Free school application form 2014

Alternative Provision (AP) (updated August 2014)

Contents

Completing and submitting your application

Before completing your application, please ensure that you have read both the relevant 'How to apply' guidance and the assessment criteria booklet carefully. Please also ensure that you can provide all the information and documentation required.

The free school application is made up of nine sections

- **Section A:**   Applicant details and declaration
- **Section B:**   Outline of the school
- **Section C:**   Education vision
- **Section D:**   Education plan
- **Section E:**   Evidence of need
- **Section F:**   Capacity and capability
- **Section G:**   Budget planning and affordability
- **Section H:**   Premises
- **Section I:**   Due diligence and other checks

In **Sections A and B** we are asking you to tell us about your group and provide an outline of the school. This requires the completion of the relevant sections of the Excel application form

In **Sections C to F** we are asking for more detailed information about the school you want to establish and the supporting rationale. This requires the completion of the relevant sections of the Word application form.

In **Section G** we are asking specifically about costs, financial viability and financial resilience. This requires the completion of the relevant sections of the Excel budget template and Word application form.

In **Section H** we are asking for information about premises, including information about suitable site(s) you have identified. This requires the completion of the relevant section of the Excel application form.

Section I is about your suitability to set up and then run a free school. There is a separate (downloadable) Word form for this.

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

Sections A to H, i.e. the completed Word AND Excel templates and the budget plans, need to be submitted by email to the Department for Education (by the application

deadline) to: alternativeprovision.fsapplications@education.gsi.gov.uk. Your email must be no more than 9MB in size.

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

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

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

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

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

Section I, i.e. the **Personal Information form**, is required for each member, director and principal designate that has not submitted forms within the past 365 days, together with a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days. These need to be submitted as hard copies with a copy of Section A (from the Excel template) by a guaranteed delivery method such as '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 the Word and Excel templates in order to consider an application to set up a free school and will not be used for other purposes. For the purposes of the Data Protection Act, the Department for Education is the data controller for this personal information and for ensuring that it is processed in accordance with the terms of the Act. The Department will hold all personal information you supply securely and will only make it available to those who need to see it as part of the free school application process. All personal information supplied in these forms will only be retained for as long as it is needed for this process.

Application checklist

Name of task	Yes	No
1. Have you completed the [pre-application registration form](#)?	☒	☐
2. Have you established a company limited by guarantee?	☒	☐
3. Have you provided information on all of the following areas:		
Section A: Applicant details	☒	☐
Section B: Outline of the school	☒	☐
Section C: Education vision	☒	☐
Section D: Education plan	☒	☐
Section E: Evidence of need	☒	☐
Section F: Capacity and capability	☒	☐
Section G: Budget planning and affordability	☒	☐
Section H: Premises	☒	☐
4. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total?	☒	☐
5. Have you fully completed the budget plans?	☒	☐
6. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?	☐	☐
7. Independent schools only*: have you provided a link to your school's most recent inspection report and completed a self-assessment form describing how your school would perform against the Ofsted Section 5 criteria	☐	☐
8. Reapplications only. If you are reapplying after being unsuccessful in a previous round, have you changed your application in response to the written feedback you received?	☐	☐
9. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: alternativeprovision.fsapplications@education.gsi.gov.uk? (See guidance for dates and deadlines).	☒	☐
10. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).	☒	☐

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

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

Section I of your application		

11. Have you sent:
 	
  ▪ a copy of Section A (tab 1 of the Excel template); and
 	
  ▪ copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and
 	
  ▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days
 	
by a guaranteed delivery method such as 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?
 	
(See guidance for dates and deadlines)
	⊠	☐

Declaration

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

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

- the requirements outlined in the 'How to Apply' guidance;

- the funding agreement with the Secretary of State; and

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

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

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

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

Signed:

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

Print name:

Date:

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

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

Section A: Applicant details

Please complete the Excel application form.

Section B: Outline of the school

Please complete the Excel application form.

Department for Education

1. **Please complete the form as provided.** DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY.
2. **All applicants should complete section A, even if they have previously applied for a free school.**
3. **If you are submitting multiple applications it is only necessary to fill in section A once.**
4. **The text boxes can be made bigger by increasing the row height.**
5. **To insert a new line in a text box, press alt + enter.**
6. **Please answer all questions. If questions are not applicable, please put 'NA' in the box.**

Jump to about the company
Jump to further details about the group
Jump to links to other organisations

Basic information

Pre-registration reference number	83255
Name of proposed school:	The Campus
Is this a route one application or a route two application?	Route 2
Name of lead applicant: Note that all lead applicants must submit Section I forms to the Department. Please see pg 26 in the How to Apply Guide for details.	<Redacted>
Address of lead applicant:	<Redacted>, <Redacted>, <Redacted>, Oxon, <Redacted>
Email address of lead applicant:	<Redacted>
Telephone number of lead applicant:	<Redacted>
How you would describe your group?	Something else (please give detail below)
If 'Something else' please describe your group.	A group of professional leaders with specialisms in youth justice and education in the secure estate supported by Executive Headteachers from the Alternative Provision field and CAMHS
Have you applied before for this school, whether under the current name or something else?	No
If 'Yes' and the name of the school was different, please say what the original name was:	n/a
If 'Yes', when did you last apply? N.B. The options are dates of submission of applications, not the announcement of results.	Please select

About the company

Have you established your trust in accordance with the DfE model articles of association?	Yes
Company name:	The Campus Educational Trust
Company address:	c/o The Foyer Federation 3rd Floor 5-9 Hatton Wall London EC1N 8HX
Company registration number:	9237914
Date when company was incorporated:	26 September 2014
Please confirm the total number of company members (must be a minimum of 3):	4
	<Redacted>
	<Redacted>

Please give the names of all company members:	<Redacted>

Please list all company directors, providing their name and the position they will hold once the school is open:	<Redacted> , Chair of Governors

Please provide the name of the proposed chair of the governing body, if known:	<Redacted>

Further details about the group

Are any members of your group related in any way, Including by marriage, to any other? NB this includes company members or directors, members of the project group, etc.	No

Are you an approved academy sponsor?	No

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

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

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

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

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

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

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

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

Links to other organisations

Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other free school groups; existing free schools or academies; independent schools; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	Yes
If Yes, please provide the following information about each organisation: • their full name; • their Companies House and/or Charity Commission number, and if appropriate the nature of the link; and • the role that it is envisaged they will play in relation to the free school.	Secure Foundation c/oThe Foyer Federation 3rd Floor 5-9 Hatton Wall London EC1N 8HX. Company/Charity number 07029725 . The Secure Foundation will have no governance or financial relationship but will strategically learn from the CET and support similar developments in other parts of the country when the time is right. 5-9 Hatton Wall London EC1N 8HX
Please specify any religious organisations or institutions connected to your group (local, national and international). This would include attendance at mosques, churches, gurdwaras, temples and other places of worship. In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc.).	None
Have you received help and support from the New Schools Network (NSN)?	NSN Development Programme
In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	Yes
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:	We secured funding to support the bid development process from Wates Foundation, Paul Hamlyn Foundation and a private donor through charitable giving. None of these will have any continuing role. This was a total of <Redacted>. The DFE Childrens Services Innovation fund also supported the bid writing process with <Redacted> because of the service the Campus will give to Looked After Children in the Youth Justice system.

Department for Education

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

Jump to use of freedoms

In which local authority is your preferred location?	Haringey
Proposed opening year:	2016
Age Range:	11-16
If 'other' please specify	
Will your school be co-educational or single sex?	Co-educational
Is your school a hybrid type?	Not a hybrid
Do you intend your proposed school to have a faith ethos?	No
If 'Yes', please say which faith:	Please select
If you answered 'Other' to the question above or you would like to specify a particular denomination (e.g. Church of England), please specify:	
Please specify the maximum full time equivalent (FTE) for pupils over the full academic year. For instance a pupil attending two full days a week throughout the academic year is 0.4 FTE - please use numbers only:	30
Please specify the maximum full time equivalent (FTE) for pupils in the first academic year - please use numbers only:	19
Date proposed school will reach expected capacity in all year groups:	2018
Places committed by Local Authority and local schools (FTE):	30
Please say what rate of top up funding committed (funding per FTE place):	42000
Primary intake of pupils	Children with behavioural issues

Other needs that the school will cater for NB. There is not ranking of other intakes, please pick whichever apply:	Children with behavioural issues
	Excluded children
	Other (please specify below)
	Please select
	Please select

If 'Other', please give further detail:	Young people convicted and under Court order or post custody release.
Will your proposed school include residential provision?	No
If 'Yes', please give further detail:	
Are you planning to contract the management of your school to another organisation?	No
Have you already identified a principal?	No
If 'Yes' please say when you propose the principal designate would start:	
Please say how many people will sit on your governing body:	11-15

Use of freedoms

Will you operate a non-standard school day?	Yes

Will you operate a non-standard school year?	Yes

Will you adopt the national curriculum?	Yes

Will you adopt non-standard terms and conditions for teachers?	No

Do you plan to make employ teachers without QTS?	No

Please list any other freedoms you intend to use:	The demands of the target cohort mean normal school staffing strutucres and work with partners will need to be redefined both in terms of contractual hours but also types of duties to be undertaken.

Section C: Education vision

Section C1

Rationale

Our proposal is to establish The Campus Alternative Provision Free School for 30 full-time children and young people aged 11 to 16 who are either subject to Court Orders or actively supervised within the youth justice system after custody. Opening in September 2016, we intend to create this entirely new facility in the London Borough of Haringey and as such our intake will consist of boys and girls who are either resident in the Borough or under the supervision of Haringey Youth Offending Service.

Background

In its response to the Transforming Youth Custody consultation (MOJ with DfE 2014), the Government highlighted a serious concern that 71% of young offenders released from custody reoffend within 12 months. Having considered a number of factors ministers concluded that "providing high quality education to young offenders" was central to tackling this problem.

We agree with this analysis, which is why we are seeking to set up a Free School to provide Courts with a viable alternative to placing children and young people into custody as well as offering an effective option for young offenders on their release. The goal is the same for both groups, which is to improve educational outcomes and so contribute to a reduction in reoffending. This exceptional approach, we feel, could have a hugely beneficial effect on the lives of young people, their families and society in general, not least because of its potential to reverse many of the social and economical costs currently incurred by detaining this particular cohort.

To add some detail (more is included in Section G), according to the MOJ courts currently have 3 choices if they feel a young person needs to be dealt with securely. All are residential and consist of:

a. **Young Offender Institutions (YOIs)**. There are 11 nationally and each provides 15 hours of education per week, plus 10 hours purposeful activity. Reoffending rates are at 73% and the average cost of a place per annum is **£65,000**.

b. **Secure Training Centres (STCs)**. There are 4 nationally and each provides 25 hours of education per week. Reoffending rates are at 70% and the average cost of a place per annum is **£178,000**.

c. **Secure Children's Homes (SCHs)**. There are 17 nationally and each provides 30 hours of education per week. Reoffending rates are at 76% and the average cost of a place per annum is **£212,000**.

The Government also reports that 86% of young men in Young Offender Institutions (YOIs) in England and Wales have been excluded from school at some point and over half of 15-17 year olds in YOIs have the literacy and numeracy level expected of a 7-11 year old (MOJ 2014). They go on to indicate that 18% of sentenced young people in custody have a statement of special educational needs (SEN), which we understand to imply that many more have special and additional educational needs (AEN) that have either not triggered a statement or remain undiagnosed. Data from Haringey, for example, suggests that because the assessment of young offenders is problematic, due to irregular attendance and frequent exclusion, The Campus cohort is likely to consist of between 30% and 50% with some form of SEN/AEN. Furthermore, we

recognise that 15% of young people on Court Orders in Haringey are looked after children (LAC) and as such children in care will make up a significant proportion of our intake, with many more being active social services cases. We know the educational attainment of this group falls significantly below national benchmarks with 33% in Haringey overall achieving 5 good GCSEs against a national figure for non-looked after children of 58% (DfE 2013). With all the above issues in mind, The Campus will expect to respond directly by providing a specialist learning environment staffed by experts in behaviour, attachment and social development, literacy, numeracy and special educational needs that will give young offenders the opportunity to work hard, overcome the barriers to their success and ultimately fulfil their potential.

Demand

Haringey Borough Council are actively engaged in our proposal, demonstrated by their participation in board meetings and agreement to commission all 30 places in full at the identified cost of as soon as they become available. This commitment is based on local authority (LA) data, which currently shows 97 children and young people in Haringey on Youth Rehabilitation Orders (YRO), which are community court orders, and 39 on Detention and Training Orders (DTO), which are orders placing young people into custody. Of this total number 41 are currently in Year 11 or below and so would fit the profile of a placement at The Campus.

Haringey's commitment is also based on the knowledge that at least half the identified learners on YROs or DTOs currently do not have settled education, employment or training due to a lack of suitable local placements, and of those that do, projected academic outcomes generally fall well below national expectations. This is because the placements that are considered settled are, in our view, still unable to provide the levels of support and intervention capable of transforming the lives of this most demanding cohort. These placements, for example, are mainstream schools with additional support, pupil referral units (PRUs), local FE colleges, alongside bespoke arrangements that may involve tuition and outsourcing. We acknowledge the capacity of these arrangements to deliver good quality provision for the majority but not, we feel, for the young offenders the LA has identified who, in our opinion and the opinion of the Courts, need much more.

Finally, Haringey also acknowledges that when it comes to Court decisions they are currently unable to recommend any reasonable alternatives with suitable education provision to a custodial sentence. In lieu of this and the other issues just described, they strongly believes that The Campus represents an excellent local opportunity to resettle young offenders currently not in education alongside helping to procure better placements for many others. Haringey also feels that The Campus has a major role to play in helping to combat poor community engagement and reduce the associated reoffending rates that are the traits of young people leaving secure facilities.

Our Team

We consider ourselves to be ideally situated to deliver this ambitious proposal. We consist of professionals operating at the forefront of education and support for this most challenging of cohorts and have direct experience of youth justice, alternative provision, local government and the courts. ▮▮▮▮▮▮▮ We are confident, therefore, in our ability to organise, administer and lead what will be a unique response to a clearly identified problem in a prime location.

Vision & Ethos

The Campus Free School is predicated on a fundamental belief that young people convicted of criminal behaviour are, in the main, going to achieve better outcomes through participating in a highly developed programme of alternative provision than by placing them in custody. We understand that in some very serious cases a secure placement might be the only option, but through our links and experience of the youth justice system we understand that in many circumstances Courts are looking for alternatives to a custody, which mean the links with families and local services can be maintained in addition to support for young people leaving secure placements by aiding their resettlement and helping to reduce reoffending. The partner agencies and we believe The Campus can provide this level of intervention in the areas we hope to serve.

Our conviction that carefully adapted alternative provision is the best way forward for young offenders is underpinned by the following key principles:

1. **Learning to Live** – We believe in helping young offenders transform their lives to make a positive contribution to society. As mentioned previously, 71% of young offenders released from custody reoffend within 12 months and that the Government believes providing high-quality education to young offenders in custody is understood to be central to tackling this problem by offering qualifications of validity together with spiritual, moral, social and cultural learning programmes that help young people deal with and prevent their offending behaviour. The Campus agrees with this position entirely, but also feels that a high-quality learning environment equipped to serve as an alternative to custody is an even better solution. With this in mind, provision at The Campus will be geared towards successfully addressing gaps in education and shortfalls in attainment to enable these hard to reach learners transform their lives, go on to gain employment and so begin to make a worthwhile contribution to their communities and society in general. We expect older learners to achieve a range of GCSEs alongside accelerated progress across a range of core subjects for the younger admissions. However, it will be our wrap around approach to learning and the social and emotional development of our young people that will be our strongest feature.

2. **Community Learning** – We are committed to the concept that young people involved in crime need to reconnect with, and be supported by, their communities. In its response to the Transforming Youth Custody consultation the Government acknowledged that young people in custody often come from very difficult backgrounds, including histories of local authority care, absent parents, destructive education and living arrangements. In providing a local alternative to custody, therefore, The Campus will expect to respond to these issues, in tandem with learning, directly where the young people live. On a day-to-day basis we will maintain strong relationships with parents, carers, the local education authority, partner schools, training providers, youth offending, police, social, health and mental health services. We expect to work in a wholly integrated way with these key agencies as well as employ our own team of professionals capable of delivering daily high quality specialist support and family and community liaison.

3. **Personalised Learning** – We consider that to help the most disadvantaged young people, teaching and learning needs to adapt to the individual and not the other way around. At the heart of our provision, therefore, will be an educational experience tailored specifically to the individual needs and aspirations of each and every learner. Our experience of alternative provision, and of young offenders in particular, highlights the need to assess individuals during the admission process and then specifically address identified gaps in their skills, understanding and knowledge. Consequently,

alongside small group work will be a range of planned opportunities to work on a one-to-one basis with specialists across a spectrum of issues and conditions that are proven to inhibit learning, academic growth and progression into other education, employment and training. This will include access to educational psychologists, speech and language therapist and dedicated numeracy and literacy support. As an absolute minimum requirement we want all learners to leave The Campus capable of reading, writing and speaking at an age appropriate level.

4. Transformational Learning – We accept that for these most challenging of young people change will need to come from within. Alongside our formal curriculum, therefore, we will endeavour to support the social and emotional transformation of learners through approaches ranging from a highly developed behaviour code, centred on a coaching and restorative methodology, to individual counselling and other forms of therapeutic support. In developing this aspect of our work our aim is to help young people understand the emotions that drive their decision-making, deal with the harm they have caused by their offences and so help them making better choices in a future that does not include committing crimes.

Key Features

At its core The Campus will be consist of 5 classes of 6 learners divided between Key Stage 3 and 4 with some overlap where necessary and appropriate. One teacher and one teaching assistant will administer each class. In addition there will be a team of employed professionals capable of providing direct intervention and support around the social, emotional, behavioural and learning needs of the intake and for some other young people within custody, who are preparing for resettlement, in close liaison with local agencies, families and other community-based support networks.

Timings

The main opening times will mirror normal school hours of 8.30am to 3.30pm to welcome learners into the school and deliver the formal academic curriculum. However, the school will also have the significant additional feature of remaining open until 7pm each evening, at weekends and during normal school holidays, for a full programme of extracurricular activities, projects and events led by a team of youth workers and assistants. All learners will be required to take part in this programme of extended learning, which for some will be as part of their Court Order or license conditions post custody.

