



Department
for Education

Free school application form 2014

Special (updated March 2014)

THE ORCHARDS PRIMARY SPECIAL FREE SCHOOL

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Completing and submitting your application

- **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

Application checklist

Name of task	Yes	No
1. Have you completed the pre-application registration form by 5pm on Friday 4 April?	X	
2. Have you established a company limited by guarantee?	X	
3. Have you provided information on all of the following areas:		
Section A: Applicant details	X	
Section B: Outline of the school	X	
Section C: Education vision	X	
Section D: Education plan	X	
Section E: Evidence of need	X	
Section F: Capacity and capability	X	
Section G: Budget planning and affordability	X	
Section H: Premises	X	
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?	X	

5. Have you fully completed the budget plans?	X	
6. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?	NA	
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	NA	
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?	NA	
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: special.fsapplications@education.gsi.gov.uk within the window below?	X	
10. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 rd Floor, Sanctuary Buildings, and Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).	X	

Section I of your application		
<p>11. Have you sent:</p> <ul style="list-style-type: none"> ▪ 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 <p>By 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?</p>	X	

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;
- all relevant obligations and requirements that apply to open academies (e.g. safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and
- For non-statemented pupils, the School Admissions Code, the School Admissions Appeals Code and the admissions law as it applies to maintained schools. Any child where the school is named in the child's statement must be admitted. 16-19 applicants do not need to follow these codes but must have admissions arrangements and criteria which are fair, objective and transparent.

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

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

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

Signed:

Position: Chair of company

Print name: XXXXXXXXXX

Date: October 2014

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

Section A: Applicant details See Excel application form

Section B: Outline of the school - See Excel application form



SECTION A: APPLICANT DETAILS

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	83215
Name of proposed school:	The Orchards
Is this a route one application or a route two application?	Route 2
Name of lead applicant: <small>Note that <u>all</u> lead applicants must submit Section I forms to the Department. Please see pg 26 in the How to Apply Guide for details.</small>	<Redacted>
Address of lead applicant:	The Dunham Trust, Elmridge Primary School, Wilton Drive, Hale Barns, Altrincham, Cheshire WA15 OJF
Email address of lead applicant:	head@elmridge.trafford.sch.uk
Telephone number of lead applicant:	0161 980 4941
How you would describe your group?	A chain of academies or free schools
If 'Something else' please describe your group:	
Have you applied before for this school, whether under the current name or something else?	No
If 'Yes' and the name of the school was different, please say what the original name was:	
If 'Yes', when did you last apply? N.B. The options are dates of submission of applications, not the announcement of results.	Please select

About the company

Have you established your trust in accordance with the DfE model articles of association?	Yes
Company name:	The Dunham Trust
Company address:	Elmridge Primary School, Wilton Drive, Hale Barns, Altrincham, Cheshire, WA15 OJF
Company registration number:	8120128
Date when company was incorporated:	24-Jun-13
Please confirm the total number of company members (must be a minimum of 3):	5
Please give the names of all company members:	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>

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

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

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:	
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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.	<Redacted>
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Are you an approved academy sponsor?	Yes
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How many existing free schools or Academies are run by your group?	2
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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:	The Dunham Trust
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If you are an existing single school or provider seeking to establish a new school or an independent school looking to convert please provide your six digit ref number	
---	--

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

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

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

How many free schools are you seeking to open in this application round?	1
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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.	No
---	----

If Yes, please provide the following information about each organisation: <ul style="list-style-type: none">• 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.	
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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.).	
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Have you received help and support from the New Schools Network (NSN)?	NSN Development Programme
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In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	No
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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:	
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SECTION B: OUTLINE OF THE SCHOOL

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?	Trafford
Proposed opening year:	2016
Age Range:	4-11
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:	
Will the school accept non stated pupils?	No
Proposed maximum capacity of proposed special free school for stated pupils - please use numbers only:	80
Proposed maximum capacity of proposed special free school for non-stated pupils - please use numbers only:	0
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:	80
Please specify the maximum full time equivalent (FTE) for pupils in the first academic year - please use numbers only:	40
Date proposed school will reach expected capacity in all year groups:	2019
Places committed by Local Authority (FTE)	80
Top up funding committed by Local Authority (funding per FTE place)	Yes
Primary intake of pupils	Autistic Spectrum Disorder (ASD)
Please select other needs that the school will cater for. Please select the most important intakes first as you will be asked to give financial information about these intakes in section G3. If you have more than four different intakes please put financial information in the 'other income' section.	Speech, Language and Communication Needs (SLCN)
	Severe Learning Difficulty (SLD)
	Profound and Multiple Learning Difficulty (PMLD)
	Please select
	Please select
	Please select
	Please select
	Please select
If 'Other', please give further detail:	
Will your proposed school include residential provision?	No

