post code:	██████████
12.	Please tell us how you found this site:	Internet search of locally available properties
13.	Is the site:	<input checked="" type="checkbox"/> a private building? <input type="checkbox"/> a public/government building? <input type="checkbox"/> don't know?
14.	If you have not identified a site yet, please tell us the postcode of your preferred location:	
15.	Local authority area in which the proposed school would be situated:	Buckinghamshire
16.	If the preferred site is near to a local authority boundary please specify names of the neighbouring local authorities:	Buckinghamshire, Central Bedfordshire and Milton Keynes
17.	This application form is designed to be used for alternative provision applications (as defined in Annex A of the 'How to Apply' guidance). If the	

<p>school you are proposing does not really fit the definition of 'alternative provision' but does not fit the definitions of mainstream, 16-19 or special schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences below. You will also need to address these differences in more detail in the relevant sections of the application.</p>
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Section C: Education vision

Please refer to page 19 of the alternative provision 'How to Apply' guidance for what should be included in this section.

C1: Why Milton Keynes Education Trust is seeking to establish an AP Free School

Introduction

Milton Keynes Education Trust (MKET) was established in 2011 as a multi-academy trust with the aim of creating a mutually beneficial partnership between local schools that are either academies (sponsored or converter) or Free Schools. The Trust's Mission Statement sets out the Aims, Values and Ethos that underpins MKET's approach to education. Central to the future success of the Alternative Provision Primary Free School will be the teaching and support staff who have enthusiasm for, and commitment to, delivering the values and behaviours that flow from the Trust's Statement of Aims.

Milton Keynes Education Trust Statement of Aims

The educational aims and objectives of Milton Keynes Education Trust (MKET) are based on our commitment to securing social justice through high quality education that promotes inclusion and embraces diversity.

*The Trust aims to **enhance** and **enrich** the lives of children and young people by **enabling** them to make the most of outstanding learning opportunities within and beyond the curriculum; instilling an appreciation that there are **no limits** to what they can achieve and developing the attributes needed to successfully shape and respond to the future.*

A clear secular moral framework will promote honesty, integrity, tolerance and respect as well as an appreciation of individual and collective responsibility.

*In this way we will bring out **the very best** in our children and young people.*

We will realise our aims and secure sustainable school improvement through high quality transformational leadership, professional development and collaborative partnerships.

MKET aims to establish a Free School to meet the local demand for high quality primary phase alternative provision. Milton Keynes has a growing primary school population which currently stands at approximately 22,000 and has many communities that rank amongst the most deprived in the country. To meet the needs of the children within this population who present with social, emotional and behavioural difficulties (SEBD) there are only three school based nurture groups providing nine places for Reception and Key Stage 1 children and an 18 place Pupil Referral Unit for Key Stage 2 pupils. The limited capacity of the alternative provision available to primary schools in Milton Keynes results in many children with SEBD not being able to make the most of mainstream education as they do not have access to the additional

specialist support they require to address their specific needs.

It is widely recognised that an increasing number of children in primary schools display a range of social, emotional and behavioural difficulties which are unable to be managed effectively in the mainstream environment. This coupled with the limited support available means that unmanageable behaviours escalate resulting in increasingly stressful situations for children, school staff and parents alike. Fortunately children regularly exhibiting out of control behaviour are in the minority but the impact of their actions in school has far reaching negative consequences for everyone involved. Teachers and support staff are left feeling inadequate and helpless to change the situation. The majority of their time can be spent trying to deal with extreme behaviour instead of focusing on the children's learning. In these situations some children can become bewildered and frightened whilst others get caught up in the situation and start to join in, thus increasing the problem. Parents, both of the child demonstrating challenging behaviour, as well as those of other children in the school, frequently become increasingly anxious or angry causing relationships with the school to break down and resulting in damaging consequences for all parties.

It is clear that children displaying extreme behaviour such as temper tantrums, aggression or generally being out of control, as well as those that are very withdrawn find it very difficult to cope with what is asked of them in school. They often lack organisational skills and tend to have a poor attention span. They have little self-awareness and little or no understanding of the needs of others around them. These most vulnerable children frequently come from the most deprived backgrounds and are highly likely to be in receipt of free school meals. Home life is often chaotic and influenced by a range of social issues. Families living in these most stressful of situations find themselves in a spiral of negativity. Problems such as alcohol or substance misuse, mental health issues, domestic violence and family breakdown are common in these homes and children suffer the effects of living in this type of environment. There are no quick fixes to these situations but it is clear that children growing up in such damaging environments need the time, effort, commitment and expertise of dedicated professionals working in well organised, well-resourced and responsive systems. The ultimate goal of this work must be to help all children reach their potential in education and prepare them to be effective, responsible members of society.

Due to the complex and extreme needs of these children and families it is not always possible to address such serious behaviour concerns within a mainstream school. An effective and carefully planned Alternative Provision with tailor-made programmes of intervention for vulnerable children needs to be established if we are to prevent behaviour escalating to a point that permanent exclusion is unavoidable. These children need to be in a calm environment led by dedicated staff delivering a flexible curriculum with a focus on numeracy, literacy and social skills as well as opportunities for physical activities and social interaction. Schools need to be able to refer children exhibiting severe SEBD at an early stage before behaviour has become ingrained if there is to be a chance of successful reintegration at a later date. Early intervention will also prevent the damaging effects of such behaviour on other members of the school community. Working closely with parents is

crucial to the success of any Alternative Provision and opportunities for positive interaction with their children can be facilitated through careful planning of parenting workshops.

This intensive intervention offered through Alternative Provision is the most effective way to modify the behaviour of vulnerable children to help them reach their potential in education and in society. It is supportive of school staff, of parents and families, and most importantly, of all children in schools who are affected by their own behaviour and that of others.

The proposal is a response to the recommendations set out in Charlie Taylor's *Improving Alternative Education* report and is informed by Lord Carlile's review of the Edlington Case.

- **Key features of the school**

The key features of the school will be the flexible and creative ways in which the different needs of each individual boy and girl are met. The curriculum will be designed to ensure the holistic development of the child with an emphasis on the social and emotional aspects of learning as well as ensuring accelerated progress in literacy and numeracy.

The school's curriculum will be influenced by the concept of forest schools and will therefore have an emphasis on outdoor learning. Children will spend a significant proportion of their time learning outside the usual classroom context with the gradual introduction of more formal ways of learning as part of the process of reintegrating into mainstream schools. This approach will support the development of children's social skills, self-confidence and self-esteem thus increasing the likelihood of successful reintegration into mainstream education.

The environment that the school is in, i.e. the building itself and the grounds, will be another key feature of the school. The right environment is crucial to the delivery of the school's curriculum and the realisation of its aims.

It is recognised that many children who present with SEBD do so as a result of poor parenting. Working with parents to develop parenting skills will therefore also be a key feature of the school's work.

- **Cohort of pupils for whom the school will cater**

The school will cater for four main groups of children with SEBD:

- children who are unable to meet the expectations of mainstream schools and whose behaviour puts them at risk of fixed term or permanent exclusion;
- children that have been excluded for a fixed term who would benefit from a period of alternative provision before being reintegrated back into their school;
- children that are experiencing specific social, emotional and behavioural difficulties who would benefit from a part time programme or nurture group provision to address their particular problems;
- children that have been excluded permanently.

- ***Proposed age range***

The school will cater for children between the ages of 4 and 12, i.e. Reception through to Year 7. The school will not accept referrals into Year 7 but some children at the school in Year 6 may need a phased transfer into their mainstream secondary school.

- ***Curriculum***

The curriculum will focus on equipping children with the knowledge, skills and attributes required to successfully reintegrate into mainstream education. Addressing the children's specific SEBD needs will inform all aspects of the curriculum which will be built around developing their personal, social and emotional skills and understanding.

In addition to Personal, Social and Emotional Development, the curriculum will aim to develop the following areas of learning:

Communication, Language and Literacy
Problem solving, Reasoning & Numeracy
Knowledge and Understanding of the World
Physical Development
Creative Development

A range of programmes will be used to support the development of children's literacy and numeracy, including intervention programmes for those that are below age related expectations.

Another key feature of the curriculum will be children working outdoors, including caring for animals and growing plants, especially fruit and vegetables.

The exact curriculum will be tailored to meet each child's holistic needs, identified using Boxall, Pupil Attitudes to Self and School (PASS) and EYFS profiles as appropriate.

Children in the Early Years Foundation Stage (EYFS) and Key Stage 1 will have a curriculum that draws on both the principles of nurture groups and outdoor learning. Trained staff will create an attractive, safe, structured environment with a number of working areas and a wide range of resources, both inside and outside, designed to bridge the gap between home and school. Learning through play and experience will be key features of the learning programme. Building trusting relationships and being active will be core to this approach.

Children in Key Stage 2 may also benefit from a nurture group arrangement, but a child's actual curriculum will be tailored to address their specific social, emotional and behavioural difficulties and take into account their starting point for other areas of learning. An engaging creative curriculum will be delivered through a thematic project based approach. Children will be given short and medium term goals to allow frequent opportunities for achievements to be shared and celebrated.

For children throughout the school, individual and group plans will be formulated, with targets discussed with everyone involved, including the pupils

themselves. Staff will provide a variety of experiences, opportunities, approaches and resources to address individual needs within a culture of trust, understanding and knowledge. Progress will be closely monitored and programmes adjusted in light of this.

- *Location*

As places at the school will predominately be commissioned by primary schools in Milton Keynes, the school needs to be located within easy reach of the city. However, because of the importance of both the built and natural environment to the school's aims and the delivery of the curriculum, it is likely to be located in the semi-rural area surrounding the city.

- *Approach to teaching and learning*

The approach to teaching and learning will be based on Building Learning Power which aims to create a culture in the school that systematically cultivates habits and attitudes that enable children to face difficulty and uncertainty calmly, confidently and creatively.

Pupils who are more confident of their own learning ability learn faster and learn better. They concentrate more, think harder and find learning more enjoyable.

Building Learning Power prepares children better for an uncertain future. It aims to teach children how to be tenacious and resourceful, imaginative and logical, self-disciplined and self-aware, collaborative and inquisitive.

The approach to teaching and learning will also involve the use of specialists who will bring their particular area of expertise to the different projects being studied.

Ethos

The school's ethos will reflect MKET's aims of enabling children to make the most of their education by removing barriers to learning and by providing experiences that will both enhance and enrich their lives. It will also be characterised by caring. Caring for each other; caring for ourselves; caring for animals and plants; caring for our possessions and those of others; caring for our built and natural environment.

How the vision and ethos are reflected in the education plan and curriculum

The curriculum is designed to be flexible to meet the particular social, emotional, behavioural and learning needs of the children in the school at any one time.

In this way the Trust's vision for removing barriers to enable children to make the most of their education and enhancing outcomes and enriching lives in a caring culture informs every aspect of the school's education plan and curriculum.

Aspirations for the achievement of individual pupils

The aim is for every child referred to the school to return to mainstream education with the skills and attributes needed to make reintegration a

success.

Attendance will be at least 90%.

For those children who enter the school below age related expectations in literacy and numeracy, the aim would be for them to leave the school having made accelerated progress.

Children working at or above age related expectations would continue to make demonstrable progress and work at this level.

PASS would indicate that when they leave the school, all children have a better attitude towards themselves and about school than when they arrived.

Aspirations for the whole school

The school would be judged by Ofsted to provide outstanding alternative provision.

Teaching would predominantly be graded outstanding.

Commissioners would give high satisfaction ratings in feedback surveys and continue to commission places.

The school would have a local and national reputation for the effectiveness of its provision.

Why the targets are appropriate

These targets are appropriate as they reflect the high expectations and ambition we have for our Alternative Provision Free School. The vulnerable children the school will serve deserve the very best if they are to go on to make a positive contribution to society and lead fulfilled lives.

The targets will also provide a measure by which the school and Local Governing Body can monitor the quality and effectiveness of provision. They will form the basis of the school's self-evaluation and are an important aspect of holding the Headteacher to account.

As well as their internal accountability role, performance against targets is an important measure for others to use when judging the quality of provision, e.g. commissioners, parents and MKET's Board of Directors.

Section D: Education plan – part 1

In the table below, please provide the proposed numbers in each Key Stage at the point of opening and an explanation of how pupil numbers will expand to fill the school by the end of the third year, at the latest. If you are an existing provider, please use the first column to show how many pupils you currently have. Pupil numbers should be given as full-time equivalents (FTE) over the academic year. For example if you have fifteen pupils who attend for one day a week for a term (in a school that has three terms in an academic year), that counts as one FTE pupil.