Curriculum

In addition to criminal activity, the most common characteristic of all learners referred to The Campus will be their poor record of educational engagement, their persistent academic underachievement, frequent inappropriate behaviour and regular exclusion from school. Our mission, therefore, will be to address these issues through a high quality alternative learning experience, centred on transforming the lives of learners through a personalised, community and a multi-agency based approach as described more fully in Section D. We will teach a reduced number of subjects from across the National Curriculum including Maths, English, Science plus two other GCSE/BTEC courses per learner at Key Stage 4 and Art and Technology based subjects at Key Stage 3.

An additional key curriculum feature, given their previous experience, will be an ongoing focus on spiritual, moral, social and cultural (SMSC) learning. For us this will include the ability to:

- Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect. (Spiritual)

- Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views. (Moral)

- Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work. (Social)

- Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity. (Cultural)

There will be an option for the academic curriculum to expand into extra-curricular events to help embed learning and provide additional time and support where necessary to complete exam subjects and coursework. The main focus of after-hours arrangements, however, will be activities and events designed to improve a range of inter and intra-personal skills so that our children and young people are able to play a positive role in their home and community lives in the future.

Staffing

The Campus Head Teacher will seek to employ experienced staff of the highest calibre and a capacity to work with the behavioural and learning characteristics of young offenders as described earlier. Specifically we will appoint 5 qualified Teachers to lead each class, which will equate to approximately 6 full-time equivalent appointments when planning and preparation is taken into account, alongside time for one of these teachers to take on a lead role for curriculum coordination. It is likely that most teachers will have special and/or alternative provision backgrounds, although mainstream colleagues with experience of special educational needs and managing challenging behaviour in schools would also be regarded as strong candidates.

In support of Teachers, 5 well-qualified Teaching Assistants will also be appointed to staff classes. We will endeavour to recruit graduates to these roles, although not exclusively, and will expect them to show an ability to work effectively with individuals in developing numeracy and literacy capability.

A team of 5 specialists to provide counselling and other therapeutic interventions, dedicated learning and behaviour support will assist the teaching team, one of whom will take a lead role in the form of a special educational needs coordinator (SENCO). Part of this team's responsibility will be to receive new referrals, carry out baseline tests, agree personal plans and then support the integration of new learners into the established class groups. This role would also extend to supporting reintegration back into mainstream or other providers where appropriate.

A unique aspect of our school will be an extensive extra-curricular programme, covering evenings, holidays and weekends. To provide this we will recruit 3 full-time youth workers, one in a senior lead capacity, and 3 assistants to organise and deliver the core element, together with other arrangements that will allow us to 'buy in' suitable expertise or 'outsource' to other providers such as Releasing Potential, who deliver programmes of outdoor education. In addition, local statutory services such as YOT and CAMHS are expected to engage with specified groups, some of which will be as part of their Orders or License conditions, and would see the after hours programme as ideal for this.

We will appoint a Head Teacher, who will be a qualified teacher, with direct experience of leading and establishment charged with educating and supporting highly challenging learners. We will also appoint a deputy from year 2 with a similar background alongside a small team of office and administration staff.

Aspirations and Outcomes

Our targets are organised within our 4 key principles as follows:

1. Learning to Live

We want our learners to make a positive contribution to society. To achieve this we expect older learners to achieve a range of GCSEs alongside accelerated progress across a range of core subjects for our younger admissions. Consequently, we want:

- ✓ 100% of lessons to be good or outstanding, with the majority outstanding.
- ✓ 100% of learners to be able to read, write and speak at an age appropriate level by the time they leave the school.
- ✓ 100% of learners to make expected or better than expected progress in English and Maths.
- ✓ 100% of learners to have access to at least 5 GCSE subjects or the equivalent.
- ✓ 80% of learners who complete their education with The Campus to gain a GCSE pass (A*-G) in Maths and English
- ✓ 50% of learners who complete their education with The Campus to gain a 5 or more GCSE passes (A*-G) or the equivalent (inc. English and Maths)

2. Community Learning

We have already heard that young people in custody often come from very difficult backgrounds, including histories of local authority care, absent parents, destructive education and living arrangements. The Campus will expect to respond to these issues by ensuring:

- ✓ 100% of parents and/or carers feel fully informed and able to support their child's learning.
- ✓ 100% of partner schools play a role in supporting dual arrangements.
- ✓ 100% of learners receive the community services and support networks they need outside of The Campus.
- ✓ 90% of learners to achieve 95% attendance or above.
- ✓ 80% of learners who complete their education with The Campus make a successful and sustained transfer to other education, employment or training.
- ✓ 80% of learners complete the Education Order element of sentences is successfully.

3. Personalised Learning

We have a strongly held belief that to help our children and young people, teaching and learning needs to adapt to the individual and not the other way around. At the heart of our provision, therefore, will be an expectation that:

✓ 100% of learners are personally assessed upon entry and are in receipt of and follow an individual education plan (IEP).

✓ 100% of learners with special and additional educational needs are placed on targeted programmes of support.

✓ 100% of learners are set personalised learning outcomes in all subjects, evidence of which will be held individually in achievement files.

✓ 80% of learners are on course at any time to meet both IEP targets and learning outcomes.

4. Transformational Learning

We will endeavour to support the social and emotional transformation of learners through approaches ranging from a highly developed behaviour code, centred on a coaching and restorative methodology, to individual counselling and other forms of therapeutic support. In developing this aspect of our work we will aim for:

✓ 100% of learners to show a reduced likelihood of reoffending based on the YOT national risk of reoffending assessment tool.

✓ 70% of learners show significant reductions in offending within 12 weeks of attending The Campus.

✓ 100% of observed lessons demonstrate good or outstanding behaviour.

✓ 100% of learners have access to therapeutic and restorative approaches in response to challenging behaviour.

✓ 50% of learners experience a transformation in their behaviour and well being as assessed by the New Philanthropy Capital (NPC) methodology.

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 build up over time. Please add additional rows/columns if appropriate. We would expect an AP free school to reach full capacity by the fourth year of its operation.

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 more than one school you will need to complete a separate table for each.

If you are proposing to open later than 2016, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2016	2017	2018	2019	2020	2021	2022
Key Stage 1		0	0	0	0	0	0	0
Key Stage 2		0	0	0	0	0	0	0
Key Stage 3		3	6	9	9	9	9	9
Key Stage 4		15	18	21	21	21	21	21
16-19: commissioner referred		0	0	0	0	0	0	0
16-19: student applications		0	0	0	0	0	0	0
Totals		18	24	30	30	30	30	30

Section D: Education plan – part 2

Section D1: The Curriculum

Introduction

National Curriculum

The Campus believes that the school curriculum comprises of all formal and informal learning experienced by its cohort and that the National Curriculum is an essential part of this. Furthermore, we believe that a well-planned and ambitious curriculum is fundamental not only in achieving academic success but also in meeting the social, emotional and behavioural need of learners.

By adopting the National Curriculum The Campus is supporting two fundamental aims, which are to provide an opportunity for all young people to learn and to promote their spiritual, moral, social and cultural development in preparation for the opportunities, responsibilities and experiences of life. In making this commitment we also expect to fully meet learner entitlement, raise and maintain standards, and promote continuity, coherence and public understanding of this most demanding and often misunderstood group.

Inclusion

The Campus recognises its responsibility to provide a suitably broad and balanced curriculum for all its learners and in so doing acknowledges that teachers may need to modify the existing National Curriculum to provide young people with relevant and appropriately challenging work that is stage not just age appropriate. To achieve this we will endeavour at all times to apply the principles of inclusion that for learners with social, emotional, behavioural difficulties must include steps to respond to their diverse needs as well as breaking down the barriers to their success. Within this section, therefore, we will demonstrate how we propose to deliver our curriculum based on the four key principles outlined in Section C. We will describe our expected pupil intake and demonstrate how our various curriculum components will meet their needs, including the introduction of an extended day and a comprehensive out of hours learning programme. Finally we will outline the qualifications on offer and how we expect to induct our young people into The Campus alongside managing their transition to other placements.

Curriculum Principles

1. Learning to Live – Our curriculum will be based on the national framework and directed towards subjects and qualifications that will enable our learners to go on to lead effective lives by either successfully re-joining mainstream education, transferring to further education or gaining employment with training. To achieve this we will ensure that all learners at KS4 have access to 5 GCSE subjects, or the equivalent, and learners at KS3 make excellent progress in English, Maths, Science, ICT, Art and Design Technology. In addition, everyone will have access to an extensive extra-curricular programme that will provide sports and activities centred on spiritual, moral, social and cultural (SMSC) learning.

2. Community Learning – On a day-to-day basis we will maintain strong relationships with parents, carers, partner schools and services. Representatives will be involved in the setting and reviewing individual education plans (IEPs) to ensure compatibility with young people's needs, aspirations and transition to other providers. This will include full engagement with partner schools where they share a legal responsibility for learners. We expect to work in a wholly integrated way through a team of specialists who will be responsible for managing inductions and transfers, in addition to school, family, services and community liaison.

3. Personalised Learning – At the heart of our provision will be an educational experience tailored specifically to the individual needs and targets of each learner. Organised through the IEP, everyone will have an achievement file that sets and tracks personal learning objectives, outcomes and progression. Baseline data will be gathered on each young person during the admission process and targeted interventions put in place to address gaps in skills, knowledge and understanding. Alongside small group work, there will be a range of opportunities for learners to work on a one-to-one basis with specialists including therapists, mentors and numeracy and literacy support workers. All placements will be subject to a review meeting on a termly basis.

4. Transformational Learning – Together with our academic curriculum we will support the social and emotional transformation of learners through a behaviour code centred on a coaching and restorative methodology. Reinforced by an extensive extra-curricular programme and focus on SMSC, we want to help young people understand the emotions that drive their decision-making, deal with offending behaviour and help our learners make better, more informed choices, in a future that does not include committing crimes.

Expected Pupil Intake and Their Needs

Offending Behaviour

All learners referred and admitted to The Campus will have been involved in criminal behaviour sufficient for them to be found guilty at a Youth Court and subject to a range of non-custodial sentences. It is possible that The Campus could admit young people who have committed more serious offences, although typically these are likely to result in a custodial sentence given by Crown Court, which would place the learner beyond our remit for the duration. The Campus will, however, expect to take some young people on release from custody and so would expect to build on the educational programmes they have followed in these settings.

In most cases, therefore, The Campus will admit children and young people who have committed a number of public order offences, including violent disorder, affray, harassment, the possession of offensive weapons and criminal damage. It is likely too, that some young people convicted of sexual offences will also be admitted, as well as those who may have been involved in arson, robbery, one or more serious physical assaults and serious motoring offences including theft, driving underage and/or dangerously with or without appropriate documentation.

Range of Needs

We know that young people involved in criminal behaviour are more likely to have a range of conditions and needs that affect their capacity to function normally, compared to the general population. According to the Ministry of Justice's Offender Management Community Cohort Study (MOJ 2013), which covers offenders who started community

orders between October 2009 and December 2010, there are important statistical traits that anyone working in this field needs to understand. These include:

- Well-documented links between drug and alcohol misuse and a life of crime.

- More than half (51%) of those covered had a long-term medical condition or disability, which for over a third (33%) affected their day-to-day activities.

- Nearly a third (29%) had a mental health condition.

- Younger offenders are 10 times more likely to have learning difficulties than the rest of the population.

- Approximately half (between 43% and 57%) have dyslexia, compared with 10% for wider population.

- Younger people in custody are more likely than not to have experienced a traumatic brain injury.

- The average young offender is far more likely than not (75%) to have had an absent parent while growing up.

- More than a third (39%) will have been on the child protection register and/or abused or neglected.

Haringey Intake

We know from work done with similar young people in the area and by talking with Haringey Local Authority that the issues raised in the MOJ's study are mirrored in the cohort that currently exists in the part of London we wish to serve. Despite the assessment of young offenders locally being problematic, due to irregular attendance and frequent exclusion, Haringey have informed us that the cohort is likely to consist of between 30% and 50% with some form of SEN/AEN. Furthermore, 15% of young people on Court Orders in Haringey are looked after children (LAC) and that the educational attainment of this group falls significantly below national benchmarks with only 33% in Haringey overall achieving 5 good GCSEs against a national figure for non-looked after children of 58% (DfE 2013). Taking these figures into account, alongside national data and similar facilities both nearby and elsewhere, we expect the learning and academic profile of our intake to look something like:

- Most, across all age ranges, functioning at between level 2 and 5 of the National Curriculum, which is significantly below national expectations, despite academic profiles from primary schools doubtless predicting average rates of progress.

- Some falling well below level 2 or even level 1 of the National Curriculum, which may have coincided with an SEN category had early formal assessments been completed.

- Some showing signs of high ability, which might have previously identified them as gifted or talented.

- Almost all having significant gaps in their knowledge and understanding across a range of subjects compared with learners mainstream schools.

- Most with numeracy and literacy difficulties, with many have specific concerns associated with dyslexia and dyscalculia.

- Many having speech, language and communication problems comprising of a limited understanding vocabulary, difficulty joining in and keeping up with

conversations and general difficulties with the meaning and use of language, pronunciation and grammatical aspects.

- Some with other forms of additional and/or special educational needs including vision and hearing difficulties, poor motor coordination, autism and ADHD.

Approach

This local understanding is why our curriculum and overall approach will be highly personalised so that each learner can have their particular needs, be they medical, mental, social or learning, identified and responded to by highly trained professionals. It is why we see a huge importance in generating and maintaining positive family and community links coupled to every learner gaining academic qualifications sufficient to re-join mainstream learning, either at school, college or through employment with training. It is also why our curriculum model intends to address the emotional and therapeutic concerns of young people to ensure we support their future well-being and rebuild their trust in a society that for many has felt alien and unforgiving.

Outlined next, therefore, is a curriculum approach that we think achieves our aims through a combination of subject-centred, learner-centred and extended hours education that could see most young people having access to an average of over 60 hours of learning per week.

Type Of Curriculum

Subject-Centred

Our education plan has been formulated around our four curriculum principles of Learning To Live, Community Learning, Personalised Learning and Transformational Learning, which directly match our vision and ethos statement for the school.

In line with our learning to live perspective the core subject-centred curriculum will be based on the national framework that at Key Stage 4 (KS4) will include access to five GCSE subjects, or the equivalent which, alongside English and Maths, will also comprise of Art, Design Technology/Engineering, Science, Food Technology/Hospitality, Sport Leisure and Recreation. By following the National Curriculum in a modified form and offering a focussed number of GCSE and BTEC qualifications, we are aiming to equip learners with the minimum academic credentials they require to successfully enter further education, employment and/or training. To do anything less, we believe, will place our learners at further disadvantage compared to other school leavers as well as limit the possibility of reintegration back to a host mainstream school on the occasions where this is still desirable.

The fundamentals of our KS4 approach are equally relevant to our Key Stage 3 (KS3) learners who for the most part will also follow a modified national curriculum designed to match the core learning of their counterparts in mainstream schools. Together with English, Maths, ICT and Science, our younger learners will be expected to engage in a range of Art and Design Technology subjects, which have been chosen both for the intrinsic interest they hold and their usefulness in pointing the way toward possible career options. On this, we are aware that we do not want to unduly maintain the stereotype that learners from alternative provision do not generally pursue purely academic pathways when they move on. However, we do acknowledge that almost all young people who attend The Campus will want to follow vocational routes as a next stage and we see Art and Design Technology, including Graphics, Food Technology, Resistant Materials and Engineering, as critical in supporting this transition.

Learner-Centred

Alongside the more subject-centred, academic, core will be a learner-centred experience defined by our principles of personalisation and community. We intend The Campus to be organised in such a way that every young person will have their learning, social and emotional needs assessed upon entry, that these are shared and agreed with parents and will then be directly responded to as part of an overall class-based experience. In practical terms this means learners will receive timetabled one-to-one support for assessed academic shortfalls, such as weaknesses in numeracy and literacy, in addition to timetabled emotional support in the form of organised counselling and/or psychotherapeutic input. Consequently, under a carefully organised individual education plan (IEP), developed in conjunction with parents, carers, the host school and key agencies, a young person can expect to find themselves on any given day attending a range of class-based sessions combined with time out to take part in specialist support arrangements provided by 'in-house' experts as well as colleagues from external agencies.

To ensure continuity of learning and a connection with family and community teams, both class-based education and individual support sessions will respond to the agreed learning outcomes as set out in the learner's IEP and shared through their personal achievement file (PAF), which will form the basis of termly review sessions. In effect, both through class-based work and individual support routes, the focus will be on moving the learner to the next step in their plan, the academic side of which will be overseen by the class teacher for any given subject area, to be regularly monitored by the senior leadership team. It is likely, therefore, that members of a class will at any one time be completing different work at a variety of stages, with diverse personal outcomes, but delivered under a common lesson theme of say, understanding metaphor and similes, or use of algebra. As for whole class learning outcomes, these might be set at a more skills based level, such as developing active listening techniques or demonstrating collaboration, with personal outcomes for each learner being set and understood separately. Moreover, this level of personalisation and intensity is entirely achievable because we will have class sizes of no larger than 6, staffed permanently by a teacher and a teaching assistant in addition to them receiving full support from other employed specialists. This will achieve an overall teaching and learning ratio of 1 adult to 2 young people, which we believe, through our own experiences of directly managing similar facilities, is entirely consistent with what we want to achieve.

Extended Learning

With a particular focus on community and transformation, a distinct and exciting element of The Campus curriculum will be a commitment to provide a comprehensive programme of extended learning and support. Our intention is to have in place mandatory activities and experiences that migrate into each evening, occur at weekends and take place during normal school holidays.

The main philosophy behind extended learning is to provide a less formal teaching environment where young people can begin to explore themselves both as individuals and group members, and make inroads into their spiritual, moral, social and cultural (SMSC) learning. This will include opportunities for learners to explore beliefs, develop imagination and increase their understanding of moral and ethical issues. For example, we will expect our learners to take part in an annual parade or carnival that could involve building a float, preparing music and performing in some way. This will require a theme to be agreed, based on sponsoring a charity perhaps, which should

result in extensive negotiation, planning and preparation. We expect this will expose young people to the notion of good causes and altruism, as well as offer an experience in technical and commercial skills that require collaboration and leadership. We want our learners to develop their social skills in different contexts, such as this, and be able to work with others to resolve conflicts should they occur. Group activities will also help our young people to appreciate the culture around them, participate in other local and community based events and both understand and celebrate diversity. We should be clear too, that there is additional thinking to our extended learning programme, which is that young people are less likely to be involved in crime if they are engaged in extended supervised activities. In effect, the more time they spend with us, the less time they have to be somewhere else committing an offence!