If 'Yes', please give further detail:	
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Are you planning to contract the management of your school to another organisation?	No
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Have you already identified a principal?	No
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If 'Yes', please give further detail about the proposed appointment including the process by which you identified the person. Please include personal information in section F of the MS Word application form.	
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If yes please say when you propose the principal would start:	
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Please say how many people will sit on your governing body:	6-10
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Use of freedoms

Will you operate a non-standard school day?	No
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Will you operate a non-standard school year?	No
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Will you adopt the national curriculum?	Yes
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Will you adopt non-standard terms and conditions for teachers?	No
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Please list any other freedoms you intend to use:	
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Section C: Education vision

Section C1 – Rationale

Trafford Local Authority has agreed to commission The Dunham Trust (throughout this document to be referred to as The Trust)) to seek to apply for a Free School, to be known as The Orchards. It hopes to provide 80 places for primary aged pupils with Educational Health Care Plans (EHCP), categorised by complex learning difficulties. The land has been identified in consultation with Trafford Local Authority, in the North of the Borough on which The Orchards Primary Special School can be sited.

Trafford have agreed to place a minimum of 80 primary aged pupils with complex learning difficulties in The Orchards Primary Special Free School, over a four year period.(See page 114 for a copy of the commissioning letter.) The Local Authority has recognised through projections and study of need that an increase in the number of such pupils creates an opportunity to review enhanced provision alongside Trafford's two established primary schools for pupils with complex learning difficulties. Pictor and Delamere Primary Special Schools are presently overcapacity and Trafford need additional accommodation by 2016.

Trafford LA recognises there may be a greater requirement than 80 places in light of their geographical model and the location in an area of social deprivation. Proposed housing developments (5,000 additional units) and the national upsurge in pupil numbers will accentuate this need.

The proposed location also borders Greater Manchester and Salford LA and these areas plus Stockport, Hulme and Whalley Range will be targeted for potential additional recruitment.

At a well-attended meeting (40-50 parents), organised by The Trafford Parents Forum, parents gave an overwhelming response for a third school to be built, preferably in the north of the borough. They felt this way the quality of existing provision can be protected and improve inclusion opportunities for their children, in meeting the increasing need of projected numbers within Trafford Borough.

SEND Category

The Orchards School is to be designated as a complex learning primary school, encompassing 4-11 year olds with an EHC plan for the following:

- global or general learning difficulties (severe learning difficulties and profound and multiple learning difficulties)
- speech language impairment
- speech, language and communication needs (SLCN)
- autistic spectrum disorder (ASD)

The Orchards will maintain a specialist nursery provision for learners with high levels of SEN, supported and funded by Trafford LA

Trafford current complex learning primary provision.

Trafford's current primary special schools are designated according to specialism and children travel across the borough to access them according to their level of need. This has led to many parents to being concerned about the impact of travel on learning. The Trafford SEND review recommends retaining the categories for the specialist behavioural provision and changing the PMLD School (Delamere) and the ASC/communication school (Pictor) to local community special primary schools. Added to this geographical model will be the Orchards located in the North and envisaged not to affect capacity of the two established schools, though choice will be given to parents, living in the North of the Borough to transfer their children to The Orchards.

Moreover a disproportionate number of the SEN cohort come from the communities in Trafford with higher levels of deprivation. The potential creation of a new primary special school in the north of the borough would offer significant educational benefit to vulnerable learners from that area. We believe the Local Authority commissioning of 80 places for SEND EHC plan pupils to be a conservative based on LA data for Free School Meals, Looked After Children, low birth weight births, Child Protection Plans and number of teenage mothers. All of which indicates an increased level of need in the North.

Existing SEND special school provision within Trafford for primary aged pupils with EHC for complex learning difficulties 2012/13.