If you are proposing to open later than 2014, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2014	2015	2016	2017	2018	2019	2020
Key Stage 1	Property 1	10	10	15				
Key Stage 2		35	40	55				
Totals		45	50	70				

The plan is for the school to grow incrementally. This reflects the expectation that more primary schools will want to commission places as the Free School's reputation grows. Milton Keynes' primary school population is also growing as a result of an increased birth rate and families moving to the city. This is likely to add to the demand for additional alternative provision places.

Section D: Education plan – part 2

Please refer to pages 20-23 of the alternative provision 'How to Apply' guidance for what should be included in this section.

D1: Explain the rationale for your proposed curriculum, how it reflects the needs of your anticipated pupil intake and your plans for their progression and transition.

Curriculum rationale and how it meets the needs of expected intake

The focus will be on addressing each child's social, emotional and behavioural needs and developing the key skills of literacy and numeracy. Information provided by the referring school will enable an individual programme to be planned according to the child's starting point. Activities will be designed to promote excellent social skills and collaborative working.

The working environment throughout the school will promote good behaviour management skills and positive relationships with adults and peers. Restorative principles will be evident in all interactions between staff and with children and parents. However, it will be necessary to include more formal sessions that are designed to develop effective and essential social skills. These sessions will include:

Developing communication skills

- o asking for help;
- o taking turns and waiting for their turn;
- o good speaking and listening, e.g. eye contact;
- o saying please and thank you.

Developing empathy

- o increasing awareness of others;
- o becoming aware of how others feel;
- o understanding how their behaviour affects adults;
- o understanding how their behaviour affects children.

Managing emotions

- o recognising a range of emotions;
- o understanding emotions affect behaviour and behaviour affects emotions;
- o anger management.

Behaviour management skills

- o developing an awareness of acceptable and unacceptable behaviour;
- o recognising that behaviour is a choice with consequences;
- o understanding consequences on self and on others;
- o developing strategies to manage difficult situations.

Protective Behaviours

- o recognising acceptable behaviour towards them;
- o staying safe;
- o identifying people to talk with if they feel distressed, anxious, frustrated

- o or confused;
- o how to be assertive without becoming aggressive.

In addition to structured sessions designed to promote positive interaction and good behaviour, children will have opportunities to take part in a range of activities. Being outside and physical activity is essential for wellbeing and children likely to be referred to Alternative Provision are frequently deprived of access to open spaces, sport and play grounds. Many have never experienced the pleasure of playing in the woods, making a camp, helping others, eating at the table or tending a plant. We will ensure children are given every opportunity to take part in a range of activities that will enhance their life experiences. Throughout their time at the school the children will benefit from participating in:

Forest School

The main goals of forest schools for primary age children include encouraging curiosity and exploration with all of the senses, empowering children in the natural environment, and encouraging spatial awareness and motor development.

Children will all learn about flora and fauna but gain more abstract benefits in social skills such as team-building and cooperation, risk management, project planning and recognition of each pupil's own achievements. By setting children small manageable tasks and giving praise, children will be given a good foundation for future learning.

Personal skills such as team-building, goal setting, planning and achieving, increasing cooperation to achieve goals, as well as reviewing and recognising own achievements will be developed, particularly in Key Stage 2 pupils. Consistent with Attention Restoration Theory, children taking part in forest schools have been described as more relaxed and have an improved ability to concentrate.

Gardening and looking after the environment

- o to understand how to plant, grow and nurture fruit, vegetables and flowers;
- o to grow for cooking and eating;
- o to develop a respect for the environment and how to behave responsibly.

Cooking

- o to develop an understanding of nutrition;
- o to learn how to cook basic recipes and use food they have previously grown;
- o to prepare and serve food for others.

Eating meals together

- o to learn how to lay the table for a meal;
- o to use cutlery properly;
- o to enjoy the social experience of eating meals at the table with others;
- o to clean up afterwards.

Looking after animals

- o to develop an awareness of their needs;
- o to understand how to look after something that is dependent on them;
- o to develop empathy and responsibility;
- o to enjoy the pleasure of being around animals in a supervised environment.

Creative activities

- o art and crafts;
- o music;
- o drama.

PE, sport and games

- o to develop fitness and co-ordination;
- o to function effectively as a part of a team;
- o to follow rules and understand the importance of fair play;
- o to learn how to manage the disappointment of losing;
- o to use energy and to have fun.

Playing

- o with board games to encourage good social skills;
- o alone and with others;
- o how to share;
- o how to win and lose

In keeping with the emphasis on active and outdoor learning many of these activities will take place outside the traditional classroom context.

Many of these activities would benefit parents as well as children. Some parents have never had the opportunity to develop these skills or experience the pleasure of taking part. It is essential that parents learn how to interact with their children in a positive way. Some have never learnt how to play with their children and would benefit from the chance to do so away from the pressures and stresses within the home.

Literacy and Numeracy

There will be a daily focus on developing children's communication, literacy and numeracy skills. These will be an integral part of the activities above, but in addition the following programmes will also be used:

Read, Write, Inc

Abacus

Numicon

Fresh Start

Further Literacy Support

Overcoming Barriers in Maths

How the curriculum and its delivery will improve pupil outcomes on a range of measures

The curriculum and its delivery will advance children's social skills, emotional development and behaviour management as every aspect of the school day will focus on improving these attributes. Progress will be assessed in relation to each child's individual targets and the extent to which pupils are

successfully reintegrated into their mainstream school.

The curriculum will also develop children's literacy and numeracy skills which are vital to successfully accessing the curriculum in a mainstream school. Assessing Pupil Progress will be used to track attainment with additional intervention strategies being deployed to ensure accelerated progress for those that are below age related expectations.

Plans for transition between different education providers and reintegration into mainstream education

To ensure that an appropriate tailor-made support and academic plan can be implemented it is crucial that all relevant information is shared and that a detailed referral is completed. This information needs to include:

- knowledge of the child and family background;
- relevant family events;
- involvement of external agencies;
- details of SEN and academic ability;
- details of the behaviour exhibited;
- interventions and their effectiveness to date.

Further information about the child and the nature of the SEBD will be clearly identified using as appropriate:

- Boxall Profile;
- Goodman's Strengths and Difficulties Questionnaire;
- Pupil Attitudes to Self and School (PASS);
- Admission Criteria Checklist.

This detailed information will ensure that every aspect of need is taken into account when planning appropriate and effective intervention for the child. In addition to severe behaviour difficulties children may be unable to access school for a number of reasons including issues relating to health, anxiety or poor attendance. A clear and detailed referral is essential for accurate identification of needs and planning of appropriate support. It is important to gain a clear understanding of how the child is managing in the school environment and the impact of the behaviour on staff and pupils. This is best done through open and honest discussions about the situation with staff who have a good knowledge of the child.

The severity and nature of the difficulty will determine the duration of provision offered. Some children will require intensive full-time provision over many weeks before commencing a supported and gradual reintegration programme in mainstream school. Others, particularly those requiring early intervention, may benefit from part-time provision whilst still attending their mainstream school. Regardless of the type of provision agreed it is essential that appropriate staff from the referring school maintain regular contact with the child. The ultimate goal of a referral to Alternative Provision is to work towards a successful reintegration into mainstream school. On-going interaction between the child and an identified member of staff from the school is crucial to this.

By adhering to a rigorous referral process the needs of the child, the parents and others in the family will become very clear. This will ensure that appropriate support can be identified and implemented. This may be in the form of parenting groups or individual support for parents requiring more intensive work. Relationships are often poor in families where children have severe SEBD so opportunities for parents to interact positively in a supportive environment with their child can be key factors in the rate of progress.

Links with external agencies are essential so that appropriate referrals can be made in order to address any emerging needs. Agencies most likely to be called upon for support include the Educational Psychologist, CAMHS and Children's Social Care. However, to ensure the child and family are fully supported the CAF can be started and other support accessed if it is not already underway.

D2: Set out a viable curriculum plan with appropriate focus on breadth and balance, core areas of learning, calendar and timetable.

Description of broad and balanced curriculum

In addition to literacy and numeracy, the curriculum will cover aspects of the primary National Curriculum but it will not be constrained by it as in many ways it will go well beyond what is required. The curriculum will make links between subjects to strengthen and promote a holistic approach to learning and the use of Building Learning Power means learning how to learn will also be an integral part of what is taught. Social Emotional Aspects of Learning will permeate all activities.

The learning opportunities in the Forest School would be based around the interests of the children but they would all learn about the plants and animals in the wood as well as how to build a den and how to safely make and cook on a camp fire. Some of the other diverse range of activities the children would experience in the forest school can be found at <http://www.naturedetectives.org.uk/>.

The chicken farm would be a key feature of the curriculum. The school will arrange for an experienced poultry keeper to visit to lead an introductory course in caring for chickens. Each group would have its own flock of chickens that they would have to care for. They would be responsible for running their own egg business which would develop the whole range of entrepreneurial skills.

The raised beds and poly-tunnel that each group would have will also be part of their business. Children will learn how to sow and care for their plants as well as marketing any surplus. We would aim to recruit some experienced allotment keepers on a voluntary basis to work with the children on designing and caring for their beds. Children will develop their cooking skills using the fruit, vegetables and eggs that have been produced.

As well as improving children's social and life skills, the above activities will be used to support the development of children's competence in literacy and numeracy as well as their scientific understanding.

Other aspects of the curriculum would be based around themes. Below are some examples.

Keen to be Green

Using Geography, Science, English, ICT & D&T children will investigate major world concerns of global warming and climate change before thinking about green issues and eco-footprints. The WEEE Man sculpture would be used as a stimulus for exciting D&T. Children will investigate food miles and look to become Planet Protectors by recycling and spreading the green message. A visit will be made to Milton Keynes' recycling centre and charities that collect unwanted items for other people to use.

Light and Sound

This theme would cover Art, DT, ICT, Music and Science including: colour spectrum and the use of shade; creating stained glass windows; investigating sound, making instruments and music; using computers to generate and record music; pitch and volume; light sources; forming shadows; night and day and shadow predictions.

Ancient Greece

Covering Art, DT, Geography, History and ICT including: making comedy and tragedy masks; Greek pottery – children will have the opportunity to produce their own pots and have them fired; soap sculptures; the geography of Greece; life in ancient Athens and Sparta; ancient warfare; gods and myths; Greek literature, including Aesop's Fables.

Below are sample timetables that would be a typical week for children in Key Stage 1 and Key Stage 2.

Key Stage 1 – Nurture Group

	08.45 9.15	09.15 09.30	09.15 10.30	10.30 10.45	10.45 12.30	12.30 13.30	13.30 15.00
Monday	Breakfast	Circle Game / Activity	Activity 1 incl phonics	Free Play	Activity 2 incl numeracy	Lunch	Activity 3
Tuesday	Breakfast	Circle Game / Activity	Activity 1 incl numeracy	Free Play	Activity 2 Incl phonics	Lunch	Activity 3
Wednesday	Breakfast	Forest School	Forest School	Forest School	Forest School	Lunch	Forest School
Thursday	Breakfast	Circle Game / Activity	Activity 1 incl phonics	Free Play	Activity 2 incl numeracy	Lunch	Activity 3
Friday	Breakfast	Circle Game / Activity	Activity 1 incl numeracy	Free Play	Activity 2 Incl phonics	Lunch	Activity 3

The type of activities that would take place in the nurture group will be based on those found in *Nurturing Success* by Helen Sonnet.

Key Stage 2 will be split into different groups depending on the number of children. The different groups would have their Forest School on different days of the week.

Key Stage 2

	08.45 9.15	09.15 09.30	09.15 10.30	10.30 10.45	10.45 12.30	12.30 13.30	13.30 15.15
Monday	Breakfast	Circle Game / Activity	Activity 1 Literacy focus	Free Play	Activity 2 Numeracy focus	Lunch	Activity 3
Tuesday	Breakfast	Circle Game / Activity	Activity 1 Numeracy focus	Free Play	Activity 2 Literacy focus	Lunch	Activity 3
Wednesday	Breakfast	Circle Game / Activity	Activity 1 Numeracy focus	Free Play	Activity 2 Numeracy focus	Lunch	Activity 3
Thursday	Breakfast	Forest School	Forest School	Forest School	Forest School	Lunch	Forest School
Friday	Breakfast	Circle Game / Activity	Activity 1 Numeracy focus	Free Play	Activity 2 Literacy focus	Lunch	Activity 3

Each activity may be split into a number of different sessions, depending on the focus for the day and the topic being studied.