To deliver these structured programmes we will recruit a total of 6 additional staff made up of 3 youth workers and 3 assistants. We intend the group activities to be practical, include creative and performance arts, a range of sports and outdoor education and will include the completion of awards such as Duke of Edinburgh, Sports Leaders and ASDAN. There will also be the opportunity to just play sports in an organised way and, depending on interest, pursue a particular activity or sport to a high level through the engagement of external clubs, societies and providers. A typical evening, therefore, will involve a changeover period from the normal school day, punctuated through the uptake of refreshments, with a view to agreeing the evening's programme that will include a sports activity, workshops, free association time and the preparation and consumption of an evening meal before departure. Weekends will normally focus specifically on a single activity, visit or event in addition to supervised access to the main school building. This approach will extend to normal school holidays where particular projects will be organised and agreement reached with learners as to their roles and responsibilities. Our hope is that on an annual basis we will also organise a 'holiday' that will involve staying away either in the UK or abroad.

Despite the less formal nature of this part of the programme all young people will be required to take part in extended learning sufficient to address their needs, which for some may also form part of their court arrangements. In all cases, therefore, learners will be expected to select and make a commitment to activities and honour these for the duration of the programme, with any failure to attend being dealt with in the same way as for the normal school day. We will consider exceptions, but these will be based on a clear understanding that a young person is attending an external activity of similar merit, with appropriate levels of adult supervision.

Curriculum Structure

Subject/other activity	Hours/ week	Mandatory/ Voluntary	Comments
Key Stage 3 Core Curriculum			
English	6.25	Mandatory	All KS3 learners will follow a modified National Curriculum designed to match the core learning of their mainstream counterparts. Subjects have been chosen to support the likely interests of learners and their probability to follow vocational courses in the future. This will help our KS3 learners prepare for a future at The Campus or support their transition back to mainstream education if deemed appropriate.
Maths	6.25	Mandatory	
Science	2.50	Mandatory	
ICT	2.50	Mandatory	
Art & Design	3.75	Mandatory	
Technology (Food & Rest Mat)	3.75	Mandatory	
KS3 Core Total	**25.00**	**Mandatory**	
Key Stage 4 Core Curriculum			
English (GCSE)	6.25	Mandatory	All KS4 learners will have access to five GCSE subjects/BTEC equivalents, which will be a combination of English, Maths plus a choice of 3 other options. By following the National Curriculum in a modified form and offering a focussed number of qualifications, we are aiming to equip learners with the minimum academic credentials they require to successfully enter further education, employment and training. Our teaching team will be recruited to deliver certain subjects including Maths, English, Science, Art & Design Technology/Food. We will outsource to meet additional specialist areas.
Maths (GCSE)	6.25	Mandatory	
Science (GCSE)	4.00	Mandatory (Option 1/3)	
Design Tech (GCSE)	4.00	Mandatory (Option 1/3)	
Art (GCSE)	4.00	Mandatory (Option 1/3)	
Engineering (BTEC)	4.00	Mandatory (Option 1/3)	
Hospitality (BTEC)	4.00	Mandatory (Option 1/3)	
Sport Leisure & Rec. (BTEC)	4.00	Mandatory (Option 1/3)	
Core Total	**25.00**	**Mandatory**	
Extended Learning – After School (KS3 & 4) Combinations			
Sports Workshops Community Projects Volunteering Duke of Edinburgh Sports Leaders ASDAN First Aid Certificate Food Health, Hygiene & Safety Court Order Meetings Multi Agency Support & Reviews	17.50	Mandatory	Extended learning after school will pick up where the main academic day finishes but could overlap to support and enhance the core particularly in areas such as Sport, Tech and Arts. Fundamentally this is a 'marriage' of learner interests and staff expertise, which will require extensive planning so that learner interests and needs can results in a structured programme. Once set out, therefore, the expectation is that as much rigor will exist here as in the core curriculum and that achievement and attainment will be equally as meaningful.

Extended Learning – Weekends & Holidays (KS3 & 4) Combinations			
Sports Teams Clubs & Societies Outdoor Pursuits Annual 'Holiday' Extended projects and community activities Organisation and participation in annual festivals, sporting and arts events Extended volunteering and early employment opportunities.	25.00 (Ave)	Mandatory	As with the after school element, weekends and holiday experiences will provide an additional platform upon which to build a programme of enrichment activities, projects and events designed to target the social and emotional growth of learners alongside skills and abilities to enhance employability and community links.
Total Programme Available	**67.00 (Ave)**		

Core Academic Timetable

Our core curriculum is straightforward in its concept but complex in the way it responds to the personal needs and capabilities of learners. Structurally the core academic timetable will be based on 5 classes containing 6 pupils each, taught across 4 x 1¼ hour sessions per day for 5 days per week and 39 weeks per year by a team of 6 teachers and 5 teaching assistants. Full staffing details are covered in Section D3, however, our expectation is to appoint a specialist Maths and English lead who, in addition to teaching, will supervise the delivery of these subjects by the other non-specialist staff whose main expertise will be in one or more of the afternoon curriculum areas. This is represented on a daily basis as follows:

	Class	1 x 6 @ KS3	1 x 6 @ KS3/4	3 x 6 @ KS4
Session 1	0900 - 1015	English	Maths	2 English & 1 Maths
Session 2	1030 - 1145	Maths	English	2 Maths & 1 English
Session 3	1230 - 1345	ICT/Science Art/Tech	GCSE/BTEC	GCSE/BTEC
Session 4	1400 - 1515			

By using this relatively straightforward approach we are able to provide a substantial core delivery of English and Maths to all learners, alongside sufficient time to cover an additional three GCSE/BTEC subjects at KS4 and four National Curriculum areas at KS3. In organisational terms English and Maths will each receive 6¼ hours of taught time per week across all age ranges, allowing 12½ hours to then be split between 4 subjects at KS3 (approximately 3 hours each) and 3 subjects at KS4 (approximately 4 hours each). These time allowances are substantially more than in mainstream settings, being approximately double for English and Maths and around a 25% increase per GCSE subject or the equivalent. This level of intensity, we feel, fits with our understanding of the needs of the expected cohort as highlighted in the previous sections. Essentially, to overcome a variety of issues we feel our young people simply need more time in which to learn that combined with high adult ratios should ensure that better than expected progress is the norm for every individual.

Extended Learning – After School

Extended learning after school will pick up where the main academic programme finishes but could overlap to support and enhance the core, particularly in areas such as sport, technology and the arts. Taught by our team of Youth Workers, the extended element effectively offers a session 5, which lengthens the school day from 1530 through to 1900 for each learner. It is not intended that a formal class and/or age-based structure will exist, but a programme of enrichment activities grouped according to the interests of learners and expertise of staff. The extended school day would also provide an opportunity for external support workers and agencies to engage with learners as part of an agreed plan, which may also be in relation to meeting a court order, without needing to disrupt learning during normal school.

This 'marriage' of learner interests and staff expertise, once analysed and understood, will require extensive planning so that the audit results in a structured programme that learners and staff can commit to and achieve the desired outcomes. Once set out, therefore, the expectation is that as much rigor will exist in extended learning as in the core curriculum and that achievement and attainment will be equally as meaningful. An example of this might be the achievement of a high level DoE award, or something more short term such as a first aid certificate as part of a sports leaders qualification or a food health, hygiene and safety award as a prerequisite to working in the catering industry. With these standards in mind, there will be the same level of planning, learning outcomes and achievement data generated as in other aspects of the organisation but delivered through what will be regarded as a less formal, more autonomous and transformational experience.

How all this might look like as part of an overall timetable would be:

	Class	1 x 6 @ KS3	1 x 6 @ KS3/4	3 x 6 @ KS4
Session 1	0900 - 1015	English	Maths	2 English & 1 Maths
Session 2	1030 - 1145	Maths	English	2 Maths & 1 English
Session 3	1230 - 1345	ICT/Science	GCSE/BTEC	GCSE/BTEC
Session 4	1400 - 1515	Art/Tech		
Session 5	1530 - 1900	**After School** Sports Workshop Projects Community Projects Volunteering Duke of Edinburgh Award Scheme Sports Leaders Award ASDAN First Aid Certificate Food Health, Hygiene & Safety Court Order Meetings Multi Agency Support Review Meetings		

Extended Learning – Weekends and Holidays

The most ambitious element of extended learning is to develop a programme of learning, engagement and support that operates well beyond the normal opening hours of schools into the weekends and traditional school holidays. As with the after school element, the weekends and holidays experience will provide an additional platform upon which to build a programme of enrichment activities, projects and events designed to target the social and emotional growth of learners alongside skills and abilities to enhance employability and community links.

The expected opening times for weekends and holidays will be from 1000 to 1700 Saturday and Sunday and for all days during the holidays, with the option of continuing into the evenings on special occasions. In effect this will make us a 52 weeks per year provision with both the added benefits and demands this brings.

Due to the extensive nature of the time available this element will be able to expand beyond after school activities to include longer-term participation and commitment in aspects such as:

- **Sports** – Including playing for a team, entering competitions and taking an opportunity to develop skills beyond a recreational level towards senior participation and/or coaching.

- **The Arts** – Including joining with a theatre group, writing and putting on a production and receiving professional instruction or training towards becoming an accomplished performer or artist.

- **The Community** – Including preparing for and taking part in festivals, parades and carnivals, designing and manufacturing floats and displays, and contributing to or organisation community projects to transform the environment and help young people to move beyond just participation into community leadership.

- **Outdoor Pursuits** – Including camping, walking, climbing, caving, riding, cycling, sailing and canoeing to instructor level and beyond.

A key feature of the weekends and holidays programme will also be the organising and taking part in an annual holiday for all learners either in the UK or abroad.

How this part of the programme fits with the overall timetable is as follows:

	Class	1 x 6 @ KS3	1 x 6 @ KS3/4	3 x 6 @ KS4	**Weekends**
Session 1	0900 - 1015	English	Maths	2 English & 1 Maths	Evening activities plus… Sports Teams
Session 2	1030 - 1145	Maths	English	2 Maths & 1 English	Competition
Session 3	1230 - 1345	ICT/Science Art/Tech	GCSE/BTEC	GCSE/BTEC	Clubs & Societies Outdoor Pursuits
Session 4	1400 - 1515				
Session 5	1530 - 1900	**After School** Match of The Day Workshop Projects Community Projects Volunteering Duke of Edinburgh Award Scheme Sports Leaders Award ASDAN First Aid Certificate Food Health, Hygiene & Safety Court Order Meetings Multi Agency Support Review Meetings			**School Holidays** Evening and weekend activities plus… Annual 'Holiday' Extended projects and community activities Organisation, attendance and participation in annual festivals, sporting and arts events Extended volunteering and early employment opportunities.

Qualifications

As indicated in the breakdown of subjects, The Campus will seek to offer the following qualifications to all learners who complete their education at the school:

- English GCSE

- Maths GCSE

- Science GCSE

- Design Technology (Food and/or Graphics) GCSE

- Art GCSE

- Engineering BTEC

- Hospitality BTEC

- Sport, Leisure and Recreation BTEC

Not all qualification will be delivered 'in-house' with the expectation being that we will have sufficient staff to cover all GCSEs but that BTEC qualifications will be outsourced to other local schools or colleges, or 'bought in' to be delivered by external agents on site. This then allows for flexibility in terms of curriculum offer and appointing staff with the correct expertise. In addition to the above, as part of our extended curriculum, we would want to offer access to the following:

- Food health, hygiene and safety certificate

- First aid certificates

- Sports Leaders Award

- ASDAN Entry and Levels 1, 2 & 3

- Duke of Edinburgh Bronze Award

This list is not exhaustive and would be added to depending on the skills of individual staff and personal interests and aspirations of our learners. Whatever young people are interested in, therefore, we will try to match with a strong learning experience.

Pupil Transition

Referrals

All admissions to The Campus with come via the Courts based on a recommendation from Haringey's Youth Offending Team (YOT) that includes direct input from the local education authority. This referral process is explained in more detail in Section E3.

When learners are admitted to The Campus our expectation is that this will be full-time in the first instance. Our reasoning for this is that we expect to be used as an alternative to custody, which suggests that each young offender will have moved beyond the capacity of mainstream learning, at least in the short term. Effectively, we will represent for many their last, best hope, before a more secure placement is requested, or their best option for a safe return to learning upon being released. Either way we will have in place an efficient programme of induction for all admissions, managed directly by our team of specialist support staff, combined with similar levels of support to assist transition either back to mainstream education or into further education, training and employment.

Induction

Sequenced below are the stages of induction all learners can expect to undertake upon entry. The duration of each stage will depend on the responsiveness of the individual and an ongoing assessment of risk.

a. Once the referral has been received and approved an induction meeting will be set up to include the learner, parents/carers, host school (where relevant), key agencies such as YOT and relevant personnel from The Campus. The induction planning meeting will agree the stages up to and including full participation in all aspects of school life as outlined in this list.

b. Education at The Campus will most likely begin with a full-time programme of one-to-one assessment, teaching and support based at the school. In some situations, for example, where there is thought to be high-risk to staff or other learners, or significant risk to an individual, this support could take place at another location including the home.

c. Early stage assessment and support will include numeracy and literacy testing to determine baseline levels of academic ability, combined with social and emotional tests also in support of establishing a baseline but with the added consideration of exploring group dynamics and assessing the learner's capacity to successfully join the main cohort.

d. Within 2 weeks of being admitted to the school the expectation will be for an individual learner to begin accessing group education. To start, this will be through introductory lessons where the group and the individual can become familiarised. All early access will be with a member of the school's support team with the rate of integrations being agreed between this person, the class teacher and the individual learner.

e. In addition to class-based integration other opportunities for full immersion will be through free association time, i.e. breaks and lunches, and access to the extended day, weekend and holiday programmes. In effect we want all young people admitted to the school to feel safe as they gradually move towards full-time group based learning and for this security and well-being to extend to other learners and adults.

f. At any stage in the above sequence, if a learner begins to show significant signs of challenge and/or stress, then the school will take appropriate steps to manage this including, extending a particular stage or regressing back to an earlier stage in the process. In any case, The Campus will prioritise new entrants to receive counselling or other forms of therapeutic intervention to help. Ultimately, we will be prepared to offer individual one-to-one education, support and guidance for as long as it takes to settle a young person into our establishment.

Transition

Where a young person reaches a stage where they are either ready to return to a mainstream school or progress onto further education, training and/or employment, we will seek to support them in a similar way to the induction steps as outlined above. In essence, therefore, we will initiate a sequence of events whereby:

a. A transition meeting will be set up, which is likely to have been triggered by a placement review that are expected to occur on a termly basis. This meeting, attended by the young person, parents/carers, The Campus staff, key agencies and the receiving institution, will determine the next steps in the transition process.

b. Transition is likely to begin with visits to the receiving school or college assisted by a member of our support team. This will include transportation to and from the venue, which will extend to family members where appropriate.

c. As a result of dialogue between The Campus, the new placement and the young person, agreement will be reached as to the rate and style of reintegration. This may result in a phased changeover that targets specific lessons/sessions, or could, for example, be a full-time start on a particular day.

d. Regardless of the style of reintegration, The Campus will provide ongoing assistance from a member of our support team for an agreed period of time. This support could involve a continuum of interventions including, direct class-based assistance, meeting the learner each day and helping them prepare, being in or around the building or being 'on call' back at The Campus. Regardless, we would expect the support to move seamlessly with the needs of the young person until such time as the reintegration has occurred and everyone 'owns' the new placement. We are proposing this would be a maximum of 12 weeks.

e. As with the induction process, should any issues occur at any stage in the transition process then the options would be to extend a particular element or regress to an earlier stage. The added option, of course, would be to cease the reintegration and, age permitting, return the learner to The Campus to try again at a later stage.

Section D2: Setting and Achieving Targets

Key Performance Indicators and Targets

Our key performance indicators (KPIs) are embedded in the four key principles of our vision. Set out below, they begin to clarify how we intend to progress towards our goals together with the targets that define our levels of ambition. We have based these targets on our knowledge of the young people most likely to access our provision, highlighted in Sections C & D4, alongside our understanding of targets set for similar learners in other organisations for which we have, or have had, responsibility. These include the Boxing Academy and the West Sussex Alternative Provision College that contains Beechfield Secure Unit. Naturally these factors can only act as a guide and so we have also consulted extensively to determine the right levels of aspiration.

1. Learning to Live

We want to ensure that all children and young people who come to us eventually leave with the skills, knowledge, determination and qualifications to make a successful living. We will endeavour to provide a high quality wrap around approach to learning and social and emotional development that enables these hard to reach individuals to transform their lives and go on to make a worthwhile contribution to their communities and society in general. To achieve this we expect older learners to accomplish a range of GCSEs alongside accelerated progress across a range of core subjects for our younger admissions.

Targets

- ✓ **100% of lessons to be good or outstanding, with the majority outstanding.** As a starting point for all our other academic aspirations must be an acceptance that teaching at The Campus is of the highest quality.

- ✓ **100% of learners to be able to read, write and speak at an age appropriate level by the time they leave the school.** We consider this to be a minimum requirement and essential if emerging adults are to contribute effectively to a wider society

- ✓ **100% of learners to make expected or better than expected progress in English and Maths.** We will base this judgement currently on National Curriculum levels and an expected progress of 3 whole levels over 5 years or 1.8 sub-levels per year. However, progress will be judged according to starting points, which for most will be between levels 2 and 5. As such, better than expected progress for individuals could fall below or significantly above this measure when all factors are considered.

- ✓ **100% of learners to have access to at least 5 GCSE subjects or the equivalent.** These will consist of Maths, English plus options from Science, Art, Design (e.g. Food and/or Graphics), ICT, Engineering, Hospitality and Sport, Leisure and Recreation, either at GCSE or BTEC.

- ✓ **80% of learners who complete their education with The Campus to gain a GCSE pass (A*-G) in Maths and English.** Our main academic focus will be on English and Maths as these are the mainstays for success in the world of work and further study, and highly relevant to our intake who are typically very weak at numeracy and literacy.

- ✓ **50% of learners who complete their education with The Campus to gain a 5 or more GCSE passes (A*-G) or the equivalent (inc. English and Maths).** This

GCSE target takes into account the probability that some learners will join us very late in the exam cycle and so limit the impact of our intervention. It is also based on a known profile of learners in Haringey on Court Orders, where approximately 50% will unlikely to be engaging with any form of learning before they are admitted and as such most will come with significant numeracy and literacy difficulties.

2. Community Learning

We will work on all learners establishing secure and productive relationships with their families, friends, the local authority, partner schools, training providers, youth offending, police, social, health and mental health services. In developing these links we want to overcome the barriers that may have originally stemmed from histories in local authority care, absent parents, destructive education and living arrangements, towards a more stable and grounded existence centred on a sense of ownership and belonging.