School	SEN classification	Funded places 2012/13	Current Ofsted Grading
Pictor Primary Special School	SCDD ASD	56 54	Outstanding
Pictor Nursery	TOTAL Nursery provision	110 19	
Delamere Primary Special School	PMLD SLD ASD	28.2 18.8 18	Good
Delamere Nursery	TOTAL Nursery provision	65 13	

Source: Trafford current funded places 2012/13

The table below is an indicative projection by Trafford of the numbers of primary aged pupils with complex learning difficulties they expect to be placed within the three geographically located schools. The Orchards would expect to have recruited additional pupils from Manchester, by this date, if required.

indicative school sizes in 2017/18	
The Orchards (Trafford N)	56
Pictor	101
Delamere	83

Out of borough placement -Trafford LA has only one primary aged pupil placed out of district. The LA has been successful in meeting the needs of its parents in providing high quality specialist provision from within its own provision. This success has required the full use of its existing capacity, demonstrating a need for additional

The Orchards	2016				2017			
	A	B	C	D	A	B	C	D
Reception	16	16	NA		8	8	NA	
Year 1	8	8	NA		15	15	NA	
Year 2	8	8	NA		16	16	NA	
Year 3								
Year 4								
Year 5	8	8	NA		16	16	NA	
Year 6								
Totals	40	40	NA		56	56	NA	

capacity to meet further need as described above.

The Trust's ability to deliver a Special Free School

The Trust is a multi-academy trust consisting of:

- Elmridge Primary School - an outstanding school
- Acre Hall Primary School - a converter school, now recognised through Trafford's school improvement team as a good school. Acre Hall Primary School has thirty pupils with EHC Plans for complex learning difficulties, placed in small specialist classes.
- Elmridge Teaching School. The LA has experienced effective school to school improvement partnership working with The Trust.
- The Trust has an established a team of experts, in providing the capacity to deliver the target of an 'outstanding' Free Special School. (see Governance section)

Achievement of 'Outstanding' status to be based on the following principles:

Community and inclusion: Recognising our pupils and parents are part of several communities, the Trust will support pupil and parent participation and involvement. All children and young people should be able to access high quality educational opportunities as close to home as possible.

Excellence: The same excellence in teaching and outcomes that mainstream learners in the Trust enjoy should be available for statemented learners.

Sustainability: The Orchards will be appropriate and sustainable in size and type of provision to meet the current and future needs of children in the community served.

Involvement, choice and empowerment: Young people, parents and carers must always be involved in decisions about their specialist provision.

Innovation: Utilise greater freedoms as a Free School within a MAT in searching out innovative practice raising standards and experiences of pupils and parents.

Cost effectiveness: It is vital to make the best possible use of resources and to maximise efficiencies through the infrastructure of the Trust and its partnerships.

Vision - The Orchards will offer an outstanding education to primary aged pupils with complex learning difficulties working in partnership with Trafford Local Authority and drawing upon the expertise, aspirations and infrastructure of The Trust. It will operate as one of three primary complex learning special schools, all three located geographically as local community special schools in the Trafford Borough.

The Orchards will offer pupils a Personalised Learning Programme addressing and removing barriers to individual progression. As the local community special school for the north of the Borough it will allow pupils with complex learning difficulties an opportunity to attend a school in their local community. The curriculum will be designed to meet the broad needs of the school's pupil population, recognising the range of abilities and additional needs, led by highly qualified and experienced teachers, supported by teaching assistants, with the innovative input of creative support workers working alongside the teams.

The curriculum will be designed to meet the broad needs of the school’s pupil population, recognising the range of abilities and additional needs, led by highly qualified and experienced teachers, supported by teaching assistants, with the innovative input of creative support workers working alongside the teams

The school is committed to providing a strong leadership and quality whole school staff implementing a strong CPD programme to develop and the maintaining of staff with the understanding, knowledge and skills to meet the needs of the pupils. A culture will be present where staff, reflect upon the context and difficulty a child experiences

The location of the school and the deployment of sports and well-being instructors and creative workers will permit delivery out of school activities, after school and during the school holidays. In line with The Children and Families Bill, parents and pupils will be at the heart of the school. When making decisions on the children’s education. The school will recognise the pivotal position of the parent in the progression; educationally, socially, physically and emotionally, of their child.