The Headteacher, supported by the other teachers and specialist Learning Mentors, will be responsible for deciding the actual curriculum followed. The only parameters will be keeping the curriculum consistent with the vision for the school, which includes the flexibility needed to meet the needs and interests of the ever changing group of children in attendance.

Optional enrichment activity 15.15 – 16.15

Tuesday Performing Arts
 Wednesday Outdoor Adventurous Activities / PE
 Thursday Art / Craft

The specialist Learning Mentors will lead enrichment activities after school. Not all would be on site, for example Performing Arts may sometimes take place at Walton High with the children from the Free School joining children from other primary schools who attend *Upstage* (*Upstage* is Walton High's after school theatre school for KS1-3 students) and the Outdoor Adventurous Activity might involve learning to sail or canoe on one of Milton Keynes' lakes.

Certain children may not be able to work in groups some or all of the time because of the nature of their SEBD or other special needs. These children would have a curriculum and interventions tailored to their specific needs. This might include 1:1 work with a language or art therapist as well as more time addressing literacy and numeracy difficulties.

Some children will attend the school part time. An example of the sort of programme that could be offered to support children with low self-esteem who find working co-operatively with others difficult would be a performing arts course. The children would work together to put on a play, the theme of which would also explore some of the issues they find challenging to provide increased opportunities to explore these areas with the children.

Forest school would also be offered to commissioners on a part time basis.

Length of the term and year

The school will follow the usual term dates for Milton Keynes schools. However, subject to funding, we plan to run activities during the school holidays to ensure children do not regress during the break.

How pupils with varying referral lengths will be integrated and catered for

Pupils with varying referral lengths will be integrated and catered for through the referral process that will include a thorough assessment of their support and academic needs. An individualised learning plan will be drawn up on the basis of this needs analysis. A member of staff will be assigned who will be the child's key worker. There will also be a comprehensive induction process to ensure the child successfully adjusts to their new environment.

How the Free School will work in partnership with commissioners to ensure children referred part time or short term receive an appropriate and integrated curriculum to complement and keep up with their peers

Regardless of the type of provision it is essential that a named member of staff from the referring school maintains regular contact with the child and their key worker and even visits the school to observe the progress the child is making. Their role is to ensure that the child's individual learning plan supports successful reintegration. On-going interaction between the different parties is crucial to this.

Explain how children will be organised and how this reflects the education vision

Children will be organised in a number of different ways depending on the activity and the progress made in addressing their SEBD. The children will be assigned to a "tutor group" which will consist of children from the same Key Stage. However, children will not always work in this group as it will depend on their individualised programme as to which activities they are taking part in. Some children may have to work one-to-one with a member of staff, others in small groups of 6 – 7 and those children who are preparing for reintegration into their mainstream school could be in a group of up to 15. This personalised approach is in keeping with the educational vision for the school.

D3: Show how your staffing structure will deliver the planned curriculum.

Plan for the phased build-up of staff in line with planned pupil numbers and financial resources

Staff would be recruited as follows:

A term before the school opened the Headteacher and Business, Referral and Reintegration Manager would be appointed. Together with the Project Steering Group they would be responsible for ensuring that high calibre staff were appointed to the other posts in readiness for opening in September 2014. The school's caretaker would be appointed a month before the school's opening to ensure they are familiar with all aspects of the building.

In addition to the posts above, in years one and two there would also be a Deputy Headteacher and a teacher. Three members of staff with particular expertise in Art/Craft, Outdoor Adventurous Activities/PE and Performing Arts would have the dual role of instructors and Learning Mentors and there would be three Learning Mentors who would be general specialists.

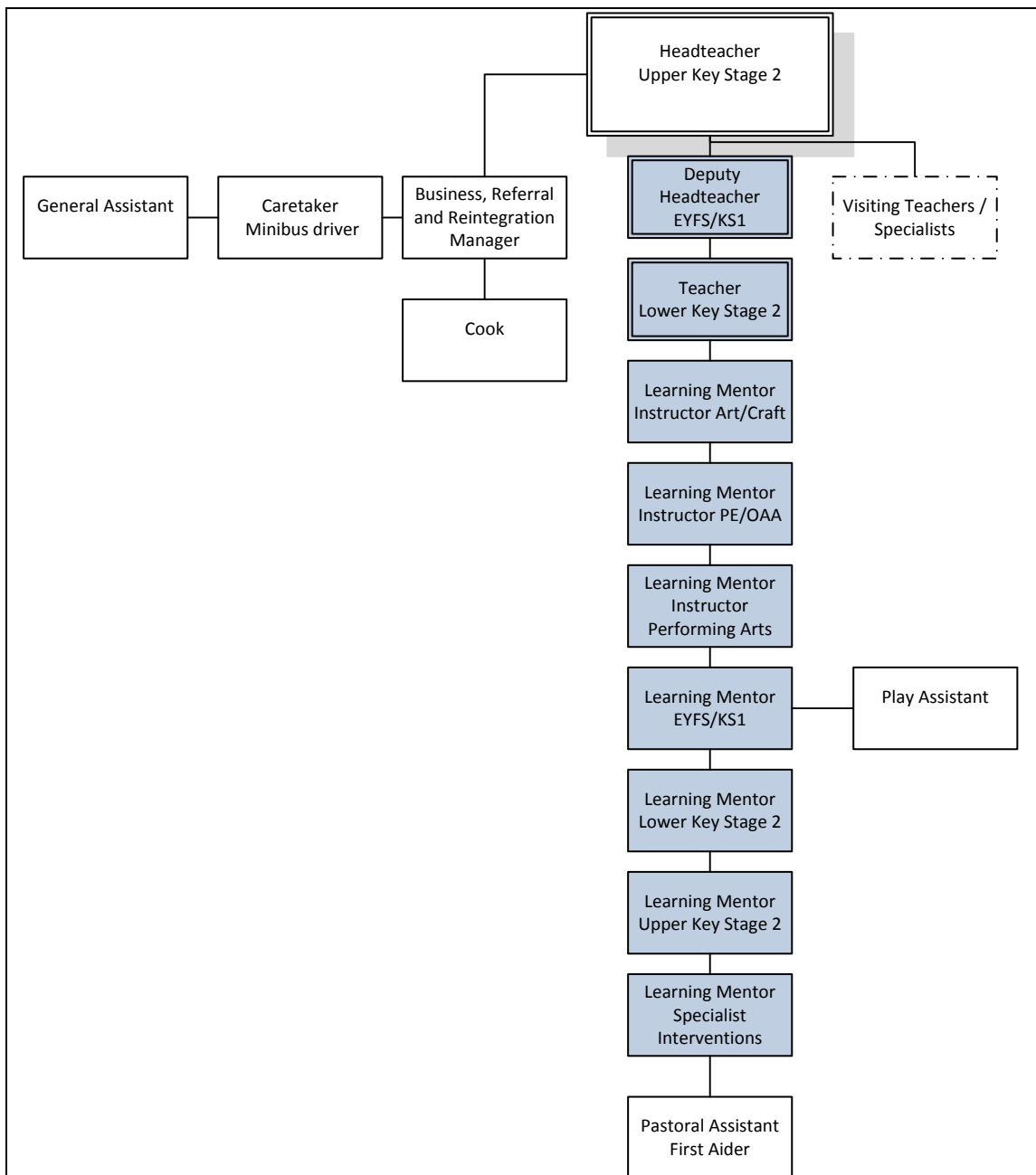
A cook and General Assistant would make up the non-educational support staff.

With the increase in pupil numbers in Year 3 a Play Assistant and a Learning Mentor would be added to the above team.

In addition to the core team of staff at the school, from its opening the cost of visiting teachers and therapeutic specialists has been allowed for in the budget. These would be employed to enrich the curriculum and to meet any specialist needs individual children at the school may have.

Description of final staffing structure and how it is sufficient, affordable and appropriate to deliver the education vision and plan

Final Staffing Structure (September 2016)



The three qualified teachers will take lead responsibility for the children’s individual learning programmes within their particular phase and will work with the school’s Learning Mentors to deliver the curriculum. The inclusion of visiting teachers and specialists within the staffing structure provides the flexibility needed to respond to the children’s individual needs and can also be adjusted in light of pupil numbers and funding. Three of the Learning Mentors will have a specialism that supports the delivery of the wider curriculum.

The accompanying financial plan shows the above staffing structure to be affordable within the finances available when the school is at capacity. For budgetary purposes all the staff, except the Headteacher and Deputy Headteacher, are on the top of their respective pay spines to ensure that the staffing structure is financially viable going forward.

Staffing structure and roles and responsibilities

The Headteacher will have overall responsibility for the day-to-day running of the school and ensuring that the highest standards are achieved. The Headteacher will also have responsibility for safeguarding and the leadership of one of the phases.

The Deputy Headteacher will be the school's SENCo and will also have responsibility for one of the phases and Looked After Children. The third qualified teacher will oversee the progress of the children in the Key Stage not covered by the other two qualified teachers.

The instructors will be responsible for leading their particular area of the curriculum and for providing extra-curricular activities associated with their specialism as well as performing the role of Learning Mentors. The other Learning Mentors will work closely with their link teacher delivering a range of individual and group learning activities.

As well as supporting children's learning and following up attendance related issues, the Pastoral Assistant will have lead responsibility for First Aid.

The Play Assistant will support the children's learning through play in the EYFS and Key Stage 1.

The Business, Referrals and Reintegration Manager (BRRM) will, together with the Headteacher and Deputy Headteacher, be a member of the school's Senior Team. This person will have responsibility for marketing the provision and ensuring the smooth transition and induction of children into the school. The Business, Referrals and Reintegration Manager will also have responsibility for the general administration of the school and will work with MKET's finance team on budget related issues.

The cook will prepare breakfast, snacks at break and lunch. The person will work with small groups of children teaching them how to cook and run occasional "Cooking on a budget" classes for parents.

The Caretaker and General Assistant will be responsible for the maintenance, security and cleanliness of the site. The caretaker and a number of other staff will also be minibuss drivers.

D4: Set out a clear strategy for ensuring that the needs of pupils with differing abilities are met.

The Project Steering Group anticipate that children attending the school will have the following range of needs:

- Special Educational Needs, including those with statements. The primary SEN is likely to be linked to the child's SEBD but up to 20% of children may also have communication or moderate learning difficulties
- Additional Educational Needs. A small number of children may have English as an additional language.
- More able. A small number of children may be working well above age related expectations.
- Disabilities. Children may present with a range of physical disabilities,

e.g. hearing impairment or mobility difficulties as well as other conditions such as dyslexia and dyscalculia.

- Therapeutic needs. It is expected that many of children will have therapeutic needs as a result of having damaging and chaotic home lives

Strategies for ensuring the varying needs of individual pupils are met

The main strategy for ensuring that the needs of individual pupils are met will be the child's education plan that will inform their individualised learning programme. This will be produced in light of the information received from the referring school, parents or carers and initial assessments.

There will be additional support for children with special educational needs and those working below age related expectations to help them make accelerated progress in literacy and numeracy. The SENCo will have responsibility for ensuring that the additional support set out in any statement is provided and for reviewing the child's education plan and progress towards targets.

The class teacher will ensure work is suitably differentiated to meet the range of needs within the class and will work with Learning Mentors to ensure additional support or challenge is provided as appropriate.

More able children will have work that is suitably challenging to ensure they are academically stretched.

The staffing structure allows for additional specialists, including therapists and counsellors, to be employed to ensure the expertise available within the school matches the changing needs of the children who attend.

The progress of children will be closely tracked with education plans amended in light of their attainment.

How ICT, other agencies and partners' resources will be used to support the learning and achievement of pupils of varying abilities and needs

A number of ICT and online learning programs will be used to provide structured support and tracking of children's learning. The aim would be to use the educational programs most commonly used by the referring schools so the children are familiar with their use, e.g. Espresso. Such provision enables learning to be tailored to the individual needs of the children and allows them to progress at the rate which is appropriate for them.

ICT would also be used to celebrate children's achievements through the school's website and social media and it would be used to keep parents informed of their child's achievements and progress.

The school will want to work closely with the external agencies who may already be working with the children, e.g. CAMHS and Children's Social Care. Where an unmet need is identified the school would aim to ensure appropriate additional support is provided for the child and/or their family.