Targets

✓ **100% of parents and/or carers feel fully informed and able to support their child's learning.** We will base this judgement on talking to parents and/or carers at review meetings and asking them to fill out an annual survey. We will also monitor their understanding of learning objectives and support them in getting involved.

✓ **100% of partner schools play a role in supporting dual arrangements.** This applies to schools where a learner is still on role and will include attendance at an initial planning meeting and subsequent review meetings until such time as reintegration has occurred or has been ruled out.

✓ **100% of learners receive the community services and support networks they need outside of The Campus.** Our young people will require access to a range of services provided by other agencies concerned with health, mental health and general well being both statutory and voluntary. We expect all our learners to receive these if they are to fit back into their localities successfully.

✓ **90% of learners to achieve a 95% attendance or above.** A key feature of young offenders is their poor engagement with education and very low attendance rates. We aim to target at least 95% attendance for every learner but accept that there will be a small number of individuals, with histories of non-attendance, where this will be a significant challenge.

✓ **80% of learners who complete their education with The Campus make a successful and sustained transfer to other education, employment or training.** This figure relates to those learners who will successfully transfer and maintain placements or progress further. Based on our understanding of the cohort, we expect, that the remaining 20% will falter and may need periods of additional support to finally succeed.

✓ **80% of learners complete the Education Order element of sentences successfully.** Education Orders place a high expectation on young offenders, many of whom currently fail to meet the terms. Our expectation, therefore, is that most will succeed under our jurisdiction and that those who do not first time, will go on to eventually do so.

3. Personalised Learning

We expect to adapt to the individual and so aspire to provide an overall experience tailored specifically to the personal needs and aspirations of each and every learner. We will assess all young people during the admission process and within agreed timescales set up a personalised programme to address gaps in skills, understanding and knowledge. Consequently, everyone will have regular access to an educational psychologist, speech and language therapists and/or dedicated numeracy and literacy support.

Targets

✓ **100% of learners are personally assessed upon entry and are in receipt of and follow an individual education plan (IEP).** At the heart of our personalised approach will be assessment and planning at a learner level that draws in expertise from a range of disciplines through the IEP process.

✓ **100% of learners with special and additional educational needs are placed on targeted programmes of support.** The individual assessment process will, in particular, expect to identify specific needs in areas such as literacy and numeracy with a view to initiating planned levels of intervention designed with precise outcomes in mind, for example, a targeted increase in reading age.

✓ **100% of learners are set personalised learning outcomes in all subjects, evidence of which will be held individually in achievement files.** On a more general level all young people will have identified for them learning outcomes that are time-related and linked to specific subject areas and units of work. These will be recorded and monitored through personal achievement files (PAFs), which will be linked to a centralised database.

✓ **80% of learners are on course at any time to meet both IEP targets and learning outcomes.** Through a combination of IEP review meetings and central records, which track the progress of each pupil, the anticipation is that most learners will be on track to make expected progress with those that are not, responded to accordingly.

4. Transformational Learning

We want our young people to understand and deal with the harm they have caused by their offences and make better choices in the future that does not include committing crimes. We will make available, therefore, support for the social and emotional transformation of our learners through approaches ranging from a highly developed behaviour code, centred on a coaching and restorative methodology, to individual counselling and other forms of therapeutic support.

Targets

✓ **100% of learners to show a reduced likelihood of reoffending based on the YOT national risk of reoffending assessment tool.** Offending is endemic amongst the cohort of young people we expect to admit and so to eradicate this behaviour totally, we think, is a step by step process that begins with applying methods that to reduce the possibility of committing crimes. Our extensive out of hours learning programme will be one of those strategies.

✓ **70% of learners show significant reductions in offending within 12 weeks of attending The Campus.** As a consequence of a continuum of measures we expect to be making an impact on most young people within one term of attending

The Campus. We also accept that for a minority of persistent offenders, this change may take longer.

✓ **100% of observed lessons demonstrate good or outstanding behaviour.** Due to the nature of our learners we have a realistic expectation of their behaviour and so we do not expect good conduct all of the time. However, we do envisage that the staff will deal with all issues successfully so that any impact on learning is managed to a high level.

✓ **100% of learners have access to therapeutic and restorative approaches in response to challenging behaviour.** We want all of our learners to be able to fail safely and learn from their mistakes. To achieve this we fundamentally believe that our young people need to be able to talk through their issues as well as face up to any poor conduct in a way that helps them understand themselves better and not repeat their transgressions.

✓ **50% of learners experience a transformation in their behaviour and well being as assessed by the New Philanthropy Capital (NPC) methodology.** Our ambition is to see a dramatic change in the offending behaviour and overall well-being of the young people who attend us. Through a combination of all the measures available at The Campus we will use a highly regarded well-being assessment tool to measure this impact.

Assessment and Data Tracking

Summary

The information in this sub-section gives details relating to assessment, target setting and tracking of learners who attend The Campus. In brief, this process will include:

- Creating a central database containing all learner-centred information. To be managed by the administrative team and overseen by senior leadership.

- Baseline testing learners upon entry to determine their starting points and assessing them termly to agree rates of progress. To be delivered by the Learning Support Team, overseen by the SENCO.

- Establishing individual education plans (IEPs) as the main vehicle for setting and managing a range of academic and social targets and interventions. To be overseen and reviewed termly at meetings led by the SENCO.

- Meeting the requirements of the IEP through the setting and recording of learning outcomes and the effective use of assessment for learning strategies across individual subjects and activities. To be organised half-termly and monitored each lesson or session by the class Teacher or Youth Worker, overseen by the Lead Teacher or Senior Youth Worker.

- Collating learning outcomes and assessment forms (LOAFs) alongside evidence of work to create a personal achievement file (PAF), which can then be used on a termly basis to re-assess learners, populate the central database and inform the IEP review. To be organised half-termly and monitored each lesson or session by the class Teacher or Youth Worker, overseen by the Lead Teacher or Senior Youth Worker.

Central Database

At the heart of our assessment and monitoring processes will be a central database that profiles every learner, provides baseline data for key areas, sets out the latest assessment information and shows current rate of progress. A representation of this in Excel format can be seen below. In this example achievement in English and Maths takes priority, although we envisage any number of areas will be recorded and monitored in this fashion, including other subjects and forms of accreditation, where appropriate, as well as non-academic aspects such as attendance. Additionally, the central database will apply to all planned events and so the extensive extra-curricular programme will also be represented mainly in the way it impacts on social, emotional and behavioural growth. With this in mind we will be recording progress in well-being using the NPC methodology, and reductions in criminal behaviour using the YOT national risk of reoffending assessment tool.

Surname	Firstname	Yr	Sex	DOB	Start Date	Statement Issued	Enrolment Status	Link School	FTE	Baseline					Assessment					Progress				
										English	Point Score	Maths	Point Score	Date	English	Point Score	Maths	Point Score	Date	English Sub-Levels	Maths Sub-Levels	Terms	English Sub-Levels/Year	Maths Sub-Levels/Year
One	Student	11	M	17/10/95	28/05/10	20/11/09	Single	Special	0.60	2B	15	3A	23	30/08/10	3A	23	4B	27	30/03/12	4	2	4.8	↑ 2.5	↗ 1.3
Two	Student	11	M	11/03/96	12/01/12	01/06/07	Dual	High School	0.80	4C	25	4B	27	30/03/11	5B	33	5A	35	30/03/12	4	4	3.0	↑ 4.0	↑ 4.0
Three	Student	11	M	08/04/96	18/05/10	20/12/10	Duel	PRU	1.00	5B	33	6C	37	30/08/10	C	40	B	46	30/03/12	4	5	4.8	↑ 2.2	↑ 2.8

Annotations in the figure:

- Date entry dd/mm/yy
- Standard information in these first columns relating to name, year group, start date etc. and, if relevant, date of statement and where they are on roll.
- What proportion of a place does the student take up? (Important in determining recoupment)
- Drop down menu of National Curriculum 'P' Levels, Sub Levels or GCSE grade when the student starts at SSL.
- Equivalent points score (NC data) used to convert all types of grades for calculation purposes.
- Drop down menu of National Curriculum 'P' Levels, Sub Levels or GCSE grade at agreed intervals.
- Formulae that takes the difference between point scores and converts this to 'sub-levels' of progress in each subject.
- Algorithm that subtracts any two dates and converts them into terms.
- Formulae that determines 'sub-levels' of progress over 1 year.

Monitoring

The purpose of holding top-level data will be to give senior managers oversight of all learner achievement, which can then be used either to trigger an intervention on behalf of an individual or provide support to a member of staff where they and their group might be underperforming. To begin each intervention the leadership team will look at the work of the young people affected and decide whether realistic expectations have been set and if these are being addressed appropriately. At this stage any number of support options could be put in place ranging from additional one-to-one opportunities, to a programme of lesson/activity observation and coaching for the member of staff in question.

This approach would apply equally to academic and extra-curricular learning. Whole school monitoring in this way also provides a strong starting point for effective self-evaluation and school improvement, as well as providing a platform to inform and manage external inspections.

The assembling of information to populate a central database and secure effective monitoring, evaluation and reporting arrangements will be achieved through a series of processes including; baseline testing, individual education plans, assessment for learning techniques, personal achievement files, learning outcomes and assessment forms, reporting arrangements and a whole school improvement planning.

Baseline Testing

When young people are admitted to The Campus steps will be taken to collate a range of baseline information covering all academic, social and emotional development, which can then be used to set realistic targets for improvement as well as accurate starting points for measuring progress. To begin this process information will be gathered from parents, carers, previous and existing schools and services such as Educational Psychology and Social, Care and Health. However, experience suggests that there might be gaps and possible questions about reliability, and so the main thrust of information gathering will be from our own specialists who will complete a range of internal tests towards achieving the fullest learner profile possible. This will include numeracy, literacy and other academic assessments alongside aspects such as social and emotional profiling and speech and language reports. Together they should help determine National Curriculum starting points as well as provide information about special and additional educational needs.

Individual Education Plans (IEPs)

Having completed the baseline assessment process, all information will be considered at an inaugural multi-agency meeting and recorded in the form of an individual education plan (IEP) that will include appropriate medium to long-term targets for development. For our young people these outcomes are likely to focus as much on social, emotional and behavioural improvements as they will academic progress, alongside interventions that specifically tackle additional and/or special educational needs. The IEP, which is covered extensively throughout this application, will be an important document as we expect it to be the main vehicle for securing specialist one-to-one academic, social and therapeutic support, both 'in-house' and externally.

Assessment For Learning (AFL)

The Campus recognises that in a positive and progressive school assessment should be continuous and multi-levelled. As a school dedicated to the social and emotional development of learners, as well as their academic improvement, assessment is viewed very much as an enabling process that should be encouraging and supportive at all stages. It is also recognised that assessment should be honest and accurate and that frequent over-generous evaluations of skills and abilities will inevitably lead to disappointment. To this end staff at The Campus will be expected to use a range of assessment techniques that provide learners with accurate feedback on their successes and clear targets for the areas they need to improve. These techniques will include:

- **Questioning** – The use of 'open' questions in particular are seen as an effective way to develop thinking skills, particularly if learners are given time and support to answer. Young people need to understand that a considered 'wrong' answer can be as informative as a 'right' answer and that everyone is expected to give a response even if its, 'I don't know'.

- **Marking work** – It should be considered important by staff at The Campus to provide learners with constructive comments when marking work that identifies areas of success and what needs to be improved and how. Grades will be used but generally only on assessments sheets when they can be discussed with the young person directly and not misinterpreted.

- **Self-assessment and reflection** – Included in the setting of learning outcomes, described below, will be an opportunity for young people to assess their own work against agreed criteria. This is seen as very important in gaining a greater

understanding of what is required to improve. Self-assessment, however, will need careful support from staff to enable learners to develop the skills necessary to accurately reflect on their own actions. This is of particular relevance when reflecting on behaviour and social interaction.

- **Summative assessment** – Summative exams and tests are known to present a particular challenge to learners like those expected at The Campus and as a consequence they will be managed very carefully. It is accepted, however, that summative assessment remains a key and important tool and as a consequence The Campus staff are committed to helping learners develop the necessary skills to perform as well as they can in these areas.

Personal Achievement Files and Learning Outcomes

All learners attending The Campus will have their academic and social progress recorded and monitored through a 'Personal Achievement File' (PAF), which will be designed to provide a concise overview of information that demonstrates progress and ability, as well as providing a basis for planning and discussion. The PAF will offer an effective window for senior managers on the academic, social and behavioural progress of learners by containing a chronology of Learning Outcomes and Assessment Forms (LOAFs), each based on up to 5 objectives for an identified curriculum or extra curricular area over a given period. The nature of learning outcomes will vary according to the provision being made, however, it is expected that all of them will relate directly to the IEP and the overarching targets held within it.

At regular intervals of usually between 6 and 12 weeks, learning outcomes will be assessed both by the staff member and learner, with judgements for attitude and attainment being made, recorded, shared and discussed. We consider this interaction to be an essential part of the assessment for learning process. To support each evaluation a representative piece of work will be chosen for each separate learning objectives and will be collated in the PAF alongside the relevant assessment form for the subject area.

Once completed the process begins again by agreeing up to 5 more learning outcomes and compiling a new form to sit on top of the one just concluded. It is envisaged that at the end of the academic year a completed file should contain evidence relating to numerous learning outcomes spread over several subject or learning areas.

Reporting Arrangements

The Campus will expect to report formally on the progress of young people on a variety of levels according to the nature of provision being made and the report's intended audience. The parents or carers of learners, for example, can expect to receive detailed academic reports once a year alongside interim termly updates based on learning outcomes and the information held in Personal Achievement Files. These reports will focus mainly on academic progress as well as incorporating some feedback on IEP targets where relevant.

Alongside any separate reporting arrangements all young people at The Campus will be subject to an annual placement review, which will incorporate a full evaluation of the current individual education plan in addition to considering progress against Court Orders and any other provisions that may be in place. It is expected that the same people present at the inaugural IEP event, including parents and commissioners, will attend this meeting.

For a few individuals who have statements of special educational needs, soon to become education, health and care plans, this annual process is expected to meet the corresponding statutory requirements. Either way, this regular event will provide an opportunity to celebrate and share success with family members and professionals alike, as well as review and modify all medium to long-term targets.

Other reports as required by the courts, local authority and schools will be produced on a regular basis as requested.

School Improvement Planning

The Campus will manage all aspects of school development through an organised scheme that is expected to renew every 2 years. In its first cycle the improvement plan will address directly the targets highlighted in this application through a series of activities, with each one being driven by a set of success criteria.

For example:

Target – *100% of observed lessons demonstrate good or outstanding behaviour*

Supporting Activity – *High quality behaviour management training is in place for all staff that adheres to and promotes an effective code of conduct for all member of The Campus community.*

Success Criteria

- ✓ *A code of practice is in place, understood and agreed by everyone, which is consistent with the school's philosophy for social, emotional and behavioural change.*

- ✓ *All staff have received a minimum level of training based on positive approaches to behaviour management and understanding the therapeutic needs of learners.*

- ✓ *Identified staff have been training to an advanced level in de-escalation and positive handling techniques.*
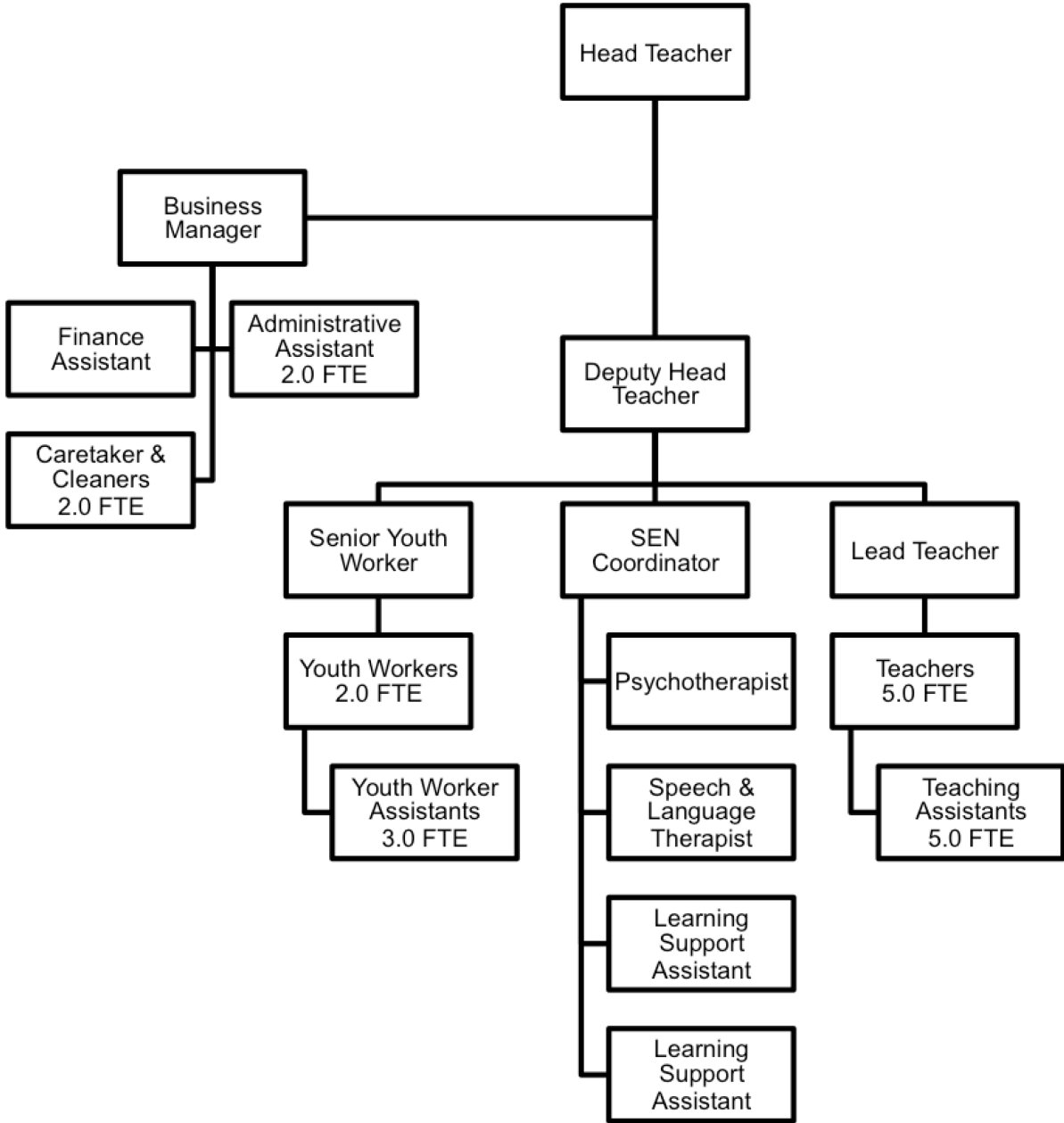
Our aim would be to produce a plan that would expand on all our proposed targets in this way, with each activity coming under the remit of a lead person who would be responsible for setting out and delivering a list of time related action points. The senior leadership of the school would then monitor these action points in accordance with the timescales set.