Sport and movement will address health and well-being issues using creativity to create empowered individuals. Rigorous life skills activities and opportunities will be linked into topics and themes. The Orchards will emphasize strong outdoor play activities, developing life and social skills, movement, role play and interaction.

The Orchards will emphasize lifelong learning, demonstrated in the care and attention it will give to transition to secondary education.

Outcomes

OUTCOMES
<p>Outcome 1 - To be awarded ‘Outstanding’ category by OFSTED. To attain this, the following targets will be:</p> <p>Teaching and Learning to be outstanding</p> <ul style="list-style-type: none"> · 100% of teaching to be at least good, with 75% to be outstanding. <p>Pupil Progression and Attainment</p> <ul style="list-style-type: none"> · Our target criteria will be for 95% or more of our pupils to meet or to exceed their individual targets. <p>Behaviour</p> <ul style="list-style-type: none"> • Within the first six months of year one to identify a baseline for reported serious behaviour incidents. To be reduced by 50% in the following six months. (to be defined as causing harm/danger to oneself or other) • reduce reported serious incidents by 50% in the second year <p>Attendance (benchmarked against Pictor School Primary Special School)</p> <ul style="list-style-type: none"> • year one attendance to be 93.5% or above • year two attendance to be 94% or above

OUTCOMES

Outcome 2 - Transition and family support is to be seen to be at the heart of the school, parent and pupil relationship. The outcome will be:

To provide real transition advice and guidance for parents and pupils in developing their advocacy and voice and to offer respite opportunities for parents with high quality enrichment activities.

- 100% of pupils to be viewed in their nursery situation and/or existing classroom situation, prior to being accepted into the school by the end of the first year of opening,
- 100% of Yr. 5 and Yr.6 pupils to be involved in pupil/child centred transition arrangements, by the end of the first year of opening
- To introduce and implement 'creative' and 'innovative' methodology in accessing the voice of the pupil prior to the annual review (100% of Y5 and Y6 pupils)

Family support and respite activities, focusing on pupil personal development emphasising sport, health and creative activities located in the Trafford community.

The Orchards will provide:

- 10 family activities sessions (Year 1 five activities, Year 2 ten activities)
- 30 evening after school club sessions (year 1 fifteen sessions, Year two 30 sessions)
- three weeks of holiday activities (Year 1 one week, Year 2 three weeks)

Outcome 3 - To increase inclusive mainstream activities for our pupils.

- Year 1: twelve inclusive events held on the site of mainstream primary schools
- Year 2: a fortnightly timetabled activity, held on the site of mainstream primary schools

Outcome 4 - The model derived by Trafford LA primary special needs school sector provision for pupils with complex learning difficulties is of geographical, local community special schools. For this model to be successful parents must be presented with a choice of school, locally, they believe is best in meeting their child's educational (health and care) needs. In meeting this requirement The Orchards has set the following success criteria, in the form of benchmarks:

- To achieve the same OFSTED grading, as the two other 'local' primary complex learning special schools
- To offer the same or greater 'local offer' of activities and support than the two other 'local' primary complex learning special schools
- to work with the two other 'local' primary complex learning special schools in identifying common standards i.e. cross school moderation group, sharing best practice for delivering EHC plans, etc.

Section D: Education plan – part 1

	Current number of pupils (if applicable)	2015	2016	2017	2018	2019	2020	2021	2022
Reception			16	8	16	16			
Year 1			8	15	8	16			
Year 2			8	16	16	16			
Year 3					16	16			
Year 4						16			
Year 5			8	16	16	16			
Year 6						16			
Totals			40	56	72	80			

Section D: Education plan – part 2

Subject/other activity (e.g. enrichment)	Hours/week	Mandatory/ Voluntary	Comments	Subject/other activity (e.g. enrichment)
KS2				
Numeracy	5.9	mandatory		
Literacy	5.75	mandatory		
Spelling/grammar	1.15	mandatory		
Guided reading	0.45	mandatory		
Science	1.15	mandatory		
PE	1	mandatory		
Swimming	1.10	mandatory		
Computing	1	mandatory		
Music	1.15	mandatory		

RE	0.30	mandatory	pro rata for topic weeks	
PSHE	1	mandatory		
ML	0.45	mandatory		
topic	1.45	mandatory	Foundation subjects reinforcing basic skills	
Enrichment	1.5 hours	voluntary		