The resources and expertise of partners would also be drawn upon. These would include MKET's Educational Psychologist and Outdoor Adventurous

Activities Manager. Specialist from partner schools would also be deployed to enrich the curriculum, e.g. science, drama, music and PE teachers.

Strategies to overcome barriers to learning and achievement such as behaviour or other factors that have resulted in pupils being removed from mainstream schooling

In addition to the child's individual learning plan, enriched curriculum and small group sizes, barriers to learning will be overcome in the following ways:

- Clear expectations of the children
- Consistent rewards and sanctions system
- Clear behavioural limits and boundaries
- Activities with clear routines
- Plenty of contact between staff and children
- Simple instructions
- Plenty of individual attention
- Frequent praise
- Development of trusting relationships
- Frequent opportunities for success
- Celebration of individual and group success
- Opportunities for children to act responsibly
- Encouragement of the children so they feel secure and valued
- Calm and caring adult role models.

How the school will have regard to the SEN Code of Practice and the way in which disabled pupils and those with SEN will be supported

The Code of Practice, and any revisions to this, will be followed to ensure that children with special educational needs and disabilities are fully included. Children will have activities differentiated as appropriate and the school would acquire any specialist equipment that may be needed for children with physical disabilities to ensure they are fully able to take part.

D5: Tell us how your definitions and measures of success will deliver your aspirations for pupil achievement.

- ***Proposed targets, why they are suitable measures of the delivery of the school's educational vision and the strategy to achieve them***
- ***proposed success measures for individual pupils and the whole school, including teaching***

The following targets are suitable measures of the delivery of the school's educational vision because they reflect the high expectations and ambition we have for our Alternative Provision Free School. The vulnerable children the school will serve deserve the very best if they are to go on to make a positive contribution to society and lead fulfilled lives. Achieving these targets will ensure that the school's aims are being realised.

The targets will also provide a measure by which the school and Local Governing Body can monitor the quality and effectiveness of provision. They will form the basis of the school's self-evaluation and are an important aspect of holding the Headteacher to account.

As well as their role in internal accountability, performance against targets is an important measure that others can use when judging the quality of provision, e.g. commissioners, parents and MKET's Board of Directors.

1. The aim is for every child referred to the school to return to mainstream education with the skills and attributes needed to make reintegration a success.
2. For those children who enter the school below age related expectations in literacy and numeracy, the aim would be for them to leave the school having made accelerated progress.
3. Children working at or above age related expectations would continue to make demonstrable progress and work at this level.
4. Attendance above 90%.
5. PASS would indicate that when they leave the school, all children view themselves more positively and have a better attitude towards school than when they arrived.
6. The school would be judged by Ofsted to provide outstanding alternative provision.
7. Teaching would predominantly be graded outstanding.
8. Commissioners would give high satisfaction ratings in feedback surveys and continue to commission places.
9. The school would have a local and national reputation for the effectiveness of its provision.

The strategies for achieving these targets are set out above.

How success measures will be monitored, reviewed and reported, including plans to develop pupil assessment and tracking systems

The above success measures will be monitored, reviewed and reported in the following ways:

1. The extent to which children successfully reintegrate into mainstream provision will be judged on the basis of an opinion survey of the commissioning schools and how many children are re-referred to the AP Free School having failed to successfully reintegrate. This will be reported termly to the school's Local Governing Body.
2. Assessing Pupils' Progress and SIMS Assessment Manager will be used to track the progress made by children working below age related expectations. The progress they make will be reported to the commissioning school once a fortnight. Parents will receive a weekly report on the progress their child is making.
3. As for 2 above.
4. Children would complete a PASS survey just before they reintegrate full time into mainstream provision. The outcome of these surveys will be

reported to the commissioning school when the child re-joins them and to the Local Governing Body on a termly basis.

5. This would be as and when Ofsted inspect the school. Parents and commissioners would be sent a copy of the report and it would also be posted on the school's website.
6. The quality of teaching and learning will be monitored frequently using a range of measures, e.g. scrutiny of children's work, lesson observations, children's progress data, review of planning documentation. The outcome of this monitoring will be reported to the Local Governing Body on a termly basis.
7. Commissioners will be asked to complete satisfaction surveys. The outcome of these will be shared with all commissioners and with the Local Governing Body on an annual basis.
8. The school would become a reference site for others wishing to set up similar high quality alternative provision.

Where the monitoring of performance against targets raised a concern, interventions would take place to address the issue, e.g. if there was a staff capability issue the school's policy would be enacted to ensure rapid improvement took place. If monitoring of a child's progress against their targets, either academic or those related to their SEBD, indicated that expected progress was not being made a review of the child's education plan would take place to address the problem. This might involve providing more 1:1 tuition or employing a therapist to work through other issues that may be getting in the way of the child making progress.

How pupil progress will be reported to parents/carers

Pupil progress would be reported to parents on a weekly basis. Children would take home a report sheet that would show progress against their individual targets. Text messages will be sent and praise postcards to highlight significant achievements.

How the views of parents will be gathered

On a fortnightly basis the child's key worker will ring home for a brief discussion with the parent to gather their views on the progress their child is making and the quality of provision. Parents will also be asked to complete a questionnaire at the end of their child's placement.

The active role parents will play in improving their child's progress

To promote the on-going progress for the children accessing the provision, parental involvement will be encouraged wherever appropriate. For younger children, this may be in the form of various parent/child activities such as those outlined in the Section D1 above, but essentially parental involvement in any form, whether it is in-class teaching and learning or educational play activities, will help the learning that is taking place to be sustained after they leave the school.

For more general involvement of parents of all children, there would be a number of additional opportunities to get involved depending on their availability and confidence levels.

Activities would involve:

- Learning together – opportunities for parents to get involved in their child’s learning and to explore how to encourage learning at home whilst still making it fun.
- Healthy eating/cooking healthy meals on a budget.
- Physical activities including team/partner sports.
- Parenting support courses where parents can learn new techniques and strategies for parenting but to also learn from others under the guidance of a trained parenting specialist. Topics that would be included in the parenting courses are:
 - o parenting styles;
 - o effective communication;
 - o building a child's self-esteem;
 - o developing and maintaining boundaries;
 - o managing conflict amongst siblings;
 - o reducing problem behaviour;
 - o creating and implementing discipline;
 - o teaching children to be respectful;
 - o teaching children independence;
 - o teaching children responsibility;
 - o problem solving;
 - o creating a safe home environment;
 - o step-parenting.
- Parenting support groups to enable parents who have accessed the parenting support courses to continue to meet but in a less formal environment enabling support to be maintained. These groups would:
 - o enable parents to share experiences and give each other mutual support;
 - o develop communication, negotiation and problem-solving skills;
 - o boost parent/child relationships;
 - o increase the self-esteem and confidence of parents and their children.

By interlocking the development of the children with outstanding parental education and support, a solid foundation will be laid down to ensure that the supportive, structured and disciplined approach of the Alternative Provision continues outside of the provision itself. Potentially this will create both a ripple effect into the family homes and hopefully, over time, the community as well as future generations.

D6: Describe how your approach to behaviour management, pupil wellbeing and attendance will improve pupil outcomes

Strategies for promoting good behaviour and attendance for pupils at the school

Behaviour

In addition to the engaging curriculum, excellent teaching and structured sessions designed to address the children's social, emotional and behavioural difficulties, the school will have a number of incentive schemes that it will use to encourage positive behaviour and to motivate the children. These will be for individuals and the group. The schemes will be represented visually in the rooms so children can see the progress they are making.

The school will have clear expectations concerning acceptable and unacceptable behaviour.

Restorative Practices will underpin the school's approach to behaviour management as it is a process that aims to resolve conflict. It promotes telling the truth, taking responsibility and acknowledging harm as appropriate response to conflict and in doing so creates accountability. It not only allows the harmer to see the impact of their behaviour but also allows the "harmed" person the opportunity to see if they contributed to the conflict in anyway by their own behaviour. Both participants are then able to agree their own joint contract of how they are going to treat each other in the future, which gives them a personal stake in the success of the contract.

There will be a range of escalating sanctions that will be applied depending on the seriousness and frequency of transgressions. This will vary according to the age of the child, but will include such things as the withdrawal of privileges and a spell in Time Out. Exclusion from the school would only be used in extreme circumstances and where the child remaining at the school would put other children or staff at serious risk of harm.

Attendance

The school's caring culture, environment and engaging curriculum will promote good attendance as will the need to transport children to the school. In schools where children are collected from home, or a meeting point, attendance is higher than for schools where children make their own way to school.

Holidays in school time will not be authorised and fixed penalty notices will be issued to those families that take them.

Contact will be made with the family on the first day of any absence to ascertain the reason for non-attendance. Where there are on-going concerns about poor attendance other agencies will be involved in an attempt to resolve the problem, including MKET's Education Welfare and Attendance Officer who will visit the home and provide support to ensure improved attendance. Where there is still no improvement in the child's attendance, the school will seek to prosecute.

How pupil wellbeing will be promoted, including pastoral care and strategies for tackling bullying

Children's wellbeing will be promoted through the favourable staff:pupil ratio. Every child will have a key worker who will be responsible for the child's overall wellbeing.

There will be an anti-bullying policy that makes clear the school's expectations

with regard to how we treat each other. Restorative practices will support the effective tackling of bullying, but children who persistently behave in an unacceptable way, despite a range of interventions, will be taught on their own and have only closely supervised contact with the other children.

Children will be taught a range of protective behaviours, including what they should do if at any time they feel unsafe at school.

How pupils will be kept safe and compliance with relevant safeguarding requirements

The school will adopt MKET's Safeguarding Policy.

People responsible for appointing staff will have received safer recruiting training and a single central record will be kept. All staff and governors will have enhanced CRB checks. A named member of staff will be the safeguarding officer and all staff will receive regular safeguarding training.

A health and safety survey of any proposed school will be carried out with any issues identified, including site security, being addressed before the school opens.

The school's environment and curriculum will promote the children's mental and physical wellbeing. Leading a healthy lifestyle will be an integral part of the curriculum as PSHE has a central role. e-safety will be included within this as well as teaching children how to use the internet and other technologies, such as mobile devices, in a way that keeps them and others safe.

The school will have a secure connection to the internet with appropriate protection in place to ensure that inappropriate sites cannot be accessed.

There will also be a qualified First Aider and a Medicine Policy to ensure the safe storage and use of any medication.

Staff will be trained in de-escalation techniques and safe ways of restraining children. A log will be kept of all physical intervention that will include why restraint was considered necessary, the technique used and the outcome of the incident. All reports of physical intervention will be made to the Headteacher who will report to the Local Governing Body on a termly basis.

How the above are informed by the vision for the school and linked to raising standards and educational outcomes

Creating a safe and caring school environment is central to the vision for the school. It is recognised that children can only learn effectively when they feel safe and valued. The creation of a safe and caring place for the children is a prerequisite for raising standards and realising the school's educational objectives.

Section E: Evidence of demand – part 1

Please complete the table, using the information below to assist you.

If your school is new provision:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the anticipated demand from your commissioners or, for 16-19 year old students, the numbers of students that have confirmed that the proposed school will be their first choice.
- Leave **column C** blank.
- In **column D** please express the demand (column B) as a percentage of the places available (column A). i.e. $D = (B/A) \times 100$.

If your school is an existing provider applying to become an alternative provision Free School:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the anticipated demand from your existing commissioners or, for 16-19 year old students, the number of students already on roll at your school.
- In **column C** please provide the anticipated demand from your additional commissioners, if applicable, and, for 16-19 year old students, the numbers of students that have confirmed that the proposed school will be their first choice.
- In **column D** please express the total demand (column B + column C) as a percentage of the places available (column A). i.e. $D = ((B+C)/A) \times 100$.

	2014				2015			
	A	B	C	D	A	B	C	D
Key Stage 1	10		10	100%	10		10	100%
Key Stage 2	34		34	100%	39		39	100%
Key Stage 3	(1)		1	100%	(1)		1	100%
Totals	45		45	100%	50		50	100%

Section E: Evidence of demand – part 2

Please refer to pages 24-29 of the alternative provision 'How to Apply' guidance for what should be included in this section.

E1: Clearly state your referral process setting out how you will effectively manage referrals and engagement with your commissioners throughout the academic year. Describe how both processes will ensure that your alternative provision Free School is accessed by your target group of pupils.

How the referral process will be managed to ensure on-going referrals once opened and that appropriate pupils access the provision.