Finally, by setting out school improvement in this way, the expectation would be for individual governors to be allocated activities to oversee, which would then give them the opportunity to come into school and see first hand the progress being made in these areas. The expectation would also be that on a scheduled basis throughout the school improvement cycle, activity reports would be presented formally to governors meetings for evaluation and to inform the next round of planning.

Section D3: The Staffing Structure

Organisational Chart

At Full Capacity (30 places)

```
                                    Head Teacher

        Business
        Manager
                                    Deputy Head
  Finance      Administrative        Teacher
  Assistant    Assistant
               2.0 FTE
                              Senior Youth    SEN          Lead Teacher
  Caretaker &                 Worker          Coordinator
  Cleaners
  2.0 FTE
                              Youth Workers   Psychotherapist   Teachers
                              2.0 FTE                           5.0 FTE

                              Youth Worker    Speech &          Teaching
                              Assistants      Language          Assistants
                              3.0 FTE         Therapist         5.0 FTE

                                              Learning
                                              Support
                                              Assistant

                                              Learning
                                              Support
                                              Assistant
```

Staffing Strategy

Our approach to recruitment will be based on delivering of our 4 key principles:

1. Learning to Live is focused on subjects and qualifications that will enable our learners to go on to lead effective lives. To achieve this we will ensure that all learners at KS4 have access to 5 GCSE subjects, or the equivalent, and learners at KS3 make excellent progress in English, Maths, Science, ICT, Art and Design Technology. With this in mind we recognise the need to recruit high quality Teachers and Teaching Assistants (TAs) supported by a Lead Teacher who will also be part of the Senior Leadership Team (SLT).

2. Community Learning is designed to support our learners as they transition back into the communities they may have offended against and/or detached themselves from. We will maintain strong relationships with parents, carers, partner schools, services and community groups. To achieve this our SENCO will oversee the production of individual education plans (IEPs) to ensure compatibility with young people's needs and we will employ Learning Support Assistants (LSAs) to complete inductions and transfers, in addition to providing school, family, service and community liaison.

3. Personalised Learning is at the heart of our provision and involves tailoring learning to the needs of each learner through the IEP. TAs, supported by Teachers, will play a central role in gathering the baseline data to achieve this so that targeted interventions can be put in place to address gaps in skills, knowledge and understanding. Once in place we will employ a Child Psychotherapist and a Speech and Language Therapist to deliver highly specific interventions alongside targeted numeracy and literacy support provided by TAs and LSAs, supported by the SENCO.

4. Transformational Learning is aimed at the social and emotional growth of learners through the delivery of a strong behaviour code centred on a coaching and restorative methodology. Reinforced by our extensive extra-curricular programme, we expect the work of our Youth Work Team led by a Senior Youth Worker to be central to the transformation of learners as they begin to develop effective relationships and take part in a range of activities designed to stretch their understanding of spiritual, moral, social and cultural issues.

Phased Growth

Staffing

The organisational chart shows the proposed staffing structure for The Campus at its maximum capacity of 30 learners. Outlined below is table of posts that demonstrates how we intend to grow the school as place capacity increases. In essence, we expect to appoint most key posts from year 1, including SLT (excluding the Deputy until year 2), the Business Manager, most of the Learning Support Team and a lead for the extended curriculum, against which we then expect to stagger appointments to the core areas of teaching and youth work as numbers increase. This should amount to a growth of 3.2 staff in year 2 and a further 6.7 staff in year 3 when we intend to be full.

The table below has been populated with projected maximum salary amounts (rounded up and including all on-costs) to show that we can afford all staffing based on an individual learner income of ███████. Having said this, with these figures in mind we are anticipating that staffing will amount to approximately 83% of overall spend when The Campus is full, which we have calculated leaves appropriate funds to meet

outsourcing arrangements, such as purchasing standalone GCSE or BTEC courses for individual learners, as well as fully supporting group based projects, particularly in relation to community and outdoor education.

Post	Single Post Inc. Costs	Year 1 18 places		Year 2 24 places		Year 3 30 places	
		Qty	Cost	Qty	Cost	Qty	Cost
Head Teacher	▉	1.0	▉	1.0	▉	1.0	▉
Deputy Head Teacher	▉	0.0	▉	1.0	▉	1.0	▉
Business Manager	▉	1.0	▉	1.0	▉	1.0	▉
Senior Youth Worker	▉	1.0	▉	1.0	▉	1.0	▉
SENCO	▉	1.0	▉	1.0	▉	1.0	▉
Lead Teacher	▉	1.0	▉	1.0	▉	1.0	▉
Psychotherapist	▉	1.0	▉	1.0	▉	1.0	▉
S & L Therapist	▉	1.0	▉	1.0	▉	1.0	▉
Learning Support Assist.	▉	1.0	▉	1.0	▉	2.0	▉
Teachers	▉	2.6	▉	3.8	▉	5.0	▉
Teaching Assistants	▉	3.0	▉	4.0	▉	5.0	▉
Youth Workers	▉	1.0	▉	1.0	▉	2.0	▉
Youth Worker Assist.	▉	2.0	▉	2.0	▉	3.0	▉
Finance Assistant	▉	1.0	▉	1.0	▉	1.0	▉
Administrative Assist.	▉	0.0	▉	1.0	▉	2.0	▉
Caretaker	▉	1.0	▉	1.0	▉	1.0	▉
Cleaners	▉	0.5	▉	0.5	▉	1.0	▉
Clerk to Governors	▉	0.1	▉	0.1	▉	0.1	▉
Total Staff/Costs	-	**19.2**	▉	**23.4**	▉	**30.1**	▉
Pupil Income	-	-	▉	-	▉	-	▉
Grants (POG etc.)	-	-	▉	-	▉		▉
Variance	-	-	▉	-	▉	-	▉
Staffing as % of Total	-	-	**83%**	-	**83%**	-	**83%**

Core Curriculum

To rationalise spending during the phased growth the main adjustments will be made to the recruitment of Teachers, Youth Workers and their assistants. This approach should maintain effective adult/learner ratios whilst providing full leadership and individual learner support arrangements from the outset.

The staggered approach to appointing Teachers, Youth Workers and Support Staff will have an impact on the curriculum offer in the first 2 years of operations. In summary, we will be 2.4 Teachers short of our full compliment in year 1, with a 1.2 Teacher shortfall in year 2, which means a likely compromise in the number of GCSE and BTEC qualifications offered 'in-house' over this period. Having said this, our expectation is that outsourcing will offset this deficit to a large extent with learners being supported to attend other providers, as deemed appropriate, to complete courses we are initially unable to offer. Indeed, this is an approach we expect to use even when full but recognise we may have to be more reliant during these early interim stages.

Regardless of the opportunities to outsource The Campus will want to be self-sufficient in the teaching of English and Maths from the outset. As such our recruitment strategy prior to opening will focus on these curriculum areas to ensure literacy and numeracy support for all abilities as well as the delivery of English and Maths GCSEs.

As we move into year 2 we will seek to expand the 'in-house' curriculum offer with an emphasis on Science, Technology and Art. On this we would not necessarily be relying on Teachers to cover all curriculum areas but will seek to address skill shortages through the appointment of well-qualified Teaching Assistants where appropriate. In our experience, it is not uncommon for organisations to recruit graduate Teaching Assistants with a degree in Art, for example, to deliver content up to and including GCSE under the close supervision of a qualified Teacher. Due to our size and scope we would favour this approach, although only with appropriate support and direction.

In year 3 we will have a full complement of 6.0 Teachers, including the lead, and 5.0 Teaching Assistants, together with █████████ of outsourcing and a full Learning Support Team. We envisage that based on our competitive salaries we will be able to recruit well-qualified staff to these posts and that this team of 11 capable professionals will be more than sufficient to cover the 6 main subject areas we have chosen (English, Maths, Science, ICT, Technology & Art) up to and including GCSE. We can make this assumption having experienced and managed first hand the delivery of similar provision elsewhere but also in the knowledge that we will have a robust school improvement cycle, linked directly to performance management and a properly costed and funded programme of professional development.

Extended Learning

The phased recruitment to core areas in line with learner numbers is less likely to have an impact on the delivery of extended learning. This work is designed to be less prescriptive and will be more of a marriage between staff expertise and learner interests. In year 1, for example, there will be 4.0 staff members for a maximum of 18 learners, which is a slightly better ratio (1:4.5) than in year 3 where we will have 6.0 workers for 30 places (1:5). Consequently, we feel the phasing is only likely to have a slight impact on the scope of activities on offer, perhaps, as six people are more likely to have a deeper range of experiences and skills than four. However, we do not envisage any impact on our ability to deliver good quality support, activities and events as we feel our terms and conditions will attract exceptional staff, who will benefit from low ratios for this type of work.

Staff Roles, Experience and Expertise

Head Teacher

Key Responsibilities

- Work with the Governing Body to create the strategic vision for The Campus and promote the school's beliefs, values and actions to all learners, parents, staff and the wider community.

- Develop and implement a full range of policies, plans, systems and procedures that translate the school's strategic vision into a deliverable set of objectives, outcomes and actions to be reviewed on a regular basis.

- Directly manage and supervise the Senior Leadership Team and Business Manager, and be responsible for the introduction of effective models of leadership in support of their supervision of the remaining workforce.

- Be fully accountable for the school's financial management, including the drafting of budgets and the application of robust monitoring and reporting arrangements to control spending and maximise the efficient use of school funds for the approval of the Governing Body.

- Ensure that a suitably skilled and motivated workforce is in place, across every aspect and at all levels, with the knowledge and capability to deliver the school's strategic and operational goals.

- Set up and deliver commissioning packages in conjunction with Haringey Borough Council to provide high quality alternative provision.

- Manage and organise environments efficiently and effectively to ensure that the school building meet the needs of the curriculum, are conducive to the wellbeing of pupils and staff and meet all health and safety regulations.

- Be fully informed and have responsibility for safeguarding, promoting the welfare of young people and ensuring strict adherence to safeguarding and child protection procedures.

Qualifications & Experience

- ✓ Graduate

- ✓ Qualified Teacher Status with NPQH as required.

- ✓ Substantial and successful experience at a senior leadership level, preferably headship.

- ✓ Extensive experience in Special Educational Needs, preferably SEBD.

- ✓ Experience in managing a complex budget over a prolonged period.

- ✓ Knowledge of Youth Justice and Youth Offending.

Deputy Head Teacher

Key Responsibilities

- Work with the Head Teacher to create the strategic vision for The Campus and take a lead in embedding the school's beliefs, values and actions, with all learners, parents, staff.

- Support the development and implementation of a full range of policies, plans, systems and procedures that translate the school's strategic vision into a deliverable set of objectives to be reviewed on a regular basis.

- Manage and supervise the Lead Teacher, SENCO and Senior Youth Worker and be responsible for the introduction of effective models of leadership in support of their supervision of the remaining workforce.

- Be responsible for robust financial monitoring and reporting arrangements to control spending and maximise the efficient use of school funds.

- Support the Head Teacher to ensure a suitably skilled and motivated workforce is in place at all levels in the area, with the knowledge and capability to deliver the school's strategic and operational goals.

- Be responsible for individual commissioning packages in conjunction Haringey Borough Council that provide high quality alternative provision to identified learners.

- Take charge of the school building on a daily basis by ensuring it meets the needs of the curriculum, are conducive to the wellbeing of pupils and staff and meet all health and safety regulations.

- Act directly for the Head Teacher on safeguarding matters, the promotion of the young people's welfare and the strict adherence to safeguarding and child protection procedures on a daily basis.

Qualifications & Experience

- ✓ Graduate

- ✓ Qualified Teacher Status.

- ✓ Substantial and successful experience at a leadership level, preferably headship.

- ✓ Extensive experience in Special Educational Needs, preferably SEBD.

- ✓ Experience in monitoring budgets over a prolonged period.

- ✓ Knowledge of Youth Justice and Youth Offending.

Business Manager

Key Responsibilities

- To formulate and implement strategic plans for financial and business development that impact positively on educational outcomes as determined by the SLT. This includes setting the annual budget in consultation with the Head Teacher, reviewing financial performance and working within the Governors' scheme of delegation.

- To research, generate and sustain income through entrepreneurial activity and risk management in such a way that the school can continue to develop as an innovative and creative organisation.

- To manage the Caretaker, Finance and Administrative Assistants in a way that ensures the daily effectiveness of buildings, grounds, finances and office arrangements.

- To advise Governors and the SLT on personnel issues, including the statutory requirements related to staff welfare, pay, sickness, discipline, leave and other conditions of service, so ensuring a high quality of human resource management and safe recruitment practices.

- To lead the negotiation, monitoring and evaluation of all aspects of the school's contracts with external providers, including security.

- To ensure that the appropriate financial reports are prepared for Governors, the Local Authority, the DfE and other outside bodies as required.

- To ensure the school complies with health and safety requirements and advise the Head Teacher and/or local authority regarding any health and safety issues.

Qualifications & Experience

- ✓ Relevant qualification to NVQ level 4/degree level in Business Management or equivalent. e.g. The National Association of College Business Management.

- ✓ Significant experience in a finance role.

- ✓ Knowledge and experience of legislative frameworks, health & safety regulations and personnel processes.
- ✓ Experience of change and project management.
- ✓ Experience of handling complex contractual compliance.

Lead Teacher

Key Responsibilities

- To lead on all aspects of teaching and learning bound by the regular school day and lesson timetable.

- To make sure the school is fully compliant with, and can respond positively to, all external auditing and inspection requirements, including Ofsted.

- To be responsible for the safety, wellbeing and achievement of pupils at the school, by maintaining a discernible presence, providing effective leadership, keeping skills and knowledge up to date and adhering to robust policies, processes and procedures as prescribed by the law or agreed local and national guidance.

- Manage, appraise and supervise all teaching staff to ensure that a suitably skilled and motivated workforce is in place with the knowledge and capability to deliver the school's strategic and operational goals.

- Support models of outstanding practice in teaching, assessment, recording and reporting to ensure that high standards of achievement are maintained and good quality relationships exist between staff and young people.

- Ensure all teaching and learning in the school is monitored regularly and effectively and that suitable plans are in place to retain improvements and resolve shortfalls in the performance and progress of individual or groups of learners.

Qualifications & Experience

- ✓ Graduate
- ✓ Qualified Teacher Status.
- ✓ Experience of middle or senior management.
- ✓ Substantial and relevant experience in Special Educational Needs, preferably SEBD.
- ✓ Relevant experience in managing an education budget.

SENCO

Key Responsibilities

- To manage a team of specialist learning support staff dedicated to resolving additional and special educational needs (AEN & SEN) associated with social, emotional and behavioural difficulties (SEBD).

- To co-ordinate a process of advice, support and individual education planning for all learners at the school.

- To manage the statutory processes associated with special educational needs in accordance with local guidelines and the national code of practice.

- To co-ordinate effective classroom support for learners with SEBD and other conditions associated with having AEN & SEN.

Qualifications & Experience

- ✓ Graduate

- ✓ Qualified Teacher Status.

- ✓ Working towards or has achieved SENCO qualification.

- ✓ Substantial and relevant experience in Special Educational Needs, including SEBD.

- ✓ Relevant experience in managing Individual Education Plans (IEPs) and multi-agency approaches to SEN.

Senior Youth Worker

Key Responsibilities

- To lead on all activities and experiences bound by the extra-curricular and out of hours timetable.

- To manage a team of youth staff towards effective extra-curricular and out of hours learning.

- To work directly with young people to enable their personal development and social education by co-ordinating the provision of a range of positive activities.

- To establish and build relationships with young people in order to design and deliver programmes of positive activities that will contribute to meeting the identified needs of the service and young people.

Qualifications & Experience

- ✓ Recognised qualification in Community & Youth Development or NVQ Level 4 equivalent.

- ✓ Relevant experience in Youth Work and preferably young people involved in crime.

- ✓ Knowledge of Young Offenders and Youth Justice.

- ✓ Proven ability to build constructive relationships with young people.

- ✓ Experience of planning and developing programmes of work both with and for young people.

Psychotherapist

Key Responsibilities

- To provide mental health assessment and treatment of children and adolescents as individuals or in a group.

- To provide short and long-term interventions with children, young people and/or parents, from two to six sessions to regular appointments over several months.

- To work alongside other professionals in planning how best to help a young person and their family.

- To work as part of multidisciplinary teams comprising psychiatrists, psychologists, social workers, SENCOs, family therapists and CAMHS.

- To offer training, consultation and supervision to other professionals who work at the school and in the community.

- To plan service delivery in conjunction with commissioners.

Qualifications & Experience

- ✓ Relevant postgraduate qualification.

- ✓ Registration with United Kingdom Council for Psychotherapy (UKCP), the British Psychoanalytic Council (BPC) or an equivalent body.

- ✓ Relevant experience in working with young people, preferably with SEBD.

- ✓ Knowledge of Young Offenders and Youth Justice.

- ✓ Proven ability to build constructive relationships with young people and adults.

Speech and Language Therapist

Key Responsibilities

- To identify young people's developmental speech and communication difficulties/disorders.

- To work with young people on a one-to-one basis, and in groups, to deliver learning and support.

- To devise, implement and revise relevant treatment programmes.

- To give advice on implementing treatment programmes and train other professionals in providing support.

- To assess communication and learning environments and contribute to their development.

Qualifications & Experience

- ✓ A degree accredited by the Royal College of Speech and Language Therapists (RCSLT) and a registered member of the Health and Care Professions Council.

- ✓ Relevant experience in working with young people, preferably with SEBD.

- ✓ Knowledge of Young Offenders and Youth Justice.

- ✓ Proven ability to build constructive relationships with young people and adults.

Section D4: Ensuring the particular needs of the children coming to your school have been carefully considered and will be met appropriately

Introduction

As a specialist learning environment we believe all aspects of The Campus are geared towards meeting a range of additional and special educational needs and our key principles of Personalised and Transformational Learning are central to this.

According to the Youth Offending Service in Haringey, currently 19% of young people on Court Orders or returning from custody in the area have an SEN Statement and they believe approximately 50% would be diagnosed with SEN had they managed to engage with school long enough to be assessed. Within this section, therefore, we will summarise the features of the school that come together to support young people with a range of needs associated with youth offending and social, emotional and behavioural difficulties (SEBD). In so doing we will reflect more on our particular cohort and how we intend to assess and respond to the issues we find. This will include clarification around staffing, dealing with safeguarding and how we expect to respond to behaviour and attendance.