Section D1: Projected pupil recruitment figures for the Free School

TABLE: Pupil placement for The Orchards 2016 to 2019

	2016/17	2017/18	2018/19	2019/20
Nursery				
Reception	16	8	16	16
Year 1	8	15	8	16
Year 2	8	16	16	16
Year 3			16	16
Year 4				16
Year 5	8	16	16	16
Year 6				16
Totals	40	56	72	80

Projected Classification Numbers

ASD/Communication	38%
SLD	30%
General learning Difficulty	11%
PMLD	21%

SEND Category

The pupil population of The Orchards Free School are primary aged pupils with EHCP for complex learning difficulties and disabilities, encompassing: profound and multiple learning difficulties, severe learning difficulties, autistic spectrum condition and communication.

Children with developmental disorders can be given not just one diagnosis but two or more. As the numbers of labels being used have both increased and expanded, it has become apparent that children with different disorders may exhibit some of the same disorders. It has also become clear that certain conditions that quite often go together, and that were once seen as being entirely separate disorders now need to be viewed as ones that may overlap or co-exist. The question arises as to educate these more complex children, while not detracting from the educational experience of their peers.

The Orchards school is to be designated as a complex learning primary school, encompassing 4 - 11 year olds with:

- global or general learning difficulties (severe learning difficulties and profound and multiple learning difficulties);
- specific language impairment;
- speech, language and communication needs (SLCN); and
- autistic spectrum disorders (ASD).

Autistic spectrum disorders (ASD), including Aspergers syndrome.

Autism is a medical diagnosis, given to a child when they are around three years olds. For Aspergers this can be much later. Children with classic autism are likely to have moderate to severe learning difficulties in addition to their autism.

The following triad of impairments is associated with ASD:

- communication
- socialisation
- imagination

As well as possessing the above areas of impairment. Children with ASD find it hard to cope with change or to adapt to different social settings. Wanting to do the same thing over and over again, developing into a ritual. Resorting to the ritual when stressed often being hyposensitive (lacking in sensitivity), or hypersensitive to loud noises, too much visual stimulation, the texture of certain clothes, strong smells such as scents, or the taste of all but a very narrow range of foods. Generally finding it easier to take in information presented visually and they make think in pictures rather than words.

Specific language impairments

By the time children are six, it is generally assumed they will have mastered most of the sounds of their language (phonology), learnt how to produce correct sentences (grammar), meaning that is produced when words are structured together

(semantics), and the use of language (pragmatics). For some children there is a delay and/or disorder

Specific Language Impairments are when language development is disordered and not simply delayed. It is thought that at least some forms of specific language impairment have a heritable component and that the nature of the neurological impairment may vary depending on the type of difficulty the person has with understanding and using image. Even though it is a language disorder, its linguistic impairments co-occur with non-linguistic deficits, including impairments in motor skills and working memory.

Key points for Speech, language and communication

Speech is part of language. Language is a part of communication. Communication involves written and spoken language, as well as facial expression, posture, gesture and signs.

Children's difficulties with oral language are described in different ways, but they include:

- phonological disorder
- difficulty with grammar, specifically morphology or syntax
- meaning and use of language (semantic-pragmatic disorder)

(Semantic-pragmatic disorders are often associated with the features of communication impairment of those with ASD, but not always.)

Global Learning Difficulties: Severe Learning Difficulties and Profound Multiple Learning Difficulties.

Children who have global or general learning difficulties will be delayed in all areas of their development. In The Orchard's case these will be the pupils described as having severe learning difficulties (SLD) or profound and multiple learning difficulties (PMLD).

As the number of recognised conditions increases, leading to a greater overlap between them, and as the number of pupils with more than one diagnosis becomes less exceptional, one way forward is to concentrate on common areas of difficulty, rather than on labels, depicting conditions. The orchard's curriculum will reflect this philosophy.

It is important not to underestimate that the ability to learn can be increased if those who are involved in education understand what is involved in the learning process, as the brain can be partly shaped through teaching and learning. While children's potential will vary according to their genetic inheritance, the effect of the environment plays a crucial role. For instance, for the sensory areas of the brain to develop, a child's learning environment will need to contain a variety of visual, auditory and

tactile stimuli. In the Orchard's case, in holistic, structured (scaffolded), creative, multi-sensory and enquiring strategies and emphasising an environment focusing on success and the development of personal self-esteem, reducing stress and optimising learning opportunities.