How links will be established and maintained with commissioners to ensure the Free School receives information about pupils needs and attainment levels before they are referred

The referral process will be overseen by the Business, Referrals and Reintegration Manager (BRRM). This person will also be responsible for marketing provision to existing and potential commissioners.

It will be possible for commissioners to enter into a contract with the AP Free School covering one or more years to secure places that would then be taken up as required on either a full time or part time basis. Alternatively schools can commission places in an ad hoc way.

To ensure that appropriate pupils access the provision it is crucial that all relevant information is shared and that a detailed referral is completed. This will include the following:

- information about the child and family background;
- relevant family events;
- involvement of external agencies;
- details of SEN and academic ability;
- details of the behaviour exhibited;
- interventions and their effectiveness to date.

Further information about the child and the nature of the SEBD will then be identified using as appropriate:

- Boxall Profile;
- Goodman's Strengths and Difficulties Questionnaire;
- Pupil Attitudes to Self and School (PASS);
- Admission Criteria Checklist.

This information will be used to draw up the child's individual support and academic plan.

The importance of timely interventions to prevent situations in schools escalating is recognised. As a consequence the BRRM would aim to complete the admission process within 5 working days of initial contact.

How each commissioner will be kept informed of the pupil's progress and readiness for reintegration

The severity and nature of the child's difficulty will determine the duration of provision offered. Some children will require intensive full-time provision over many weeks before commencing a supported and gradual reintegration programme in mainstream school. Others, particularly those requiring early intervention, may benefit from part-time provision whilst still attending their mainstream school. Regardless of the type of provision agreed it is essential that appropriate staff from the referring school maintain regular contact with the child. The ultimate goal of a referral to Alternative Provision is to work towards a successful reintegration into mainstream school. On-going interaction between the child and an identified member of staff from the school is crucial to this.

The link member of staff at the commissioning school will have access to a secure portal to enable them to track the child's attendance, progress against targets and achievements. In addition, the child's key worker at the Free School will hold a monthly review meeting to assess overall progress and consider whether reintegration is a possibility.

How the above approach reflects the requirements of specific commissioners

The flexibility of the provision offered and the short amount of time between referral and the child being admitted to the school are two of the main features that appeal to commissioners.

How a potentially high in-year turnover of pupils will be managed

The potentially high in-year turnover of pupils will be successfully managed as a result of the comprehensive referral process and thorough induction programme. The flexibility of the provision is designed to accommodate a high in-year turnover of pupils.

E2: Provide evidence of demand from commissioners that they would make referrals to your alternative provision Free School for pupils of compulsory school age and would pay the per pupil rates you intend to charge.

See Annex A for map showing location of schools supporting the Alternative Provision Free School.

Steady state for pupil numbers over the course of an academic year

It is expected that the steady state of pupil numbers over the course of an academic year would be at least 80% of the proposed number of places. This number excludes those students reintegrating back into their school or on a trial managed move to a different school.

Information showing the level of demand from commissioners

See Annex A for the letter sent to the 89 primary schools in Milton Keynes and the responses received so far in support of the Free School.

17 schools stated they would need the FTE of one or more place per year. Some of these schools gave a range for the number of referrals. Based on the returns received so far 32 is the lower demand and 44 is the upper demand.

16 schools responded stating that they had no need for Alternative Provision.

56 schools are yet to respond.

E3: Not applicable

E4: Demonstrate how you intend to reach out to the wider community.

How the school has been made attractive to a number of commissioners

The Alternative Provision Free School has been made attractive to potential commissioners by gaining an understanding of the dissatisfaction with the limited existing provision and addressing the issues raised through what the school is offering.

This understanding has come about as a result of many on the Project Steering Group having first hand experience of the problems with the existing provision as well as having discussions with many primary headteachers in Milton Keynes.

The Project Steering Group consists of people who have a wide network of local contacts and a reputation for the high quality of their work.

Plans for working with others in delivering outreach support on behaviour

The school and MKET aims to have staff who have the expertise needed to offer the following outreach support:

- Establishing nurture group provision in a mainstream school
- Restorative Practices
- “Team Teach” training
- Parenting workshops
- Educational Psychologist services

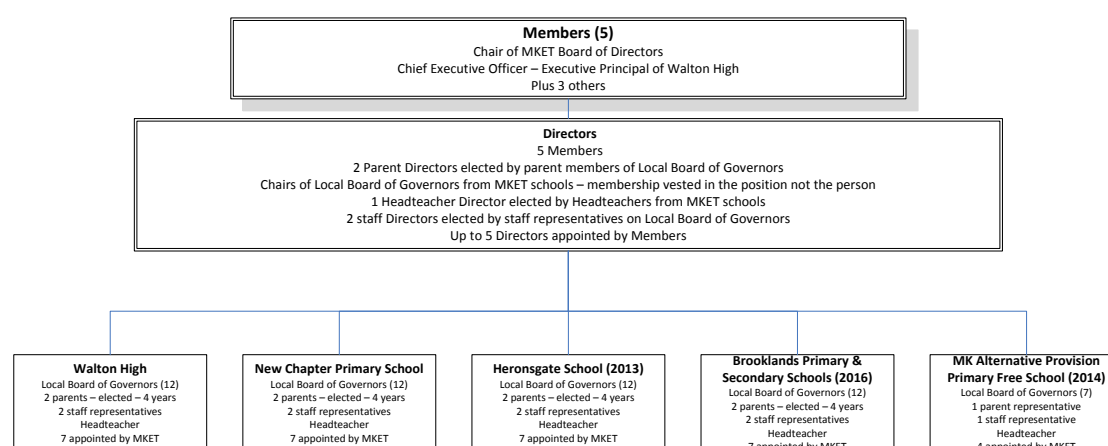
Section F: Capacity and capability

Please refer to pages 30-33 of the alternative provision 'How to Apply' guidance for what should be included in this section.

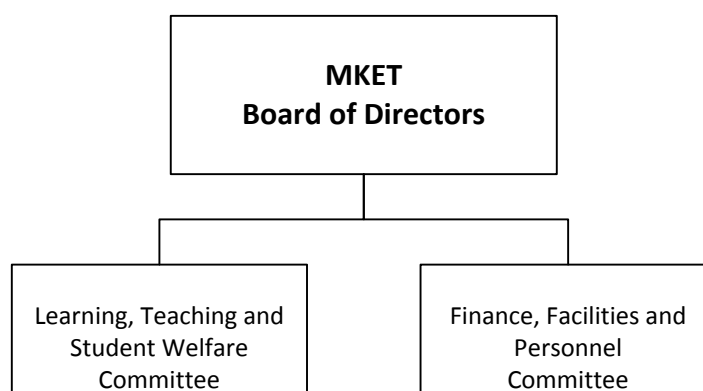
F1: Demonstrate a clear understanding of, and describe, the respective roles of the company members, governing body and principal in running your school.

Structure, lines of accountability and methods of escalation between company members, the school's governors and the principal.

Milton Keynes AP Primary Free School will be part of MKET's multi academy trust. The relationship between the Board of Directors and the Local Governing Bodies (LGB) of the different schools is shown below:



The Board of Directors have two scrutiny committees that oversee the work of LGBs. These committees report to the Board of Directors:



The Principal of the school will be accountable to MKET's Chief Executive Officer and the school's Local Governing Body.

Matters requiring escalation between the Principal, LGB, scrutiny committees, Board of Directors and Members are covered in the terms of reference and schemes of delegation for the Trust.

Roles and responsibilities of the company members, governors, committees and the principal

The Board of Directors is responsible for the strategic leadership of the Trust and for ensuring that the terms of the Master and Supplemental Funding Agreements are complied with. Roles and responsibilities of the company directors are set out in the Articles of Association which are based on the DfE model document.

Local Governing Bodies (Taken from MKET's information leaflet on the role of LGBs and governors)

All Milton Keynes Education Trust (MKET) schools have their own Local Governing Body (LGB) which is in effect a committee of the Board of Directors and as such is accountable to the Trust.

The school is accountable to its LGB, which in turn is accountable to parents and the community. A Local Governing Body has elected parent and staff representatives and the Trust appoints additional governors. The Trust uses these posts to cover skills gaps in the LGB, hence these posts are often filled by people from the business or not for profit community.

The Value of School Governance

LGBs make decisions which are in the best interests of the children and young people at the school. Keeping the decision making as close as possible to those that are affected by the decisions makes for sound and efficient leadership and governance. Fulfilling the role of a school governor is, therefore, both a serious undertaking and enormously rewarding. Not only do governors bring their own knowledge and skills to the role, but, in learning how schools are run, they often develop their understanding of leadership. The majority of employers appreciate this and are supportive of their staff taking on the responsibility. In addition, contributing to the growth and development of a school and seeing tangible improvements in the attainment and wellbeing of the children is a satisfying and important contribution to the local community.

The Role of the Local Governing Body

The Local Governing Body is responsible for the conduct of its school, and must promote high standards of educational achievement at the school. It is the school's accountable body and as such:

- within MKET's overall aims and policy framework, the LGB provides a strategic view of the school by establishing a vision and setting the school's purpose and aims. It has a leading role in appointing the head teacher and performance manages the head teacher, agreeing the school improvement strategy which includes setting targets with supporting budgets and staffing structures;
- monitors and evaluates the work of the school by reviewing the performance of the head teacher, the effectiveness of the day-to-day policy framework, progress towards targets, and the effectiveness of the school improvement strategy;
- signs off the self-evaluation process for submission to the Board of Directors and responds to school improvement and Ofsted reports as necessary. In addition it holds the head teacher to account for the

performance of the school and ensures that parents are involved, consulted and informed as appropriate, with information to the community being made available as required.

In order to do this, governors need to gain knowledge of how their school operates through training, by attending meetings, and by getting to know their school community, for example through visits during the school day.

Governors need to work together as a team, under the leadership of the Chair of the governing body. Governors are required to sign and adhere to a code of conduct.

The day-to-day leadership and management of the school is the sole responsibility of the head teacher supported by the Senior Leadership team.

Meetings

LGBs are required to meet formally a minimum of three times a year, i.e. once a term. Meeting dates are usually set well in advance and meetings generally last between two and three hours. Governors are expected to be well prepared for these meetings and attendance is expected, with apologies only for good reasons.

In addition to full governing body meetings there may be two committees:

- Learning, Teaching and Student Welfare, and
- Resources, Finance and Facilities

Other Commitments

Committees and/or working parties and task groups meet between the governing body meetings. Governors will be expected to play a full role in all aspects of governance by volunteering to fulfil specific roles, such as being the Special Educational Needs governor, or the Health and Safety governor, or the link governor for a particular year or subject. Most governors arrange a couple of day or half day visits to the school focusing on key priorities so that they can see how the school is addressing issues identified for development. In addition, informal visits to special events such as drama productions, sports day and Open Morning are encouraged.

Skills and Training

Governors do not need specific skills, but many of the tasks they are required to undertake can benefit from general business knowledge such as understanding management systems, budget planning and HR functions.

MKET will ensure that training for governors is available (which may include online learning) to ensure that governors are properly inducted to their role and trained for specific tasks such as appointing the head teacher and then carrying out the head teacher's performance review.

Support for Governors

Each governing body will have a clerk who both advises and services the governing body. MKET has an expenses policy which covers out of pocket

costs that includes those incurred caring for dependents. Loss of earnings is not covered, but employers are required to release employees in order for them to conduct their governor role. Release may, however, be unpaid.

The Principal will provide professional leadership and has responsibility for the day-to-day running of the school.

Protocols for avoiding and minimising conflicts of interest and independent challenge to the executive

For each school there will be a register of pecuniary interests and annual declarations that cover all governors and members of staff. Declarations of interests will be made and recorded at the beginning of all meetings of the LGB and its committees.

As well as a financial audit there will be an annual regularity audit. In addition, the Trust has its own Audit Committee.

Ofsted will also provide independent challenge to the executive.

F2: Show how you will access appropriate and sufficient educational expertise to deliver your vision.

Educational resources, people and skills identified to set up and operate the Free School, including experience and understanding of leading and teaching in alternative provision

To deliver its vision the project steering group has significant educational skills in both mainstream and alternative provision, as well as in supporting the parents of children who present with challenging behaviours.

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Individual's confirmation of sufficient time commitments to the project

See Annex B

Plans for identifying and securing educational expertise currently missing from the group

In addition to the core team of staff recruited to work at the school, the Trust intends to commission a number of specialists on short term contracts to deliver an enriched curriculum and provide support services that are tailored to meet the specific needs of the individual children on roll at any given time. The specialists required will be identified by analysing the needs of the children referred to the school.