Furthermore, we want to be clear that we see the normal school day, between the hours of 09:00 and 15:15, as being central to the delivery of all necessary support and interventions for our learners. We will organise lessons and personal support during these hours to meet all identifiable needs. This means that extra-curricular and out of hours learning is designed very much to enrich the core elements as well as provide a safe place as an alternative, perhaps, to engaging in anti-social behaviour and/or crime. This does not mean that learner needs will not be addressed through the extended curriculum, but that we will not rely on this element to do so or, where we do think enrichment is essential, we will then take steps to ensure that young people are required take part.

Pupil Cohort

To confirm, all learners referred and admitted to The Campus will have been involved in criminal behaviour sufficient for them to be found guilty at a Youth Court and subject to a range of non-custodial sentences. We have already stated that youth offending is associated with a range of additional and special educational needs, which is revealed both in information about the existing cohort in Haringey and national data such as that published in the Ministry of Justice's Offender Management Community Cohort Study (MOJ 2013). Based on this and other evidence, gathered through our own experience of working with similar young people, we can confidently predict that the profile of learners admitted to The Campus will include:

- Almost all having some form of learning difficulty, often specific in nature and typically surrounding numeracy and literacy, which can be attributed to many of the conditions outlined below.

- A significant number with mental health concerns that may show up as forms of anxiety, depression, irrational beliefs and/or personality disorders. These issues can be linked to many having been on the child protection register and/or abused or neglected, which can result in attachment problems identified through;

- An aversion to touch and physical affection.
- Control issues.
- Anger problems.
- Difficulty showing genuine care and affection.
- An underdeveloped conscience.

- A majority with speech, language and communication problems that will comprise some or all of the following issues;
  - A limited understanding vocabulary and that this seems to worsen over time.
  - Difficulty joining in and keeping up with conversations or tuning into other's verbally expressed interests – Autistic Spectrum Disorder.
  - General difficulties with the meaning and use of language, pronunciation and grammatical aspects.
  - Difficulty understanding complex sentences such as reversible sentences, which mean that using language for a wider range of purposes such as negotiating, compromise and problem solving can be hard.
  - Poor working memory capacity and speed of processing, which means that coping with large amounts of frequently new and complex spoken information will be difficult.
  - Limited use of complex words, though young people may often be aware of the importance of 'long words', linking them with intelligence and not 'fitting in' socially.
  - Problems with longer stretches of spoken language such as explanations, even when simple sentence structure is adequate.
  - Difficulty moving from one style of language to another leading to appearing rude or inappropriate by using an overly casual style of talking, for example.

- Many individuals involved in drug and alcohol misuse, which can result in;
  - Unexplained change in personality or attitude.
  - Sudden mood swings, irritability, or angry outbursts.
  - Periods of unusual hyperactivity, agitation, or giddiness.
  - Lack of motivation; appears lethargic or "spaced out".
  - Appears fearful, anxious, or paranoid, with no reason.

Initial Assessment of Pupils Needs

We have explained in section D1 that once the referral has been received and approved an induction meeting will be set up to include the learner, parents/carers, host school (where relevant), key agencies such as YOT and relevant personnel from The Campus. The induction planning meeting will agree the stages up to and including full participation in all aspects of school life. As part of the induction process steps will be taken to collate a range of baseline information covering all academic, social and emotional development. This process will be overseen by the SENCO who will

manage a team of support staff that together are expected to enable the following stages:

a. Information will initially be gathered from parents, carers, previous and existing schools and services such as Educational Psychology, Social, Care and Health and the Local Education Authority. This evidence will be used to formulate an early profile to form the basis of future assessments, planning and interventions.

b. Consideration will also be given to what the Courts have determined in relation to an individual, with the expectation that The Campus will be fully compliant with any Orders and recommendations.

c. Information will then be gathered from our own specialists who will complete a range of internal tests towards achieving the fullest learner profile possible. This will include numeracy and literacy testing to determine baseline levels of academic ability and any identifiable learning difficulties, combined with social and emotional and other tests to explore mental health issues alongside speech, language and communications concerns.

d. Having completed the baseline assessment process, all information will be considered at an inaugural multi-agency meeting and recorded in the form of an Individual Education Plan (IEP) that will include appropriate medium to long-term targets for development. As highlighted in section D1, the IEP will be an important document as we expect it to be the main pathway for securing specialist one-to-one academic, social and therapeutic support, both 'in-house' and externally.

Tracking and Ongoing Assessment

In association with the IEP, all learners attending The Campus will have their academic and social progress recorded and monitored continuously through a Personal Achievement File (PAF). This file will be designed to provide a concise source of information that clearly demonstrates progress and ability as well as providing a platform for ongoing reassessment, planning and discussion at regular intervals of usually between 6 and 12 weeks. These reviews will be based on how well each learner has achieved against learning and other outcomes over a given period. At each stage new outcomes will be set and recorded on Learning Outcomes and Assessment Forms (LOAFs), which will be held in the PAF alongside work evidence to support progress. As each new set of outcomes is included, interventions will also be devised to ensure that targets can be met.

At a top-level, encapsulating all of our tracking processes, will be a central database that profiles every learner, provides baseline data for key areas, sets out the latest assessment information and shows current rate of progress. The purpose of holding information in this way will be to give senior managers oversight of all learner achievement, including those with identifiable SEN, which can then be used to trigger additional interventions on behalf of an individual.

<u>Approaches to Meeting Different Needs</u>

Categories of Need

As stated in the introduction, we expect our core day to be sufficiently well developed to address all identifiable needs, which for our cohort we feel is centred on the main category of social, mental and emotional health, with associated factors that draw in cognition and learning, and communication and interaction concerns. In recognition, therefore, of the volatile and sometimes violent nature of our proposed intake and to ensure positive group dynamics, we described in section D1 how we would begin all learners on a full-time programme of one-to-one teaching and support. This will take place during the normal school day to settle and assess the condition and capabilities of learners first hand, whilst minimising risk. How this support might relate to the particular needs of the intake described above is explained next.

Specific Interventions

On the understanding that almost all our entire intake will have learning difficulties, particularly in relation to numeracy and literacy we intend to have in place:

- An Individual Education Plan (IEP) for every learner, which is understood and supported by all professionals involved in educating and supporting a particular young person. This plan will orchestrate the full range of support on offer and provide the vehicle for regular review and modifications.

- Small class groups of no more than 6 learners to 2 adults so that personal learning outcomes can be set and interventions designed, which are fully deliverable and specific to the particular capabilities of the individual.

- A programme of one-to-one withdrawal provided by Learning Support Assistants who are fully trained in the delivery of numeracy and literacy support.

- A referral process and access to external agencies with specialist knowledge in areas such as dyslexia, dyspraxia, Tourette's and other conditions known to specifically affect learning.

With regard to social, mental and emotional health concerns, which may show themselves through a diverse and often disturbing range of behaviours, we expect to have organised:

- A fully trained and supervised workforce, capable of understanding and responding effectively to the behaviour of young people with social, mental and emotional health issues.

- Assessments, interventions and training designed and implemented by a fully qualified Child Psychotherapist (CP) who understands the needs and demands of this particular cohort. This will include the CP having a caseload and delivering a programme of one-to-one withdrawal.

- A referral process and access to Child and Adolescent Mental Health Services (CAMHS) alongside other services specialising in young people's mental health and attachment issues.

- Access to a full range of extra-curricular and out of hours learning focussed on building self-esteem through resilience, friendship and achievement.

In relation to speech, language and communication problems, we will want to respond by having prepared:

- A skilled workforce, capable of understanding and responding effectively to the range of communication and interaction issues exhibited by our learners.

- Assessments, interventions and training designed and implemented by a fully qualified Speech and Language Therapist (SpLT) who understands the needs and demands of this particular cohort. This will include the SpLT having a caseload and delivering a programme of one-to-one withdrawal.

- A referral process and access to external services, including medical and other professionals, equipped to diagnose and respond to the numerous conditions associated with communications concerns.

With regard to drug and alcohol misuse, as with other conditions we expect to have in place a trained and knowledgeable workforce, capable of identifying and responding to immediate concerns, in addition to:

- A clear policy on the school's response and approach to drugs and alcohol.

- Engagement with families at an early stage with a view to managing risk at home and in the immediate local community.

- A programme of one-to-one advice and guidance initially provided by learning support staff.

- Referrals and ongoing access to organisations such as the Drugs and Advisory Service in Haringey (DASH) and other external support, including medical and other professionals, equipped to diagnose and respond to drug and alcohol related issues.

Safeguarding

Introduction

At The Campus we recognise it will be our statutory duty to safeguard and promote the welfare of our learners and that they have a fundamental right to be protected from harm. Through our day-to-day contact with young people we will be particularly well placed to observe outward signs of abuse, changes in behaviour and signs of failure to thrive. The Campus will be committed to implementing a policy, which follows the guidelines of the Local Safeguarding Children Board in Haringey.

We will also be committed to safer recruitment and selection procedures to ensure that all staff and volunteers have been appropriately screened prior to appointment, and to the provision of appropriate child protection training both through the staff induction programme and continuing professional development opportunities.

Guiding Principles

- Children have the right to protection from neglect, physical, emotional and sexual abuse.

- All citizens, as well as professionals, have a responsibility for the protection of children and for reporting concerns about a child's welfare or safety.

- The well-being of the child is the paramount consideration in all protection work.

- In any conflict between the needs of the child and those of the parents/carers, the needs of the child must be put first.

- Children must be listened to and taken seriously, whatever their level of development or communication.

- Children's wishes and feelings must be taken into account; children will be involved in decisions about their future in ways appropriate to their age and understanding.

- Work with children should be sensitive to the child as an individual with particular needs and circumstances.

- All children will be treated with respect and accorded full civil and legal rights.

- Each child and family is unique with differing experiences, circumstances and perspectives.

- Professionals concerned with child protection investigations must make every effort to identify and ameliorate any disadvantage arising from ethnic origin, culture, religion, language, gender, sexual orientation, class, disability or age.

- Particular attention should be paid to the vulnerability of children with a disability, special needs or communication difficulties.

Behaviour

Introduction

With social, mental and emotional health representing the overarching need of our expected intake, we recognise that managing behaviour will be at the core of everything we do. Central to our ethos, therefore, will be the belief that emotions and the behaviour they manifest can be managed in a way that allows everyone to engage positively with each other and with learning. We believe that all members of our learning community can reach this more empowered state and that herein is the key to a happier and more fulfilled life.

We further believe that there are emotions and behaviours, which are inherently healthy and desirable, that should be promoted beyond others. These constructive states of mind include qualities such as, dignity, respect, kindness, integrity, resourcefulness, creativity, compassion, tolerance, generosity, truthfulness, loyalty, sincerity, love and friendship.

Coaching Behaviour

To support our ethos we will endeavour to adopt a whole school approach to behaviour management that is routed in coaching. This method centres on everyone being encouraged to reflect on their own actions and contrast these to an agreed set of behavioural expectations. In essence we see the development and expression of positive behaviours by the majority as an antidote to the negative ones conveyed by a few, which in turn acts to reduce the school's reliance on more punitive responses.

At the core of our behaviour code, therefore, will be the development of a range of verbal, non-verbal and systemic approaches designed to reinforce the healthy and desirable. In practice this will involve everyone monitoring and adapting their language and actions so the people around them feel supported and not deliberately undermined.

We are aware that this approach requires energy, commitment and patience. However, based on our knowledge and understanding, we fundamentally believe that the most effective way to disarm and change a person's behaviour is to change the way in which

we and others habitually respond to the emotions that drive them. As a starting point, therefore, we will endeavour to actively support everyone in our learning community to achieve the following:

Essential Behaviours

- Speak in ways that are helpful.

- Act in ways that are safe and caring.

- Be in the right place at the right time.

- Complete tasks to a good personal standard.

- Take part in activities aimed at personal development.

Desirable Behaviours

- Use language and tone that is compassionate and empowering.

- Be tolerant and supportive to those who are challenging.

- Maintain the school's routines and systems.

- Be creative and resourceful towards tasks and activities.

- Take time to reflect upon and achieve personal goals.

Attendance

Introduction

We know from national and local data that a high proportion of young people subject to Court Orders or returning from custody are not in settled education. Figures from YOS in Haringey, for example, indicated that 25 of the 41 (60%) in year 11 or below, currently being supervised, fall into his category. As a consequence our learners are often those who will become disengaged from learning and so will typically have very poor records of attendance. Again, figures from YOS in Haringey suggest that no supervised young person is currently achieving 90% attendance with many falling well below this figure. We will be fully committed, therefore, to actively pursuing each learner's attendance through robust systems and approaches, which will start with making The Campus a positive and rewarding place to be, alongside daily contact with parents and carers and visits to the family home to engage young people where necessary. Moreover, we want to make sure that learners and parents understand that regular and punctual school attendance is paramount if we are to ensure that all other aspects of The Campus will work. With this in mind we will want to continuously work towards the following:

Key Priorities

- To make The Campus somewhere young people want to be both during the normal school day and after hours.

- To ensure attendance and punctuality is a priority for all staff, parents and the young people themselves.

- To provide support to parents and learners through our Learning Support Team with regard to achieving regular and punctual attendance.

- To have in place a systematic approach to gathering and analysing attendance related data.

- To establish positive and consistent communication between home and school.

- To identify and reward punctual and regular attendance.

- To promote effective partnerships with services and agencies designed to support young people's attendance at school.

- To recognise and respond to the needs of the individual pupil when planning reintegration following significant periods of absence.

Section E: Evidence of need – 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 key stage.
- 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) x100*.

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 key stage.
- 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) x100.*

	Year 1				Year 2			
	A	B	C	D	A	B	C	D
Key Stage 1								
Key Stage 2								
Key Stage 3	3	3	-	100%	6	6	-	100%
Key Stage 4	15	15	-	100%	18	18	-	100%
16-19: commissioner referred								
16:19: student applications								
Totals	18	18		100%	24	24		100%

Section E: Evidence of need – part 2

Section E1: Valid evidence that there is a need for this school in the area (for pre-16)

Commissioner Demand

Haringey Local Authority will be the sole commissioner for places at The Campus, with referrals being managed by its Youth Offending Team (YOT), which is also known as the Youth Offending Service (YOS). The commissioning letter (below) indicates a clear willingness to pay the top up fee of ███████ that, as referred to in the letter, is an obligation Haringey will expect to meet by drawing funds from a variety of routes, including justice services.

Commissioning Unit
4th Floor, River Park House
225 High Road, London N22 8HQ
Tel: 020 8489 0000
www.haringey.gov.uk

Haringey Council

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

Date: 10th September 2014
Direct dial: 020 8489 3751
Email: ██████████

Dear Sir / Madam,

Re: Confirmation of support for The Campus Free School

On behalf of the Commissioning Unit of Haringey Council, I am writing to confirm that we support The Campus Free School application. We understand that The Campus Free School is to be a full-time Alternative Provision for young people, aged up to the start of Yr 12, under Order of Court for criminal offences, not currently attending school/college or other forms of alternative provision. We understand that a small number may be returning from periods in custody. We understand that if successful the Campus would first open in spring 2016 and get to full numbers in 2017/8. The needs of the pupils for highly specialised education and other support is apparent to us and we support this model of provision. We understand that the funding model being developed is not reliant on funding from Haringey Council.

Based on the school's planned top up of ██████ per annum and the needs profile undertaken, we anticipate that we would refer thirty full time equivalent (FTE) places per academic year once the Campus Free School is fully operational.

Yours sincerely

Gathering Evidence

The first stage of the development of The Campus was to engage with the Council senior team and YOT managers. Their analysis of the need for this provision was then supported by detailed Haringey YOT data analysis proving the need has been the basis of The Campus design and budget.

A Briefing on the Campus has been used with Haringey LA and other local stakeholders (below). This has also been shared with Ministry of Justice, DfE Children Services Innovation and Youth Justice Board senior officials. The Campus aligns with their commitment to finding alternatives to custody and reducing reoffending through successful educational. We envisage it will bring significant savings to a range of national budget lines including, Education, Justice, DWP and Policing.

The Campus Free School Briefing

- *A school, plus intensive support provision, for up to 30 young people who offend and are subject to YRO orders of Court, Release on Temporary License, or DTO license conditions*

- *Provision to support the highest attainment for young people often not engaged in education, Training and Employment.*

- *An alternative to custodial sentences and a resettlement route for those leaving custody*

- *Provision available into evenings, weekends and holidays*

- *Funding from Education, Justice and other sources will deliver better value for money and personal outcomes for the young people.*

Rationale

The Campus will be the education and support base for these selected young people supervised by the Haringey Youth Offending Service (YOS). YOS case officers will recommend this placement to judiciary as part of the Pre Sentence Report against specific criteria through Court orders or on Release On Temporary License or resettlement from custody under license conditions.

High quality education provision will signpost, support and challenge young people to achieve qualifications and pathways into apprenticeships, college, university or self-employment, and will prioritise instilling a long-term, healthy and crime free lifestyle.

The Campus will ensure engagement in education (through Court ordered enforcement as a start) and provide extensive wrap round and after hours services. The Campus will require attendance, including covering the hours of maximum risk of youth crime between 3-6pm, with supported transport to minimise further risk of harm. Accordingly, the Centre will offer programmes through school holiday periods.

Modelling Demand

The rationale of the Campus is as a local provision for local children. Therefore, the Admission criteria will specify access for young people who are Haringey residents under supervision of Haringey YOT and under orders of the local Court (Highbury Corner).

The Campus bid team commissioned the YOT to undertake analysis of the young people under Court of license conditions in 2013-14 and then used this to build our modelling of demand for the campus as shown in the budget.

The key data arising from the analysis is:

- Of young people Yr.11 or below on Court Orders (YRO) 15 were not attending settled Education or training placements

- Of Young people on license Yr.11 or below from custody (DTO) 4 were not in settled education or training placements

- In addition young people Yr.11 or below supervised by the YOT but on Prevention programmes some 19% were not in settled ETE. This represents some 15 young people. Some of these might become suitable for campus placement as criminal proceedings continue.

These are young people for whom no settled education placement has been found or sustained either by mainstream school, PRU or Alternative provision. There is currently no suitable provision for these young people.

The modelling for the Campus is based on the fact that the Court orders will require attendance and engagement at the campus and, if that fails, the young person will be subject to a 'breach' hearing which may require additional sanctions up to and including custodial sentence. The Campus would expect to maintain contact with young people 'breached to custody' and on the advice of the Campus Admission Team (YOT and Campus staff) aim to continue the school as the named education provider.