Part of this is the recognition our pupils will need time to process and assimilate new concepts, time to rehearse new skills and time to consolidate new learning. It is often difficult to give the time required, but if learning is to be embedded and not superficial.

Curriculum Model

The curriculum is designed to meet a broad learning and additional support need for children who require their learning experiences to be modified to meet their individual requirements. It has to be holistic organizing the whole of the learning environment: addressing cognitive, physical, and medical and sensory needs, based on routine and a thorough understanding of the child. Our experience informs us, we will have PMLD children who will never move beyond the low range of P-Levels, to pupils with ASC who will enter National Curriculum Programmes of Study for Year Two. Meaning the curriculum must modify and differentiate materials to the child's developmental stage and not chronological age. Learning tasks must be designed to incorporate visual, auditory and kinesthetic experiences, individualized to the pupil's strength. Our pupils have spiky learning profiles and curriculum pathways must offer a flexibility where pupils can easily transfer from within an individual pathway i.e. to a Math's group progressing at a higher level or at a lower level as an intervention programme. To moving from one pathway to the other, emphasizing a different curriculum model, in this case, from a topic process based curriculum (for PMLD/SLD) to a model offering discrete sessions in Math's, English and Science, supported by topics reinforcing the application of basic skills and the delivery of Foundation subjects and personal and social skills. The pupils learning is individualized and from experience the pathways must offer classes which are grouped according to similar pupil profiles and within the classes pupils grouped in order to meet differentiated learning outcomes. As pupils progress we expect the attainment differential amongst our pupils to widen and a majority of pupils to enter Pathway One at KS2. This needs to be reflected in an increase in the number of class groups. Within the curriculum experiences it is recognized opportunities must be given to ASC pupils to experience change in a supportive and successful method and the need of our PMLD pupils to have the security of knowing their environment is consistent in its routines, relationship with key staff and the knowledge they will be heard.

Class sizes will, on average, be eight pupils, supported by one teacher and two teaching assistants. The school will also employ one IT support worker, creative workers and sports instructors, in supporting directly the delivery of the pedagogy to the pupils and their classes. It is recognised, in reality, the group sizes and adult support will vary dependent on the need of the children. Classes will be arranged vertically in order to meet medical, physical and cognitive needs of the pupil. This will be apparent in the early years of the school's development. For instance in 2016/17

intake chronologically in Years 4, 5 and 6 will be uneven and vertical grouping will be necessary. In order to maintain the necessary standards in meeting individual learning, medical, physical and social needs. Class organisation will be grouped and differentiated with teacher planning showing clear differentiation and success criteria.

It is important the timetable reflects an age-appropriate experience, whenever possible. Recognising the spread of need, cognitive ability and numbers of pupils, it has been decided to recognise age-appropriateness through Key Stage placement and not chronological year group placing.

In EYFS and KS1 the curriculum will be delivered through a theme or topic, emphasising a process based approach. For those pupils operating at the lower P-levels (anticipated predominantly PMLD and some SLD) a theme/topic approach will extend into KS2. Those pupils progressing through the P-Levels and onto National Curriculum POS in KS2 will be taught through a curriculum, consisting of discrete core subject lessons: English, Math’s and Science, and for the foundation subjects a theme or topic, presented as six week units.

Religious Education will be addressed through theme adhering to SACRE document for Trafford. Modern Language in KS2 will be Spanish taught in Pathway One as a discrete subject and in Pathway Two as a theme week where ML will be taught through key word and social introductions.

	ASD/Communication/SLD/ higher attaining pupils Pathway 1	PMLD/SLD lower attaining pupils Pathway 2
Nursery		
EYFS	1 class - Theme/Process approach	1 class - Theme/Process approach (P1-3)
KS1	Age appropriate Key Stage grouping. Numbers will allow flexibility, through mixed aged grouping, allowing the school to respond to individual characteristics 2 classes - Theme - process/training/concept	Age appropriate Key Stage grouping. Numbers will allow flexibility, through mixed aged grouping, allowing the school to respond to individual characteristics 2classes Theme – process (P1-3)