Milton Keynes Education Trust is in the process of recruiting an Educational Psychologist who will provide EP support at the Free School.

MKET employs a range of consultants who are experienced Ofsted inspectors. They are commissioned to visit the Trust's schools on a half termly basis to report on standards and to share with the school's Senior Team their knowledge and expertise of most effective practice.

F3: Show how you will access appropriate and sufficient financial expertise to manage your school budget.

Resources, people and skills needed to undertake the financial management of the school

- [REDACTED] – [REDACTED]

The Free School's Business Manager will be able to draw upon [REDACTED] expertise as well as MKET's finance team to ensure that the school's budget is well managed. The Free School will share the same finance software as other Trust schools with staff receiving appropriate training and support.

The auditing of accounts and financial controls will be in line with other MKET schools.

Individual's confirmation of sufficient time commitments to the project
See Annex B

Plans for identifying and securing financial expertise currently missing from the group

MKET uses the services of a firm of chartered accountants and auditors for specialised financial services. The Free School would have access to this professional expertise.

F4: Show how you will access other relevant expertise to manage the opening and operation of your school.

Details of the group's relevant expertise in addition to finances and education, e.g. setting up new schools/businesses, HR, school governance, ICT, property construction, marketing and project management

[REDACTED] - [REDACTED].

[REDACTED] - [REDACTED].

[REDACTED] - [REDACTED].

Individual's confirmation of sufficient time commitments to the project

See Annex B

Plans for identifying and securing any necessary expertise currently missing from the group

The Steering Group believes it has all the expertise needed for this project but would engage additional support if necessary.

F5: Provide realistic plans for recruiting a high quality principal, other staff and governors in accordance with your proposed staffing structure and education plans.

Plans for recruiting the school's principal and the role they will have pre-opening

The Project Steering Group/founding governing body would aim to recruit a high quality principal a term before opening. Through raising awareness of the establishment of the Free School, local people with the appropriate range of specialist knowledge and skills would be encouraged to consider applying for the post. The post would be advertised in local newspapers within a 20 mile radius of the school as well as in the national press.

The principal designate will have a leading role in finalising the curriculum and the school's teaching and learning policies, recruiting staff, promoting the school and liaising with commissioners.

Plans for recruiting and developing high quality members of staff

The Referral and Reintegration Manager would also be the school's Business Manager and would be appointed in advance of the school opening. If necessary training would be given on the finance software used by MKET and he/she would be responsible for ensuring all administrative procedures were in place in readiness for opening. Most of the finance related work for the school would be completed by MKET's central finance team.

MKET are already identifying and developing educational support staff within its existing schools who will have the option of transferring to the Alternative Provision Free School. Staff currently working with secondary aged students are being given the opportunity to work with primary aged children and are receiving additional training, for example in Team Teach which promotes positive behavioural strategies that are designed to reduce anxiety, risk and the need for restraint.

The school's headteacher will be expected to take responsibility for planning the learning activities for one of the phases, i.e. either Early Years Foundation Stage, Lower Key Stage 2 or Upper Key Stage 2. The Deputy headteacher will take responsibility for one of the other phases as well as being the school's SENCo and a classroom teacher will be responsible for the remaining Key Stage. The posts of Deputy Headteacher and classroom teacher will be advertised locally and nationally in the spring term before the September opening. The aim would be to attract sufficiently experienced people to work

in this challenging environment. There is a need for both a Headteacher and a Deputy Headteacher to reflect the leadership needed in relation to the educational support staff and external specialists who will be working with the children in their phase. A TLR may also be payable to the classroom teacher.

Once the needs of the children in the first cohort are identified, additional freelance specialists will be employed to deliver specific programmes or activities. These specialists would be booked in the summer term for deployment in the autumn term.

Individuals already identified as prospective governors, their relevant skills and expertise

The Chair of the founding Local Governing Body will be MKET's Pastoral Director and the Governing Body will largely be drawn from the Project Steering Group and commissioning schools. The Pastoral Director has an excellent awareness of what constitutes high quality alternative provision and others on the Project Steering Group have significant experience of what is involved in leading and managing primary schools as well as an understanding of the role of governors. In this way they will be able to provide appropriate support and challenge to the Headteacher.

How governors with the necessary skills to oversee both the establishment and running of the school will be appointed

It will be the responsibility of MKET's Board of Directors to identify and appoint a governing body with the appropriate range of skills.

Section G: Initial costs and financial viability

Please refer to pages 34-38 of the alternative provision 'How to Apply' guidance for what should be included in this section. As explained in the 'How to Apply' guidance you are required to complete the necessary financial planning spreadsheets as well as providing a supporting narrative. The templates can be found [here](#). Please use this section for the narrative.



Section H: Premises

Please refer to pages 39-40 of the alternative provision 'How to Apply' guidance for what should be included in this section.

As a result of the vision and education plan for this Alternative Provision Free School a particular type of site is required. Our thinking has been influenced by the accommodation used by some small independent prep schools that are located in large country houses with attractive grounds. We believe that such a site would support the forest school and outdoor learning aspects of our curriculum. The quality of the built environment would also help reinforce the nurturing ethos of the school and make the children feel valued.

██████████, ██████████, Stockgrove, Buckinghamshire is an example of the type of property that would be suitable (██████████).

It is located just outside Milton Keynes with good transport links as the A5 is close by. This will make it easy to transport the children to the site.

It is currently being used as a ██████████. The estate agent has advised us that there is interest from another potential purchaser with the view to turning the property into ██████████. The property has no near neighbours and because children will arrive by minibus, traffic considerations will not be an issue regarding its change of use to a small independent school.

The internal space is as follows:

Main house	614m ²
Stables	158m ²
Barn	413m ²

Outside space 39 acres, including flood lit tennis court and swimming pool

This property is particularly suitable for supporting our educational vision for the following reasons:

Main House

The rooms in the house would be used as follows:

Ground Floor

Kitchen – the kitchen is large enough for a small group of children to work at learning how to cook. It is also large enough to run “Nutritious meals on a budget” courses for parents.

Orangery – this space would be the dining room. It is large enough to accommodate all the children and staff in one sitting. Learning the social skills associated with eating together is an important part of the school day.

Drawing Room, Billiard Room and Gym – these rooms would be classrooms for the larger groups.

Study and Dining Room – these rooms would be used as classrooms for small groups.

First Floor

Bedroom 1 – Office accommodation

Bedrooms 2, 3 and 4 – classrooms for small group work

Bedroom 5 - Library

Bedroom 6 and 7 – rooms for individual work with children and/or a medical room where children who are feeling unwell can rest.

The First Floor has two staircases accessing it which removes the need for an external fire escape. The flooring on the ground floor is easy to clean and hard wearing.

Outside

Stable Block – this will be used for art and craft activities.

The Barn - will be used for both performing arts and indoor sport.

The swimming pool and tennis court - will give children the opportunity to learn how to play tennis and to swim. The swimming pool could also be hired out for private swimming lessons.

9 paddocks

- Some of this land will be converted into an orchard with a range of fruit trees.
- There will be an area for soft fruit plants and rhubarb.
- Raised beds will be created to teach children how to grow plants, especially fruit and vegetables, and each class will have a number of these to tend.
- Two of the paddocks will be used to establish a small chicken farm. Not only will children learn how to care for the animals, but they will also learn about running a business selling eggs and other surplus produce they may produce.
- Eventually there may also be an area for other animals for the children to learn about and care for, e.g. goats, pigs and donkeys.
- Woodland – the Forest School activities will take place here.

Boarding

In the future it may be desirable to add boarding provision to the school.

Should this be the case, some of the bedrooms on the first floor of the house would revert to their original use and classroom accommodation would be provided elsewhere on the site.

The property is currently available for purchase Freehold..

Annexes

Annex A Evidence of demand



[Details of Commissioner:
Local Authority / School / Academy]

19 November 2012

Dear

Support for Milton Keynes Education Trust Alternative Provision Free School

I am writing on behalf of the steering group in charge of setting up the proposed Alternative Provision Free School for primary age children in Milton Keynes and the surrounding area.

We plan to set up a Free School to cater for children aged 4 – 12 with social, emotional and behavioural difficulties and those excluded from school.

The exact location of the school has yet to be determined, but we are currently looking at large country houses just outside Milton Keynes as possible sites. The planned number of referral places is 70 FTE, provisionally split 45 full time and 25 part time. The age range will be 4 – 12 which will allow for Year 6 students in Alternative Provision at the end of Key Stage 2 to have a phased integration into their secondary school should this be necessary. There will be no provision for Year 7 referrals in to the school.

The school expects to receive both proactive and reactive referrals to address the social, emotional and behavioural needs of children who are finding it difficult to cope in a mainstream setting. The school will aim to provide a number of different programmes to meet the diverse needs of the children and those commissioning places. Attached is an overview of the type of provision currently being considered.

In order to complete our application to the Department for Education to open the Free School we need to show evidence of demand. Part of this includes showing the support of the Commissioners for the school and their commitment to send pupils to us *in principle*, subject to the need arising. We are therefore enquiring whether in the future you would be willing to send pupils who would benefit from high quality alternative provision to us and the approximate FTE number you might refer in any academic year.

We believe that this Free School is necessary because it is widely acknowledged that an increasing number of children in primary schools are displaying a range of social, emotional and behavioural difficulties (SEBD) and are unable to be managed effectively in the mainstream environment. This coupled with the limited support available means that unmanageable behaviours escalate, resulting in increasingly stressful situations for children, school staff and parents alike. Fortunately children regularly exhibiting out of control behaviour are in the minority, but the impact of their actions in school has far reaching negative consequences for everyone involved. Teachers and support staff are often left feeling helpless. Instead of being able to progress the learning of the majority of children, a disproportionate amount of their time is spent trying to deal with the extreme behaviour of a few. Some children who witness this extreme behaviour can seem bewildered and frightened whilst others get caught up in the situation and start to join in, thus increasing the problem. Parents, both of the child demonstrating challenging behaviour as well as those of other children in the school, frequently become increasingly anxious or angry causing relationships with the school to break down and resulting in damaging consequences for all parties.

Milton Keynes has a growing primary school population which currently stands at approximately 22,000 and has many communities that rank amongst the most deprived in the country. There are only three school based nurture groups providing nine places for Reception and Key Stage One children and an 18 place Pupil Referral Unit for Key Stage 2 pupils to meet the needs of the children within this population who present with SEBD.



The limited capacity of the alternative provision available to primary schools in Milton Keynes, and the length of time it takes for a placement to be made available, results in many children with SEBD not being able to make the most of mainstream education as they do not have access to the additional specialist support they require to address their special needs in a timely fashion. The Free School proposal aims to increase the amount of provision available, introduce choice for commissioners and reduce the length of time between referral and a child accessing provision. The proposed placement time from referral is:

Full time places:

- Places pre-commissioned
 - next day for children who have already been to the school
 - for other children - 2nd day after referral to allow for risk/needs assessment to be carried out
- Places not pre-commissioned
 - 5 working days or sooner subject to full time places being available

Part time places:

- Not applicable – these programmes will be for planned proactive work not emergency referral.

We plan to offer children a Free School that enables, enhances and enriches.

All the schools within Milton Keynes Education Trust, including the Alternative Provision Free School, will share the same ethos of inspiring a love of learning for learning's sake and will promote the belief that there is no limit to what our children can achieve given the right environment, opportunity and support. The Trust will achieve this love of learning by ensuring the curriculum is engaging and accessible and by making personalised learning a reality. Barriers to learning and participation will be identified and removed through targeted interventions and by working in partnership with parents and external specialist agencies as necessary. The Free School will provide the right environment for specialist assessments to be carried out so that the most suitable support programme can be designed to meet the children's needs.

The school will provide a holistic education that is based on a creative curriculum, but special emphasis will be given to improving children's emotional and social development as well as their literacy and numeracy. For Reception and Key Stage One children the nurture group will emphasise learning through play. This enriched learning experience will equip pupils with the skills and attributes needed to return to and excel in mainstream education to ensure that they get the very best start in life.

The funding provided by the Education Funding Agency will cover the cost of the school's core teaching and support staff and the occupation costs for the site. However, in order to offer the enriched curriculum and specialist support that these challenging and vulnerable children need, we propose to charge commissioner's a top up fee to cover all other expenses, such as transport, uniform, food, consumables, specialist practitioners and educational visits. An illustration of the provisional top up fee for the proposed range of services is enclosed. Commissioning alternative provision places would be an appropriate use of Pupil Premium and the LACSEG funding academies receive.