Surrounding Boroughs will have a similar profile of demand as Haringey, based on youth published crime data. Nationally and locally there has been a reduction in numbers of young people in the youth justice system; however, Haringey still has one of the highest proportions in the country. Should there be a drop in demand from Haringey in future years The Campus might then consider admissions to non-Haringey young people.

Indicative data from Youth Offending Service 2013-14

YRO – Community based Court Order

DTO – Custody order

ETE – Education training and Employment

Haringey YOS	Pre 16	Post 16
1. During last financial year how many young people had been on YRO	34	63
2. How many had been on DTO /License	7	32
3. Of YRO Group what Number and % did not have settled ETE	15 (44%)	35 (56%)
4. Of DTO group what number and %	4 (57%)	13 (41%)

did not have settled ETE		
5. Of the DTO group did any have ROTL?		
6. Of the total group (i.e. 3+4) not in ETE what % had a SEN statement /School Action Plus from school	Poor school attendance pre YJ system means Statements and SA+ are very much underused. Education officer in YOS estimates between 30 & 50%	
7. Of the total group not in settled ETE what % were identified as gifted and talented	No records available. Anecdotal information from YOS suggests a proportion with significant G+T traits	
8. Of the total group not in settled ETE what % had 'failed' in PRU or AP?		
9. Of the total group not in settled ETE what % would have education attendance below 90% during last school placement?	Anecdotally 99%	
10. Of the total group not in settled ETE what % have a known gang affiliation?	33%	35%
11. Of the total group not in settled ETE what % is male?	90%	95%
12. What % are receiving CAMHS input	27%	12%
13. What % are receiving Speech and Language support?	5%	3%
14. What % would be children in care/LAC	14%	18%

Section E2: *n/a*

Section E3: Clear plans to manage referrals

Referral Routes

The Campus will have in place an Admission Team, led initially by the Head Teacher and then the school's Deputy, which will include The Campus SENCO and the Haringey LA YOS Education Lead, alongside CAMHS support. The LA is the sole commissioning authority.

Criteria for Admission

The Campus and LA YOS have agreed that admission to the school will be for children and young people supervised by Haringey YOT and placed by the Courts either on:

✓ Community Orders - Youth Rehabilitation Order (YRO), or

✓ License release from custody – Detention and Training Orders (DTO)

To complete the criteria young people will also be expected to meet one or more of the following conditions:

a. No settled school placement.

b. A substantial record of non-attendance at school prior to conviction.

c. Parents subject to legal action for pupil non-attendance.

d. History of exclusions, permanent or otherwise, including offences on school premises

e. Those for whom a previous YRO with education has not worked.

N.B. The Admission Team would not recommend The Campus for a young offender who is settled in education or training.

Admission Processes

Referral pathways through the Justice system into the Campus mean that admissions will happen at any time during the course of the year. Pre-admission decisions will be informed by:

a. Interview with the young person and family, if possible, to include the key professional worker.

b. YOT ASSET+ (holistic assessment tool) and Pre-sentence report.

c. If available, school or college records plus education, health and care plans or statements.

d. CAMHS reports if appropriate.

A planning meeting will then agree the stages to achieve full engagement with The Campus. These stages will begin with a full programme of personalised support and one-to-one assessments, before a phased integration into group learning and whole school opportunities.

Meeting Challenges

At any stage if a young person shows significant challenge or stress then The Campus will prioritise additional one-to-one support, including specialist help to enable individuals to settle successfully. We recognise that these are young people at the most challenging end of the spectrum of adolescent behaviour and as such it is likely

that some will continue to fail to meet court orders or license conditions. If this should happen then we will work with YOT to inform further ASSET and pre-sentence reports so that young offenders can continue their studies with us. However, should a learner then be sentenced to custody we will then turn our attention on supporting education into the next phase of resettlement. We also expect to support transition into custody for a longer sentence likely to take the young offender beyond age 18. In all cases we will take reasonable steps to support young offenders back into The Campus on subsequent release where appropriate.

Admission Partners

The principle of using the YRO, with education requirement, to name The Campus has been agreed with the YOT and the judiciary (the Justices Clerk, Youth Panel Chair and District Judge) at Highbury Corner Court, which serves Haringey. To enable this process the judiciary wish to receive single case and summary trend feedback so that they can make sentencing decisions confident in knowledge of what The Campus is offering and achieving.

Other key players in the judicial process, the Police, Crown Prosecution Service, and Defence Community (i.e. defence solicitors and lawyers) are engaged in the pre-opening phase communication and consultation. Although they will not have decision making powers it is important that they understand what the Campus offers and support the admission process when relevant.

Discussion with the secure estate providers at Feltham YOI and Oakhill STC (the main destinations for Haringey Young People) are planned in autumn 2014.

Legal Processes For Admission

Route 1

Judiciary (magistrates or District Judge) add an Education requirement to a Youth Referral Order on a young offender found guilty of an offence. The terms of the sentence, by recommendation of the Haringey YOT and acting on behalf of the Local Authority, will name The Campus as the education provider.

Route 2

Post custody license conditions, on recommendation of Haringey YOT and acting on behalf of the Local Authority, identify The Campus as the education provider.

Progression - Route 1

Police arrest and charge processes means that the YOT, by statute, will be aware between 7 and 14 working days before the court hearing of a likely placement. YOT staff are then required to undertake an Assessment (ASSET+) including education performance and additional learning needs when this information is available. On the basis of the ASSET+ assessment, a Pre-Sentence Report (PSR) is written by the YOT caseworker to make sentencing recommendations to the Judiciary.

The Judiciary will, of course, make their decisions independently and may choose other routes than recommended by a YOT Pre-Sentence Reports, and so a success indicator for The Campus will be increasing Judicial confidence in PSRs which recommend placement at our school.

Progression - Route 2

A young person is placed in custody on a Detention and Training Order (DTO). Very few may be on a longer term specialist orders for those with offences that are more serious including those of a sexual nature.

The YOT start planning for release as soon as the young person starts the Court order in custody. The Terms of release from custody include a range of license conditions drawn up by the YOT.

Reporting to Commissioners, Parents and Partners

The individual assessment and recording systems (set out in D2) will enable the following patterns of information sharing:

a. Communication with learners and their parents/carers to celebrate progress and set targets for next learning. We anticipate contact most days with parents and at least a weekly updates. Formal parental contact will be as for any school and will include written reports and parent consultation events.

b. Annual Placement Reviews with commissioners to reflect on learner progress against IEPs and Personal Achievement Files.

c. Reports to the LA and YOT on attainment, attendance behaviour improvement and progression into ETE post 16.

d. Reports to the Judiciary on fulfilling elements of the court orders (the education requirement and the license conditions) but also in due course on reduction in offending, improvements in behaviour and the outcomes of targeted programmes to tackle offending behaviours.

e. Regular summary reports to the YOS Partnership board, The Court User Group.

A key task will be to evidence progress in readiness to prospective onward placements. This will include both qualifications, which have currency, attendance and aptitudes identified in the context of preferred learning styles. The Campus has established connections with specialist agencies supporting young offenders into work and looks to build on that into Apprenticeships, college placements and employment.

Section F: Capacity and capability

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section.

All applicants must complete sections F1-F8 as set out in the table below:

Type of applicant	Which sections to complete
Route 1 applicants (both single and multiple)	F1-F6*
Route 2 applicants applying for one free school in this round	F1-F4*
Route 2 applicants applying for more than one free school in this round	F1-F6*
Route 2 applicants applying for one free school in this round who already have an open academy	F1-F6*
Independent schools wishing to 'sponsor' a new free school	F1-F6*
Independent schools wishing to become free schools	F1-F4 and F7-F8

* If you are an approved academy sponsor the department will already hold material that would be relevant to your free school application and will therefore not expect you to provide this information for a second time. As a result at this point do not fill in sections F5 and F6 of the application relating to your educational track record until we have assessed whether we already have enough information on these aspects of your performance. If required, we will make sure that we give you sufficient time to provide any clarification or additional material to help us take a view in regard to these factors.

In addition if you are not an approved academy sponsors but are interested in finding out more about this role and potentially apply to become a sponsor please make contact with the department's Sponsor Approval team. In doing so please quote your free school application unique registration number.

It is important to make clear that approval as an academy sponsor will not guarantee a free school application is approved. Each free school application is considered against the criteria set out in the assessment criteria booklet. Similarly, approval to deliver a

free school project does not mean that you would be automatically chosen to deliver a specific academy project. All projects are carefully considered on a case-by-case basis. It is the role of the department to consider which of our sponsors will provide the best possible solution for a particular school(s), and Ministers will make a final decision as to whether the proposed sponsor should take forward a specific project, based on that advice.

There are some tables below which you must also complete. These relate to F1, F3 and F6. Please feel free to add additional lines to these tables as required.

F1 (a) Pre-opening skills and experience

You must complete a separate line for each member, director and anyone else that is part of your project group. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

Name	Member of core group (Y or N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
███████	Y	███████	███████	███████	2
███████	Y	███████	███████	███████	4
███████	Y	███████	███████	███████	4
███████	Y	███████	███████	███████	10
███████	Y	███████	███████	███████	4
███████	N	███████	███████	███████	2
███████	N	███████	███████	███████	2
███████	N	███████	███████	███████	2
███████	Y	███████	███████	███████	10
███████	Y	███████	███████	███████	4

F1 (b) Skills gap in pre-opening

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

Skills/experience missing	How you plan to fill the gap
Finance	Through the Secure Foundation, Academy trust and local networks we are seeking someone with this experience and skill set to take over from ▇▇▇▇▇▇▇ who is meeting this need in an interim capacity.

Section F2: A governance structure

Principles

In all our structures and processes members and staff will work to the Nolan Seven Principles of Public Life. The Campus will ensure these are enacted through:

- Annual review of structures, processes against these standards and the OfSTED standards for effective Governing Bodies

- Ensuring new members of the Governance structures are aware of the principles through selection, recruitment, induction and review processes

- A culture of supportive challenge within the Meeting structure and through individual members' personal responsibility to work to these standards.

The purpose of these governance arrangements is to ensure that the strategy, funding and accountability arrangements support the objective of the Academy Trust, providing the best educational outcomes, improving the safety, wellbeing and life chances of the children in our care. We will implement Governance in a way that meets the transparency objectives required for the expenditure of public funds.

The Governance Structure

```
┌─────────────────────────┐
│      The Campus         │
│   Educational Trust     │
│   (The Academy Trust)   │
└───────────┬─────────────┘
            │
┌───────────┴─────────────┐
│    The Campus Board     │
│  of Trustees/Governors  │
│    (inc. Head Teacher)  │
└───────────┬─────────────┘
            │
   ┌────────┼────────────────────┐
┌──┴───┐ ┌──┴──────────┐ ┌───────┴──────┐
│Finance│ │Pupil Progress,│ │ Personnel &  │
│       │ │Wellbeing &    │ │ Performance  │
│       │ │Outcomes       │ │ Management   │
└───────┘ └───────────────┘ └──────────────┘
```
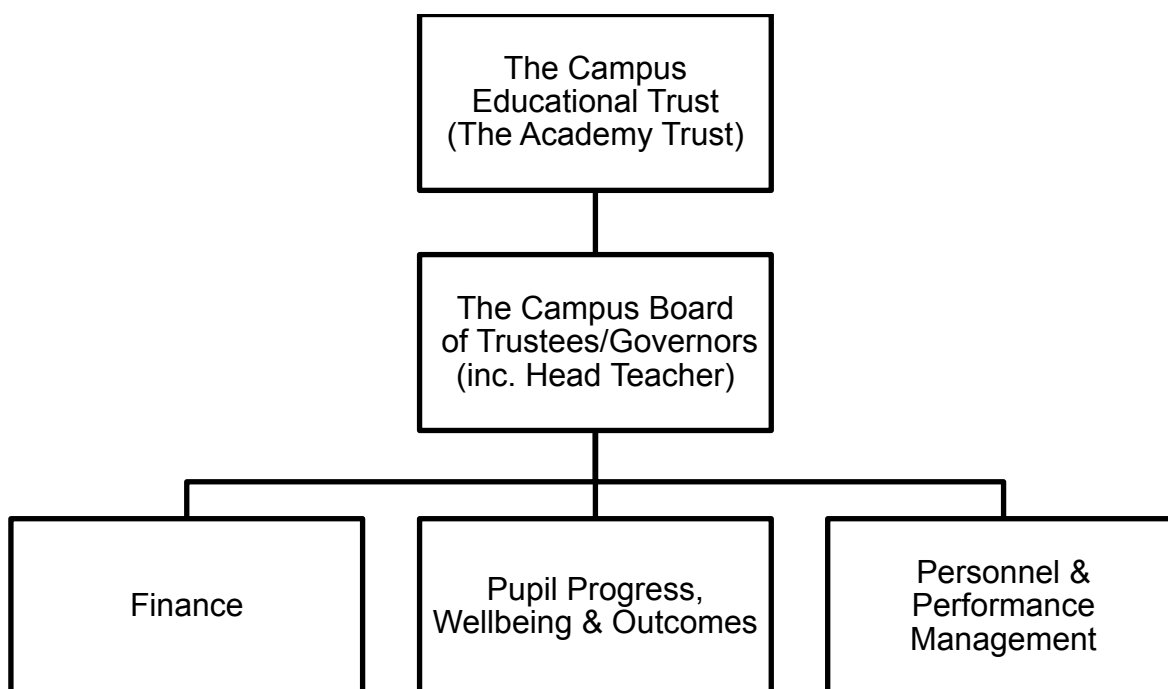
The Campus Educational Trust

The Campus Educational Trust (CET) is a company limited by guarantee, an exempt charity and the legal entity responsible for establishing The Campus as per its charitable object.

The Members of the CET will meet formally each quarter. From within their membership they shall appoint a chair who will oversee the effective and efficient management of business of the CET, including the meeting of legal and financial obligations.

Responsibilities

- Establish the Haringey Campus to fulfil it's charitable purpose

- Approve the Appointment of Governors to the Campus Board of Trustees

- Receive reports from the Haringey Campus Board of Trustees on the strategy and finances of the Haringey Campus in relation to its Charitable objective and financial probity.

- Hold an annual general meeting to review progress and strategic direction

- Provide challenge to the Trustees on issues of strategic direction, performance or financial controls

- Intervene as needed:

  o Through the management of routine and risk driven audit processes.

  o By requiring actions by the Board of trustees if performance reports raise concerns and appropriate actions are not in place.

  o By dismissing individual Governors or the whole Board, if no other options present themselves.

Members

- Members will be made up from the following:

- The Secure Foundation Nominees, the organisation who launched the free school proposal, a company limited by guarantee and an exempt charity x 2

- Independent members x 2

- Chair of the Campus Governing Body x 1

N.B. The Board of Trustees of the Haringey Campus will be responsible for the appointment of the Chair of the Haringey Campus Board. The chair shall then be a member of the Campus Educational Trust.

The Campus Board of Trustees

These are at the same time Governors, Trustees and Directors

Responsibilities

- Ensuring the implementation of the vision, ethos of The Campus in line with the strategic direction set by the Campus Educational Trust.

- Holding the Headteacher to account for the educational performance of the school and the wellbeing of its pupils and staff;

- Overseeing the financial performance of the Campus and making sure its money is well spent in line with legal, regulatory and Trust requirements

- Sustain and develop stakeholder engagement with justice and community partners

The Campus governing body is responsible for oversight of the running of the school by the Head Teacher. The Head Teacher of the school is accountable to the Governors of The Campus Board. The Campus Board and Head Teacher are accountable to the Secretary of State for Education (DfE) and the Education Funding Agency for efficient and effective management of the school.

Governors/Trustees/Directors are normally appointed for periods of 4 years, and can be reappointed for one additional term. The Board will seek opportunities to vary start dates of terms of office in order to avoid terms of office all ending at one point.

Structure

The Campus Governing body shall be made up of 11 Governors/Trustees/Directors

- The Chair of Governors appointed by members, also a member of the CET.

- 3 Governors appointed to include expertise in Finance, Pupil Progress, Wellbeing and Outcomes, and Personnel and Performance Management.

- The Head Teacher of the Campus (ex-officio – Head Teacher Professional and Accounting Officer)

- Two parents of school age children in Haringey. N.B. This may in due course include parents of young people at The Campus but in the first instance is unlikely to be current parents.

- The remaining five Board members will be identified using a skills and experiences analysis and will be appointed by the Board, to include staff representatives.

N.B. The Board may from time to time decide to co-opt Members to secure specific expertise gaps.

The Board

Will oversee the development and implementation of the full range of school policies and procedures including:

- Admissions criteria.

- The referral pathways in partnership with schools, LA and the youth justice system.

- Performance sharing with relevant local partnerships, youth justice system, education providers.

The Board of Trustees will establish three Committees of Governors/Trustees/Directors reporting to the Board.

- Pupil progress, wellbeing and curriculum

- Finance and Site Committee

- Personnel, including Performance management

Each committee will have terms of reference set by the Board, which includes:

- Specific sets of Performance data for monitoring and evaluation

- A scheme of delegation from the Board making clear the decision making or spending authority which rests with the committee

- Reporting procedures to Board and Escalation procedures for urgent issues

Each committee, and the Board, will draw up coordinated plans to engage with the views of learners, directly or indirectly, about the principles and practice of the Campus. This engagement with the views of learners will be inclusive of the range of learners and ensure learners know that their views have been heard and understood in decision-making.

Annual Board Work Plan

The Board and each committee will agree an annual work plan that ensures key governance issues are covered. Each Agenda will also include time for discussion by Trustees of visits to the Campus.

Annual Work plan themes	Q1 meeting (Apr-June)	Q2 meeting (July-Sept)	Q3 meeting (Oct-Dec)	Q4 Meeting (Jan-Mar)
Headteacher report	Including: Attainment development plan.	Including: exam results analysis	Including: Staffing developments	Including: School Improvement Plan
Progress against targets: Groups (Ref. section D2)	The schedule for reporting will range from monthly to annual data as agreed by the Board. This will include:			
Learning to Live	Educational outcomes against baseline, qualifications and progression			
Community learning	Successful Engagement with parents, schools, courts			
Personalised Learning	Effectiveness of Personalised support processes			
Transformational learning	Improvements in behaviour, reduction in offending, plus self assessment of wellbeing			
Health and Well being of learners reports on:	Safeguarding policy and practice	Reducing offending and reoffending	Meeting additional health needs.	Problem solving with learners and families inc. RJ
Staff and employment	Staffing Plan for next school year	Monitoring of school employment and HR policies		Monitoring and evaluation of Performance Review processes inc Headteacher Performance Review
Finance and premises	Adopt Budget for year	Report from Finance committee AND Appoint independent auditors	Strategic Risk Review and planning	Scrutiny of audit report
Stakeholders	Opening career routes for learners	Destinations of learners, Info Advice and Guidance	Youth justice system – analysis with the Board	Engagement with families and community

External Challenge	E.g. Key messages from OFSTED thematic reports	E.g. Chair of another comparable Free school leads	E.g. Board self evaluation	E.g. challenge led by Board member who has attended external training e.g. on finance
Process	Election of Chair and of Chairs of committees. Appointment of Clerk and External challenge adviser	Review of skillset of Members and recruitment as needed	Report from meeting with Academy Trust	Adoption of subsequent year business plan. Monitoring of 360 review of Chair

The Board self evaluation (Q3) will be based on OFSTED guidance and the NGA key questions 2012.