	ASD/Communication/SLD/ higher attaining pupils Pathway 1	PMLD/SLD lower attaining pupils Pathway 2
KS2	Age appropriate Key Stage grouping. Numbers will allow flexibility, through mixed aged grouping, allowing the school to respond to individual characteristics 3 classes - discrete core subjects and topic for Foundation subjects, reinforcing social and basic skills - process/training/concepts with some pupils moving into NC. PoS, from P-levels	Age appropriate Key Stage grouping. Numbers will allow flexibility, through mixed aged grouping, allowing the school to respond to individual characteristics 2 classes - Topic - process (P1-3, some moving beyond 3 into elements of working within higher P-Levels)

Our school will be fully committed to enabling all children to access the NC in ways which are appropriate to their individual rate of progression and identified learning needs. For children in the Early Years Foundation Stage, a play based curriculum will be delivered in line with the new Guidance for the EYFS Curriculum.

At KS1, pathways 1 and 2 have been designed to enable progression pathways on cognitive attainment. Projected pupil categories indicate higher numbers with speech and communication difficulties and ASC than pupils with SLD or PMLD diagnosis. It is the former group and a proportion of the SLD pupils we expect to progress into the higher attainment groups and structured timetable. The model will allow for vertical grouping, requiring personalised learning programmes. Programmes will set targets for curriculum objectives, stating steps for success with additional needs support programme i.e. speech and language provision, personal and social skills, medical and physical support. Class sizes will vary from the average of 8 pupils allowing flexibility in meeting needs of individuals. For example we would expect to have smaller classes for PMLD pupils, with a greater level of care support. Our pupils possess a spikey profile and we will find difficulty in grouping according to one category i.e. cognitive performance.

Planning and delivery will be differentiated, according to individual needs, task and outcome. Format of personalised programmes and planning will be through teacher consultation, attached to a given criteria, including learning targets and additional need requirements removing potential barriers to learning.

Pastoral

Pastoral support will be overseen by the Head of School after consultation and agreement with staff, pupils and parents. It is imperative that the community of the

school understand the vision and intent to encourage the young people to be the best they can be. The class teacher will be the first and main point of contact with support from TA's based in the class. Daily communication with carers will use this channel implemented through a daily diary or informal verbal discussion at the beginning or end of the day. Parent mail will be introduced. Parents will know they can request meetings and/or telephone discussions. Teachers can arrange meetings to discuss any difficulties arising and/or the sharing of pupil's success and achievements.

Pathway one pupils in Reception and KS1 will have a change of teachers every two years retaining the same TAs for the KS. KS2 will have a change of teachers annually, retaining the same TAs throughout the key stage. This pathway will consist of a high ratio of ASC and speech communication pupils, who find change, itself, difficult. The change of staff and timetable structure and transition between KS will need to be carefully managed.

Pathway two pupils will stay with the same class teacher for a two year period. The same TAs will continue with the pupils for their primary school life providing the continuity of care and understanding required by PMLD and SLD pupils.

Class groups will have opportunity to celebrate each other's successes and achievements and experience opportunities to create friendships organised through the timetable, during registration, at the end of the school day, break times, sports events and enrichment opportunities.

There will be a KS assembly three times a half term and whole school assemblies twice a half term. Assemblies will focus on a moral or spiritual message with a theme presented by class groups in rotation. A daily act of worship will occur on a daily basis within the classroom.

The Orchards will organise fun days, sports events etc. along class and KS groupings, strengthening interpersonal relationships between pupils and between school and pupils. Events to raise funds for charities will strength community life.

Conflicts between pupils will be resolved through strategies, such as circle time and restorative justice techniques. Serious conflicts and disputes will involve the Head of School and parents, in finding resolutions.

Curriculum Content - Early Years Foundation Stage (Reception)

Children aged between 4 and 5 placed in the EYFS, or those children in need of continued access to this curriculum, will follow the EYFS Curriculum. Pupils in Pathway Two will follow the EYFS into KS1 working through the skills and knowledge outlined in the 'ages and stages' towards achieving the Early Learning Goals.

The children will be assessed on entry to provide a baseline to work from taking the first half term and adding information from previous providers to support the assessment.

Each child will have a Pupil Support Framework (PSF) an individual support plan showing the areas of need, the support and resources given and any professional involvement.