Please would you confirm your support for our plans by completing the attached support letter and returning it to us signed so that we may include it in our application to the Department for Education. **This is an *in principle* response and does not commit your organisation to anything.** We should be grateful if you would return your letter to us by 7 December 2012 so that we can meet the deadline for submitting our application.

Please do not hesitate to contact me on 01908 558763 or feedback@mket.org.uk if you have any further queries regarding these plans or if you would like more information about Milton Keynes Education Trust and its partnership of schools.

Kind regards



MILTON KEYNES
EDUCATION TRUST
Fyfield Barrow
Milton Keynes
MK7 7WH



Milton Keynes Education Trust

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

[School Address]

Dear Sir/Madam

Confirmation of support for Milton Keynes Education Trust (MKET) Alternative Provision Free School

[School name] confirms that we support MKET's Alternative Provision Free School application.

We understand that if the application is successful it will be an Alternative Provision Free School to cater for primary age children in the Milton Keynes area with social, emotional and behavioural difficulties and those excluded from school. We are aware that the exact location of the school has yet to be determined, but that transport for referred children would be covered by the "top-up" fee. We are also aware that the maximum number of referral places is 70 FTE, provisionally split 45 full time and 25 part time and that the age range will be 4 – 12 which will allow for Year 6 students in Alternative Provision at the end of Key Stage 2 to have a phased integration into their secondary school should this be necessary. There will be no provision for Year 7 referrals in to the school.

Based on the school's planned top up fees, we believe that we would refer _____ full time equivalent (FTE) places per academic year. We confirm that whatever referrals we do make will be made to Milton Keynes Education Trust's Alternative Provision Free School.

Signature:

Print name:

Position:

Date:

**Milton Keynes Education Trust
Primary Alternative Provision Free School**

Indicative offer and provisional “top up” fees

Proactive Intervention

Provision	“Top up” fee	Discounted “top up” fee for places commissioned in advance before 31 July
Full time*		
½ term		
Between ½ term and three ½ terms		
Longer than three ½ terms		-
1 FTE place commissioned in advance for the year		-
Part time (½ term re-integration programme for children who have spent at least ½ term at the school)		
1 day per week (Friday)	pro rata full time “top up” rate	
2 days per week (Tuesday and Thursday)	pro rata full time “top up” rate	
3 days per week (Monday, Wednesday & Friday)	pro rata full time “top up” rate	
Part time (½ term intervention programmes)		
1 day per week (Friday)		-
2 days per week (Tuesday and Thursday)		-
3 days per week (Monday, Wednesday & Friday)		-

*½ term minimum “top up” fee

Reactive Intervention

Provision	“Top up” fee
Day 2+ exclusion	
Day 6+ exclusion	
Permanently excluded day 6+ (or sooner)	

The top up fee covers additional expenses incurred by the Free School that are not covered in the basic funding received from the Education Funding Agency:

- home-school transport
- uniform and PE kit
- food, i.e. breakfast, lunch and snack
- specialist professionals, e.g. therapists, Educational Psychologist, counsellor, EWO
- educational visits
- consumable learning resources



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

Caroline Haslett Primary School
Faraday Drive
Shenley Lodge
Milton Keynes
MK5 7DF

Dear Sir/Madam

Confirmation of support for Milton Keynes Education Trust (MKET) Alternative Provision Free School

Caroline Haslett Primary School confirms that we support MKET's Alternative Provision Free School application.

We understand that if the application is successful it will be an Alternative Provision Free School to cater for primary age children in the Milton Keynes area with social, emotional and behavioural difficulties and those excluded from school. We are aware that the exact location of the school has yet to be determined, but that transport for referred children would be covered by the "top-up" fee. We are also aware that the maximum number of referral places is 70 FTE, provisionally split 45 full time and 25 part time and that the age range will be 4 – 12 which will allow for Year 6 students in Alternative Provision at the end of Key Stage 2 to have a phased integration into their secondary school should this be necessary. There will be no provision for Year 7 referrals in to the school.

Based on the school's planned top up fees, we believe that we would refer 4-2. full time equivalent (FTE) places per academic year. We confirm that whatever referrals we do make will be made to Milton Keynes Education Trust's Alternative Provision Free School.

Signature: [Redacted]

Print name: [Redacted]

Position: [Redacted]

Date: 11/12/12

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



[Redacted]
Cedars Primary School
Bury Street
Newport Pagnell
Milton Keynes
MK16 0DT

Dear Sir/Madam

Confirmation of support for Milton Keynes Education Trust (MKET) Alternative Provision Free School

Cedars Primary School confirms that we support MKET's Alternative Provision Free School application.

We understand that if the application is successful it will be an Alternative Provision Free School to cater for primary age children in the Milton Keynes area with social, emotional and behavioural difficulties and those excluded from school. We are aware that the exact location of the school has yet to be determined, but that transport for referred children would be covered by the "top-up" fee. We are also aware that the maximum number of referral places is 70 FTE, provisionally split 45 full time and 25 part time and that the age range will be 4 – 12 which will allow for Year 6 students in Alternative Provision at the end of Key Stage 2 to have a phased integration into their secondary school should this be necessary. There will be no provision for Year 7 referrals in to the school.

Based on the school's planned top up fees, we believe that we would refer 1 full time equivalent (FTE) places per academic year. We confirm that whatever referrals we do make will be made to Milton Keynes Education Trust's Alternative Provision Free School.

Signature: Confirmed by telephone

Print name:




Position:

Date: 11 December 2012



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


Charles Warren Academy
Old Groveway
Simpson
Milton Keynes
MK6 3AZ

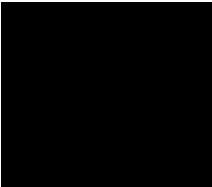
Dear Sir/Madam

Confirmation of support for Milton Keynes Education Trust (MKET) Alternative Provision Free School

Charles Warren Academy confirms that we support MKET's Alternative Provision Free School application.

We understand that if the application is successful it will be an Alternative Provision Free School to cater for primary age children in the Milton Keynes area with social, emotional and behavioural difficulties and those excluded from school. We are aware that the exact location of the school has yet to be determined, but that transport for referred children would be covered by the "top-up" fee. We are also aware that the maximum number of referral places is 70 FTE, provisionally split 45 full time and 25 part time and that the age range will be 4 – 12 which will allow for Year 6 students in Alternative Provision at the end of Key Stage 2 to have a phased integration into their secondary school should this be necessary. There will be no provision for Year 7 referrals in to the school.

Based on the school's planned top up fees, we believe that we would refer 1 full time equivalent (FTE) places per academic year. We confirm that whatever referrals we do make will be made to Milton Keynes Education Trust's Alternative Provision Free School.

Signature: 

Print name:

Position:

Date: 12.12.12

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



Drayton Park School
Bala Way
Bletchley
Milton Keynes
MK2 3HJ


Dear Sir/Madam


Confirmation of support for Milton Keynes Education Trust (MKET) Alternative Provision Free School


Drayton Park School confirms that we support MKET's Alternative Provision Free School application.

We understand that if the application is successful it will be an Alternative Provision Free School to cater for primary age children in the Milton Keynes area with social, emotional and behavioural difficulties and those excluded from school. We are aware that the exact location of the school has yet to be determined, but that transport for referred children would be covered by the "top-up" fee. We are also aware that the maximum number of referral places is 70 FTE, provisionally split 45 full time and 25 part time and that the age range will be 4 – 12 which will allow for Year 6 students in Alternative Provision at the end of Key Stage 2 to have a phased integration into their secondary school should this be necessary. There will be no provision for Year 7 referrals in to the school.

Based on the school's planned top up fees, we believe that we would refer 2 full time equivalent (FTE) places per academic year. We confirm that whatever referrals we do make will be made to Milton Keynes Education Trust's Alternative Provision Free School.

Signature: 

Print name: 

Position: 

Date: 22/11/12



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

Great Linford Primary School
St Leger Drive
Great Linford
Milton Keynes
MK14 5BL

Dear Sir/Madam

Confirmation of support for Milton Keynes Education Trust (MKET) Alternative Provision Free School

Great Linford Primary School confirms that we support MKET's Alternative Provision Free School application.

We understand that if the application is successful it will be an Alternative Provision Free School to cater for primary age children in the Milton Keynes area with social, emotional and behavioural difficulties and those excluded from school. We are aware that the exact location of the school has yet to be determined, but that transport for referred children would be covered by the "top-up" fee. We are also aware that the maximum number of referral places is 70 FTE, provisionally split 45 full time and 25 part time and that the age range will be 4 – 12 which will allow for Year 6 students in Alternative Provision at the end of Key Stage 2 to have a phased integration into their secondary school should this be necessary. There will be no provision for Year 7 referrals in to the school.

Based on the school's planned top up fees, we believe that we would refer 3 full time equivalent (FTE) places per academic year. We confirm that whatever referrals we do make will be made to Milton Keynes Education Trust's Alternative Provision Free School.

Signature: [Redacted]

Print name: [Redacted]

Position: [Redacted]

Date: 26/11/12

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



Heronsgate School
Lichfield Down
Walnut Tree
Milton Keynes
MK7 7BW

Dear Sir/Madam

Confirmation of support for Milton Keynes Education Trust (MKET) Alternative Provision Free School

Heronsgate School confirms that we support MKET's Alternative Provision Free School application.

We understand that if the application is successful it will be an Alternative Provision Free School to cater for primary age children in the Milton Keynes area with social, emotional and behavioural difficulties and those excluded from school. We are aware that the exact location of the school has yet to be determined, but that transport for referred children would be covered by the "top-up" fee. We are also aware that the maximum number of referral places is 70 FTE, provisionally split 45 full time and 25 part time and that the age range will be 4 – 12 which will allow for Year 6 students in Alternative Provision at the end of Key Stage 2 to have a phased integration into their secondary school should this be necessary. There will be no provision for Year 7 referrals in to the school.

Based on the school's planned top up fees, we believe that we would refer 3 full time equivalent (FTE) places per academic year. We confirm that whatever referrals we do make will be made to Milton Keynes Education Trust's Alternative Provision Free School.

Signature: Confirmed by email

Print name:

Position:

Date: 18 December 2012

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



Heronsshaw School
Lichfield Down
Walnut Tree
Milton Keynes
MK7 7PG

Dear Sir/Madam

Confirmation of support for Milton Keynes Education Trust (MKET) Alternative Provision Free School

Heronsshaw School confirms that we support MKET's Alternative Provision Free School application.

We understand that if the application is successful it will be an Alternative Provision Free School to cater for primary age children in the Milton Keynes area with social, emotional and behavioural difficulties and those excluded from school. We are aware that the exact location of the school has yet to be determined, but that transport for referred children would be covered by the "top-up" fee. We are also aware that the maximum number of referral places is 70 FTE, provisionally split 45 full time and 25 part time and that the age range will be 4 – 12 which will allow for Year 6 students in Alternative Provision at the end of Key Stage 2 to have a phased integration into their secondary school should this be necessary. There will be no provision for Year 7 referrals in to the school.

Based on the school's planned top up fees, we believe that we would refer 2 full time equivalent (FTE) places per academic year. We confirm that whatever referrals we do make will be made to Milton Keynes Education Trust's Alternative Provision Free School.

Signature: Confirmed by telephone

Print name:

Position:

Date: 13 December 2012



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

Jubilee Wood Primary School
1 Fishermead Boulevard
Fishermead
Milton Keynes
MK6 2LB

Dear Sir/Madam

Confirmation of support for Milton Keynes Education Trust (MKET) Alternative Provision Free School

Jubilee Wood Primary School confirms that we support MKET's Alternative Provision Free School application.

We understand that if the application is successful it will be an Alternative Provision Free School to cater for primary age children in the Milton Keynes area with social, emotional and behavioural difficulties and those excluded from school. We are aware that the exact location of the school has yet to be determined, but that transport for referred children would be covered by the "top-up" fee. We are also aware that the maximum number of referral places is 70 FTE, provisionally split 45 full time and 25 part time and that the age range will be 4 - 12 which will allow for Year 6 students in Alternative Provision at the end of Key Stage 2 to have a phased integration into their secondary school should this be necessary. There will be no provision for Year 7 referrals in to the school.