The Campus Board Standard Operational Procedures

1. A skillset analysis will be used periodically (annually at Q2 in the work plan) to review membership of the Board and ensure the right set of skills and knowledge is available. The skillset criteria will be described to include:

- Quality of teaching and learning

- Pupil wellbeing including multi agency work

- Business management including financial supervision

- Legal including HR

- Community engagement

The Board will work best when it includes a broad range of skills and knowledge. This may come from specific skill sets but also from the life expertise of the parent Members. The Board also reserves the right to invite people with specific expertise relevant to the goals of the Trust to join the Board as 'expert adviser'.

2. A Governors Handbook will set out principles and practice of governance which will include:

- The strategic aims of the school, legal and financial duties

- Governance, CET and Campus Board, Individual Trustee roles and duties, including a specific job description for the Finance Governor

- A scheme of delegation from Board to Chair/Finance Member and to Head Teacher

- Functions and terms of reference of Committees and Executive Committee.

- Explanations of the data systems and flows that will help Members reach judgements on effectiveness.

- Visiting the Campus as a Member, role and feedback routine.

- Reaching judgements on Board effectiveness.

- Bringing in good practice/external challenge.

N.B. Any nominee for a Governance post will be expected to undertake an enhanced DBS scrutiny the outcome will be reported to the chair. Any nominee will also be asked to review and declare any possible conflict of interest.

3. Planning and review meetings will be carried out by the Chair with members each year to review contribution, effectiveness and development goals for the subsequent year. This will include programmed visits to the Campus to engage with the ethos, processes and issues. It will be stressed that this is not an inspectorial function but to enable Members to engage with routine and issues and so better exercise their strategic responsibilities. The Board will manage individual and group training, ensure succession planning, implement exit interviews.

There will be a fair process in place in relation to whistleblowing with Chair required both to hear and investigate and protect the whistleblower, unless investigation proves malicious intent. There will also be a fair process for tackling poor performance by members with setting of targets by the Chair, reporting on progress to Chair of Committees and then robust action, up to recommendations to the Board that a Member be removed.

4. The Clerk to the Board will be appointed and charged with ensuring the Board operates effectively and efficiently.

The Chair

The Board will elect the Chair each year. A job description will be included in the Board Members handbook. A 360-degree review of the performance of the Chair will be carried out annually. This will be overseen by a delegated Board member and will include input from at least one member of the committee chairs, one other board member and the Head Teacher

Performance and Performance Review

The Board will establish monitoring and evaluation routines to ensure the goals of the Academy trust and the Campus are being met and that proper fiduciary oversight is being sustained. This will require

- A planned cycle for performance reports to the Board (see work plan)

- Structured learning and challenge from the experience of other Free schools, Inspections or national reports managed by the 'external challenge '

- A performance review process for the Headteacher – and through her/him for all staff members

- Continual scrutiny programme of financial management systems to ensure probity and value for money including procurement

Head Teacher Performance Management

This will be managed by the Chair of Personnel committee and will be supported by a suitably skilled and/or experienced external adviser who has been appointed by the Governing Body. The process of Head Teacher appraisal will include setting and monitoring of agreed targets, which will fall under at least three broad headings:

- Performance of the Campus against the targets set in section D2

- Professional development for the Head Teacher

- Working with the Governing Board and Academy trust

External Adviser

- Work with the Head teacher during the Performance Year to sustain focus on the targets

- Report to the Personnel committee with the Head Teacher, on progress against targets

- Make recommendations on targets for the subsequent performance year.

- Support external challenge process to the Board

Budget

The whole Board signs off the budget, appoints Independent auditors and reaches decisions about how any income should be spent in accordance with the goals of The Campus. The Finance committee monitors detail and makes proposals to Full Board.

Engagement with Partners

Stakeholder engagement is a key function of The Campus Board. This will be achieved by:

- Ensuring the voice of pupils (current and past) is heard within Board deliberations. This will occur through Board member visits, reports from Headteacher on surveys, collated data from the Wellbeing surveys. The Board will also receive annual reports of the destinations of past learners at least three months after leaving the Campus. Notes from group meetings in The Campus of pupils should also be reported to the Board. The Board may also on occasion, with proper preparation and support, invite learner representatives to Board to discuss specific issues.

- Effective partnership working with other schools/college plus Youth offending services, CAMHS, Judiciary, Police to ensure strategic alignment and operational functioning.

- Effective linkages with employment and training pathways to support valid career routes for learners

- Positive engagement with local community members to engage with and promote the work of the Campus, jointly problem solve any issues which arise

Supportive Challenge

The culture of the board will enable members to ask about:

- How the values of the school are evident in plans and day to day delivery. How do learners, parents and partners experience these values?

- How attainment improvement for individual pupils and groups is assured, e.g. LAC, those with gifts, those with SEN, Girls, specific ethnic groups, those coming from custody.

- How staff are recruited, deployed, managed and supported to get the best outcomes for learners

- Are we clear on the financial robustness of our plans, mitigating risks, managing procurement and efficient financial control systems

- Are there very robust processes and structures in place on safeguarding?

- How well do we manage our premises and assets such as IT?

- How well are pupils engaging in the provision and how are measures of pupil behaviour helping us reach decisions about effective strategies.

- Are we communicating outcomes to commissioners, partners and families in an honest, transparent way, which gives confidence that the Board knows what is going on and what to do about it.

- How additional learning and health needs are addressed

N.B. These sorts of supportive challenge questions will form part of the Board Members handbook.

Conflicts of Interest

There are no conflicts of interest related to those making this proposal.

Conflict might arise for Board members in relation to:

- Procurement of services

- Individual cases for those working in the Youth Justice /CAMHS system

- Role of community partners or individuals in relation to the Campus

Avoiding Conflict of Interest will be achieved through:

- Declarations of Interest table maintained by the Clerk which each Member completes on appointment and reviews annually

- A thorough induction process (based on the handbook)

- 1:1 Reviews by Chair with individual Board members

N.B. A prime responsibility lies with individual members to identify any possible conflict, discuss it with the chair, and declare it and, if necessary, withdraw from any meetings where the issue is being discussed. If circumstances change a member must be proactive in declaring any potential conflict of interest to the Chair and in the routine Board meeting business.

Challenge

The annual cycle of Board business will ensure that at each meeting there is an item about good practice from elsewhere, challenge from inspection or other reports, or an external specialist invited to give specific challenge to the Board.

At least quarterly the Chair, Head Teacher and Finance member will meet with the Academy Trust to account for

- Meeting the goals of the Academy trust

- Financial probity

- Effectiveness of Governance

F3 (a) Proposed governors

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

Name	Where live (town/city)	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
███████	███████	██████	███████	██████	10
██████	█████	██████	██████	██████	4
██████	██████	██████	██████	██████	4

F3 (b) Skills gap for governing body

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

Skills/experience missing	How you plan to fill the gap
Personnel inc. Performance Management	Through the Secure Foundation, Academy trust and local networks we are seeking someone with this experience and skill set.
Two parents of school age children	We expect to recruit interested parents through engagement with the LA and partner schools
The Campus skill set analysis will be used to recruit Governors with experience of one or more of: Quality of teaching and learning Pupil wellbeing including multi agency work Business management including site and financial supervision Legal including HR Community engagement	These five members will be recruited initially using local network contacts with community representative, Police, Youth Offending Team, Judiciary, Local authority in Haringey

N.B. It is likely that some members of the pre opening team will take on roles on the Board of Governors when their skill set meets the needs identified by the skillset analysis.

Section F4: A credible plan for recruiting a high quality principal during pre-opening

Background

The Campus Educational Trust recognises this is among the most important tasks which it will undertake. We held a planning session in July 2014 to plan a process and ensure we deploy the right resources of time and finance to secure the right Head Teacher designate for the school.

The key elements in the recruitment process are as follows:

Head Teacher Pay and Conditions

Pay will be based on national terms and conditions and set at a maximum of L31 on the leadership scale or ▇▇▇▇▇▇▇. This is significantly towards the upper end of the pay range for Head Teachers in order to secure the very best opportunity for an effective appointment. The pay also reflects the complexity of the role and the extended hours nature of the school

Job Description and Person Specification

The Key Responsibilities are described in section D3. Some elements are common to other AP Free schools but there are several distinctive aspects because of the needs of the young people in the youth justice system.

These specific elements include:

- Managing workforce recruitment and continuing support not only teachers but also support and specialist staff from a range of specialisms. This requires experience and knowledge of a range of specialisms but the ability to lead a workforce, which will be diverse in its professional culture. It is fundamental to the Campus that this diversity must be harnessed and focused on the core goals.

- M ▇▇▇▇ me▇▇▇ of work with people in the youth justice system ▇▇▇ h the ▇▇▇▇▇▇ identified. This includes work with the independent Judiciary to ensure continuing support for the Campus. This in turn requires a very close working relationship with the joint managers and staff of the YOT. This will require significant knowledge of processes on the youth justice system including custody.

- Managing the school environment in a safe and conducive way to maximise learning and minimise risk including from external threats. The nature of the offending behaviour, the self-identification in gangs and the nature of criminal risk in the environment means that the Principal needs both personal resilience, strategic and tactical partnership with police and community safety staff. As a specific example the Principal will be expected to work with Police officers in the context of Safer School partnership principles using the Metropolitan Police activity framework shaped for Haringey context. In addition the Principal will need to deploy a number of safety measures including for example weapon and drugs searches, perimeter and access security in ways which Heads in other settings do not need.

- Negotiating with Local Authority and justice services. The top up fees for the Campus are very significant (▇▇▇▇▇▇) but the benefits accrue to a range of services -

Education, Youth Offending Team Children's social care, community safety, public health, CAMHS, Families First (Troubled Families) Police. Therefore the Principal and business manager will need to use entrepreneurial business skills to assure the financial future of the Campus. The Campus bid team has been in discussion with Ministry of Justice and Dept of Education about future funding models. The Principal will have a key role in completing these negotiations

- Leading on the safeguarding issues in the context of youth crime. The proportion of young at risk of harm is likely to be very high both through their family context and in the context of their criminal behaviours and networks. The Principal will need to be engaged in the continual scanning for emerging threats to well being for example of the girls in the Campus, those in specific gang contexts or those with a history of sexual offending. This requires a sophisticated understanding of safeguarding supported by high profile leadership.

Recruitment Strategy

The LA is hosting an event for the Campus on 5 November at which we will invite existing senior leaders known through our networks with this sort of expertise to help us refine the Job and Person description and also to define an effective recruitment process. We have considered using the available "Assessment centre" routes but feel the unique role of the Campus Principal requires a bespoke provision.

To advise the Academy trust on this we are in discussions with a range of networks, which we may engage in support work including:

- Achievement for All – Leadership, Teaching and Learning, Parental Engagement and Wider Outcomes. The package could support development of The Campus through the pre opening and first years of the Campus.

- National leaders in Education in the PRU and AP sector. This may focus on enabling personal support for the Principal Designate and access to support networks in the London context.

- Networks of existing and developing AP Free Schools. The Campus team already has working links with Westside Academy, The Boxing Academy (Free school applicant) and TBAP (Tri Borough AP) who run the Haringey PRU.

Timescales

If we make an assumption that the campus gains Free School status from DfE in February 2015 then we plan for the following timescale in partnership with the DFE Education adviser:

- External advert and network advertising: February/March 2015

- Shortlisting and DFE benchmark testing (inc. DBS): April 2015

- Interview process: April /May 2015

- Confirmation offer: May 2015

- Start date of HT no later than 1st September 2015

Initial Support

The Campus Educational Trust is clear that the Head Teacher designate needs to understand the career progression a role at The Campus will offer. This may include, in future, other AP provision for this sort of need, or Headship of other special education provision including in the secure estate (the prison system for Under 18s).

The appointment of an external adviser to the Board and to the Head Teacher will ensure that the right degree of professional challenge is sustained. This will also be the mechanism for identifying the proper supervision support for the Headteacher. In this context supervision means a mixture of personal and professional coaching to reflect on current issues, analyse options, barriers and opportunities for the Principal in leading The Campus.

All this support and challenge is in the context of a coherent, negotiated Development programme agreed between the PD and the Board based on previous knowledge and experience.

Potential Candidates

We are confident that we will be able to attract candidates of the right calibre for the campus based on:

- The Secure Training Centres have been able to recruit Head Teachers of a good calibre, which meant the centres gained good Ofsted judgements in outcomes and behaviour in the education provision. For one of the centres the turn round in 2007-8 arising from arrival of a new Headteacher as part of a new contract provider was dramatic and proof of the effectiveness of strong educational leadership.

- The best of the Head Teachers in the PRU/AP sectors have shown what can be achieved. As an example the last year's OFSTED judgements of PRUs in London show a higher proportion at Good or Outstanding than for mainstream schools. Some of the challenges facing the Principal of the Campus will be similar – and some different. The emerging AP academy chains have proven the power of a focus on attainment and of sharing effective practice. The Campus is already benefiting from contacts with two National Leaders in Education with an AP specialism (one of whom is on the national Youth Justice Board).

- Anecdotally in developing this bid we have heard from a number of Head Teachers how exciting an opportunity this would be for the right candidate. The chance to demonstrate success in the first school of its kind in England will in itself attract real interest. The recruitment process needs to be sharply and honestly focused on both the opportunities and the serious challenges the role will encompass. It will also focus on the extensive support needed for the Principal so that we secure long-term engagement and avoid rapid turnover of heads, which would be detrimental to achieving the goals of the Campus.

- The Chair of the Campus has had preliminary discussions with the editor of the TES who has indicated the likelihood of a TES profile of the Campus being published as a unique provision. This will aid recruitment.

Section G: Budget planning and affordability

Sections G1: Accurate financial plans that are consistent with the rest of the application and based on realistic assumptions about income and expenditure

<Redacted>

Section H: Premises

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section.

Please complete the Excel application form.

SECTION H: LOCATION AND PREMISES

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

Please describe the location in which you propose to set up your school being as specific as possible. This could include the name of the area in which you would like to put the school, the part of a city, town or suburb. Please also consider how flexible you are - how far from your preferred location are you willing to go? Please include an annotated map as an additional file and send it to premises.freeschools.gsi.gov.uk if	This needs to be in or near Tottenham In Haringey, as that is the main residential area for young offenders. The location needs to be carefully agreed with LA, Police and YOT in the light of gang / community tensions. The ideal location will have limited access and so be a naturally more secure location, and be in a building which does not draw attention to itself. Discussions with Local Authority, partners , GLA and EFA have taken place and have explored former Police stations, Court buildings, health facilities and retail premises. No decisions have yet been made about optimum site.
If you have not identified a site yet, please tell us the postcode of a central location in the your preferred area. It must be a full postcode e.g. SW1P 3BT, *not*	N15
Your calculated building space using the EFA formula. *See section H in the free schools criteria booklet.*	880 sq metres
Any comments on your calculated building space:	We need a site which can allow for growth as The Campus may develop age profile in future years to include more 16-18 yr olds.

Preferred site

Full address and postcode. It must be a full postcode e.g. SW1P 3BT, not SW1:	
In which local authority is your preferred location?	Haringey
If the preferred site is near to the boundary with another local authority, please say which:	Hackney
If the preferred site is near to the boundary with a third local authority, please say which:	Please select
If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
Please tell us how you found the site:	
Please confirm the tenure:	Please select
If other, please explain further:	
Please Include information on purchase or lease price if known:	
Who owns the site?	Please select
Is the site available/on the market? (please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available)	Please select
Name and contact details of owner:	

Name and contact details of agent or local authority representative where available:	
If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
What kind of site is it?	Please select
What is the current use?	Please select
If government building or 'other' - please describe:	
Why have you chosen this site? What makes it suitable for your free school?	
If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	

Second choice site

Full address and postcode of your second choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
In which local authority is the site?	Please select
If the preferred site is near to the boundary with another local authority, please say which:	Please select
If the preferred site is near to the boundary with a third local authority, please say which:	Please select
If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
Please tell us how you found the site:	
Please confirm the tenure:	Please select
If other, please explain further:	
Who owns the site?	
Please Include information on purchase or lease price if known:	Please select
Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
Name and contact details of owner:	
Name and contact details of agent or local authority representative where available:	

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
What kind of site is it?	Please select
What is the current use?	Please select
If government building or 'other' - please describe:	
Why have you chosen this site? What makes it suitable for your free school?	
If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	

Third choice site

Full address and postcode of your third choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
In which local authority is the site?	Please select
If the preferred site is near to the boundary with another local authority, please say which:	Please select
If the preferred site is near to the boundary with a third local authority, please say which:	Please select
If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
Please tell us how you found the site:	
Please confirm the tenure:	Please select
If other, please explain further:	
Please Include information on purchase or lease price if known:	
Who owns the site?	Please select
Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
Name and contact details of owner:	
Name and contact details of agent or local authority representative where available:	
If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
What kind of site is it?	Please select

What is the current use?	Please select

If government building or 'other' - please describe:	

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

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

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

Fourth choice site

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

In which local authority is the site?	Please select

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

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

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

Please tell us how you found the site:	

Please confirm the tenure:	Please select

If other, please explain further:	

Please Include information on purchase or lease price if known:	

Who owns the site?	Please select

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

Name and contact details of owner:	

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

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

What kind of site is it?	Please select

What is the current use?	Please select

If government building or 'other' - please describe:	

Why have you chosen this site? What makes it suitable for your free school?	
If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	

For independent school convertors

Please say whether you will be increasing PAN when becoming a free school:	Please select
if yes, from what to what?	
Please confirm the size of your existing site:	
Please confirm the size of your existing buildings:	
Please confirm the tenure of your site/buildings including details of any loans or mortgages:	

Annexes

Any annexes you add:

- are excluded from the page limit and restricted to CVs and information about key individuals; and

- should be submitted as part of your application, i.e. as one Word document.

CV template

<Redacted>