Based on the school's planned top up fees, we believe that we would refer 3 full time equivalent (FTE) places per academic year. We confirm that whatever referrals we do make will be made to Milton Keynes Education Trust's Alternative Provision Free School.

Signature:

Print name:

Position:

Date:

26/11/2012

Jubilee Wood Primary School
Milton Keynes

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



[REDACTED]
Kents Hill School
Birdlip Lane
Kents Hill
Milton Keynes
MK7 6HD

Dear Sir/Madam

Confirmation of support for Milton Keynes Education Trust (MKET) Alternative Provision Free School

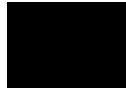
Kents Hill School confirms that we support MKET's Alternative Provision Free School application.

We understand that if the application is successful it will be an Alternative Provision Free School to cater for primary age children in the Milton Keynes area with social, emotional and behavioural difficulties and those excluded from school. We are aware that the exact location of the school has yet to be determined, but that transport for referred children would be covered by the "top-up" fee. We are also aware that the maximum number of referral places is 70 FTE, provisionally split 45 full time and 25 part time and that the age range will be 4 – 12 which will allow for Year 6 students in Alternative Provision at the end of Key Stage 2 to have a phased integration into their secondary school should this be necessary. There will be no provision for Year 7 referrals in to the school.

Based on the school's planned top up fees, we believe that we would refer 2 full time equivalent (FTE) places per academic year. We confirm that whatever referrals we do make will be made to Milton Keynes Education Trust's Alternative Provision Free School.

Signature: Confirmed by telephone

Print name:



Position:

Date: 13 December 2012



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

Long Meadow School
Gardwaite Crescent
Shenley Brook End
Milton Keynes
MK5 7XX

Dear Sir/Madam

Confirmation of support for Milton Keynes Education Trust (MKET) Alternative Provision Free School

Long Meadow School confirms that we support MKET's Alternative Provision Free School application.

We understand that if the application is successful it will be an Alternative Provision Free School to cater for primary age children in the Milton Keynes area with social, emotional and behavioural difficulties and those excluded from school. We are aware that the exact location of the school has yet to be determined, but that transport for referred children would be covered by the "top-up" fee. We are also aware that the maximum number of referral places is 70 FTE, provisionally split 45 full time and 25 part time and that the age range will be 4 – 12 which will allow for Year 6 students in Alternative Provision at the end of Key Stage 2 to have a phased integration into their secondary school should this be necessary. There will be no provision for Year 7 referrals in to the school.

Based on the school's planned top up fees, we believe that we would refer 100% full time equivalent (FTE) places per academic year. We confirm that whatever referrals we do make will be made to Milton Keynes Education Trust's Alternative Provision Free School.

Signature: ...

Print name: ...

Position:

Date: 23/11/12



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


Loughton School
Bradwell Road
Loughton
Milton Keynes
MK5 8DN


Dear Sir/Madam

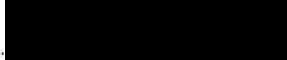
Confirmation of support for Milton Keynes Education Trust (MKET) Alternative Provision Free School

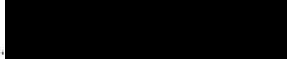
Loughton School confirms that we support MKET's Alternative Provision Free School application.

We understand that if the application is successful it will be an Alternative Provision Free School to cater for primary age children in the Milton Keynes area with social, emotional and behavioural difficulties and those excluded from school. We are aware that the exact location of the school has yet to be determined, but that transport for referred children would be covered by the "top-up" fee. We are also aware that the maximum number of referral places is 70 FTE, provisionally split 45 full time and 25 part time and that the age range will be 4 – 12 which will allow for Year 6 students in Alternative Provision at the end of Key Stage 2 to have a phased integration into their secondary school should this be necessary. There will be no provision for Year 7 referrals in to the school.

Based on the school's planned top up fees, we believe that we would refer ^{2/7} full time equivalent (FTE) places per academic year. We confirm that whatever referrals we do make will be made to Milton Keynes Education Trust's Alternative Provision Free School.

Signature: 

Print name: 

Position: 

Date: 30/11/12

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



██████████
Moorland Infant School
Maslin Drive
Beanhill
MK6 4ND

Dear Sir/Madam

Confirmation of support for Milton Keynes Education Trust (MKET) Alternative Provision Free School

Moorland Infant School confirms that we support MKET's Alternative Provision Free School application.

We understand that if the application is successful it will be an Alternative Provision Free School to cater for primary age children in the Milton Keynes area with social, emotional and behavioural difficulties and those excluded from school. We are aware that the exact location of the school has yet to be determined, but that transport for referred children would be covered by the "top-up" fee. We are also aware that the maximum number of referral places is 70 FTE, provisionally split 45 full time and 25 part time and that the age range will be 4 – 12 which will allow for Year 6 students in Alternative Provision at the end of Key Stage 2 to have a phased integration into their secondary school should this be necessary. There will be no provision for Year 7 referrals in to the school.

Based on the school's planned top up fees, we believe that we would refer 1 full time equivalent (FTE) places per academic year. We confirm that whatever referrals we do make will be made to Milton Keynes Education Trust's Alternative Provision Free School.

Signature: Confirmed by telephone

Print name:

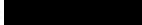


Position:

Date: 17 December 2012



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


New Chapter School
Chapter
Coffee Hall
Milton Keynes
MK6 5EA

Dear Sir/Madam

Confirmation of support for Milton Keynes Education Trust (MKET) Alternative Provision Free School

New Chapter School confirms that we support MKET's Alternative Provision Free School application.

We understand that if the application is successful it will be an Alternative Provision Free School to cater for primary age children in the Milton Keynes area with social, emotional and behavioural difficulties and those excluded from school. We are aware that the exact location of the school has yet to be determined, but that transport for referred children would be covered by the "top-up" fee. We are also aware that the maximum number of referral places is 70 FTE, provisionally split 45 full time and 25 part time and that the age range will be 4 – 12 which will allow for Year 6 students in Alternative Provision at the end of Key Stage 2 to have a phased integration into their secondary school should this be necessary. There will be no provision for Year 7 referrals in to the school.

Based on the school's planned top up fees, we believe that we would refer 3 full time equivalent (FTE) places per academic year. We confirm that whatever referrals we do make will be made to Milton Keynes Education Trust's Alternative Provision Free School.

Signature:

Print name:

Position:

Date: 26/11/12

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



██████████
Priory Rise School
Bronte Avenue
Tattenhoe Park
Milton Keynes
MK4 3GE

Dear Sir/Madam

Confirmation of support for Milton Keynes Education Trust (MKET) Alternative Provision Free School

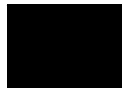
Priory Rise School confirms that we support MKET's Alternative Provision Free School application.

We understand that if the application is successful it will be an Alternative Provision Free School to cater for primary age children in the Milton Keynes area with social, emotional and behavioural difficulties and those excluded from school. We are aware that the exact location of the school has yet to be determined, but that transport for referred children would be covered by the "top-up" fee. We are also aware that the maximum number of referral places is 70 FTE, provisionally split 45 full time and 25 part time and that the age range will be 4 – 12 which will allow for Year 6 students in Alternative Provision at the end of Key Stage 2 to have a phased integration into their secondary school should this be necessary. There will be no provision for Year 7 referrals in to the school.

Based on the school's planned top up fees, we believe that we would refer 1 full time equivalent (FTE) places per academic year. We confirm that whatever referrals we do make will be made to Milton Keynes Education Trust's Alternative Provision Free School.

Signature: Confirmed by telephone

Print name:



Position:

Date: 17 December 2012



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

Southwood School
Bryony Place
Conniburrow
Milton Keynes
MK14 7AR

Dear Sir/Madam

Confirmation of support for Milton Keynes Education Trust (MKET) Alternative Provision Free School

Southwood School confirms that we support MKET's Alternative Provision Free School application.

We understand that if the application is successful it will be an Alternative Provision Free School to cater for primary age children in the Milton Keynes area with social, emotional and behavioural difficulties and those excluded from school. We are aware that the exact location of the school has yet to be determined, but that transport for referred children would be covered by the "top-up" fee. We are also aware that the maximum number of referral places is 70 FTE, provisionally split 45 full time and 25 part time and that the age range will be 4 – 12 which will allow for Year 6 students in Alternative Provision at the end of Key Stage 2 to have a phased integration into their secondary school should this be necessary. There will be no provision for Year 7 referrals in to the school.

Based on the school's planned top up fees, we believe that we would refer 1-5 full time equivalent (FTE) places per academic year. We confirm that whatever referrals we do make will be made to Milton Keynes Education Trust's Alternative Provision Free School.

Signature:

Print name:

Position:

Date: 26.11.12

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



St. Monica's Catholic Primary School
Currier Drive
Neath Hill
Milton Keynes
MK14 6HB

Dear Sir/Madam

Confirmation of support for Milton Keynes Education Trust (MKET) Alternative Provision Free School

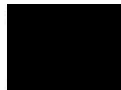
St. Monica's Catholic Primary School confirms that we support MKET's Alternative Provision Free School application.

We understand that if the application is successful it will be an Alternative Provision Free School to cater for primary age children in the Milton Keynes area with social, emotional and behavioural difficulties and those excluded from school. We are aware that the exact location of the school has yet to be determined, but that transport for referred children would be covered by the "top-up" fee. We are also aware that the maximum number of referral places is 70 FTE, provisionally split 45 full time and 25 part time and that the age range will be 4 – 12 which will allow for Year 6 students in Alternative Provision at the end of Key Stage 2 to have a phased integration into their secondary school should this be necessary. There will be no provision for Year 7 referrals in to the school.

Based on the school's planned top up fees, we believe that we would refer 2-3 full time equivalent (FTE) places per academic year. We confirm that whatever referrals we do make will be made to Milton Keynes Education Trust's Alternative Provision Free School.

Signature: Confirmed by telephone

Print name:



Position:

Date: 19 December 2012

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



Tickford Park Primary School
Avon Close
Newport Pagnell
Milton Keynes
MK16 9DH

Dear Sir/Madam

Confirmation of support for Milton Keynes Education Trust (MKET) Alternative Provision Free School

Tickford Park Primary School confirms that we support MKET's Alternative Provision Free School application.

We understand that if the application is successful it will be an Alternative Provision Free School to cater for primary age children in the Milton Keynes area with social, emotional and behavioural difficulties and those excluded from school. We are aware that the exact location of the school has yet to be determined, but that transport for referred children would be covered by the "top-up" fee. We are also aware that the maximum number of referral places is 70 FTE, provisionally split 45 full time and 25 part time and that the age range will be 4 – 12 which will allow for Year 6 students in Alternative Provision at the end of Key Stage 2 to have a phased integration into their secondary school should this be necessary. There will be no provision for Year 7 referrals in to the school.

Based on the school's planned top up fees, we believe that we would refer 2-5 full time equivalent (FTE) places per academic year. We confirm that whatever referrals we do make will be made to Milton Keynes Education Trust's Alternative Provision Free School.

Signature: Confirmed by telephone

Print name:

Position:

Date: 19 December 2012



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

Wavendon Gate School
Gregories Drive
Wavendon Gate
Milton Keynes
MK7 7HL

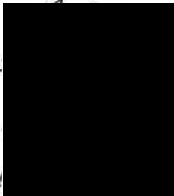
Dear Sir/Madam

Confirmation of support for Milton Keynes Education Trust (MKET) Alternative Provision Free School

Wavendon Gate School confirms that we support MKET's Alternative Provision Free School application.

We understand that if the application is successful it will be an Alternative Provision Free School to cater for primary age children in the Milton Keynes area with social, emotional and behavioural difficulties and those excluded from school. We are aware that the exact location of the school has yet to be determined, but that transport for referred children would be covered by the "top-up" fee. We are also aware that the maximum number of referral places is 70 FTE, provisionally split 45 full time and 25 part time and that the age range will be 4 – 12 which will allow for Year 6 students in Alternative Provision at the end of Key Stage 2 to have a phased integration into their secondary school should this be necessary. There will be no provision for Year 7 referrals in to the school.

Based on the school's planned top up fees, we believe that we would refer ~~two~~ full time equivalent (FTE) places per academic year. We confirm that whatever referrals we do make will be made to Milton Keynes Education Trust's Alternative Provision Free School.

Signature: 

Print name:

Position:

Date: 1/12/12



**MILTON KEYNES
EDUCATION TRUST**
Fyfield Barrow
Milton Keynes
MK7 7WH

Annex B

Evidence of capacity



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