Evidence of progress will be collected in a learning journey of photographs, work samples and adult observations. At the end of the Early Years Foundation Stage, a final assessment will be made to be used in placing the pupils into KS1 pathways. The document is designed to ensure the children's achievements are celebrated and recorded as a starting point for learning in KS1 or further EYFS.

The newly identified prime areas of learning develop essential skills that will be used in other areas of learning.

3 Prime areas - The following areas have 'Ages and Stages' statements which offer guidance on tasks that the children need to complete and skills needed to help assess the level that children are working at.

Communication and Language

Many of our children have delayed and disordered language development. A Speech and Language Therapist will work with the children and staff to develop a plan of action for individual children. Teaching assistants will be trained by the Therapist to deliver specific therapy e.g. speech sound development tasks in school when the Speech Therapist is not present. The time table will reflect specific opportunities for Speech and Language Therapy.

Opportunities for communication will be addressed through the continuous provision areas and within formal group sessions such as story time and rhyme time. Adults will model vocabulary (verbally, pictorially and signed) within the provision areas.

Alternative communication systems will support those children who need this aid for communication and with staff using signing programme i.e. Sign along, British Sign Language and pictorial systems such as PECS. Clickers offering simple yes/no responses will be available for those children who require assisted technology in question and answer sessions. These systems will run side by side with spoken communication and multi-sensory learning.

English- Spoken, Reading and Writing

It can be written the main aim for our very special learners is to provide a realistic, concrete English programme that enables readers to read the world that surrounds them, to make their mark on that world and to communicate with those in that world.

Reading for our pupils is an organic activity. This means that any form of reading is based within the reader and their needs, emotions and interests. Reading becomes inorganic when a structure from outside is imposed upon the reader. For our children,

possessing sensory and communication difficulties a phonic approach alone is ill equipped in removing the barriers to reading. A mixed approach of phonics, letters and sounds, whole word recognition, etc. is required. As emergent readers we would present our pupils with the opportunities to;

- Share books and reading activities with others – a mutually engaging activity,
- Realising there is a message or communication in reading a story or situation – they can begin to anticipate that message if the story is often repeated,
- Begin to hear the difference between sounds, words and understand that story or book language is different,
- Begin to hear often repeated words or phrases that are always in a familiar story context, such as “Once upon a time...”
- Begin to notice the relationship between sound patterns, print symbols, environment print, textured sign, and physical signs,
- Pictures or illustrations (including sensory ones) are guides or clues to what is being said or sensed in the text
- Words and messages from books usually follow a sequence or particular order, e.g. they start on the left, go from top of the page to the bottom and from left to right
- Hear a story or piece of information being constantly repeated so it can be usefully memorised
- Begin to make themselves understood to a wider range of people through reading, and vice versa.

In our major long term writing targets, one or two targets from the list below would be selected and used for a particular learner and will be very long term.

- Fun and enjoyment,
- Encouraging a desire to communicate development of prerequisites to writing, e.g. vision, sounds, coordinated movement, communication, attention,
- Finding out about the variety of ways to write and record,
- Developing a communicative memory
- Using writing in real life setting,
- Understanding of simple patterns and sequences
- Using communicative writing to express feelings and emotions
- Build up a repertoire of communicative writing experiences and situations
- Development of assistive technology for writing
- Awareness of the importance of environmental print

We have found to develop reading and writing to use the opportunities, experiences and relationships surrounding the child is most effective. We will deliver opportunities for book sharing with an adult or with peers and will encourage Reading Buddies from other classes to mentor children’s reading. A well-stocked, comfortable reading

area will encourage children in their reading development. Books will also be placed in continuous provision areas e.g. books about castles if children are building with large bricks, books about shape and making in the modelling area. Story sacks will be available to take home. These will consist of a book and related props and games e.g. puppets, puzzles and CDs. The children can then share the stories at home and then use the additional resources to support the book or encourage discussion. As children's skills develop, they will be looking at letter shapes and linking sounds to them. Activities to segment and blend simple words orally will be a daily occurrence.

Phase 1 and 2 of Letters and Sounds will be delivered daily where appropriate. Mark making will be encouraged in Continuous Provision areas e.g. making lists in the shop, writing letters to post in a post box. Large shapes can be practised in shallow sand trays, in the air and with a paint brush. This leads towards children attempting to name their pictures and paintings for ownership. Handwriting patterns and correct letter shapes will be modelled by adults and encouraged when appropriate. The children will use pencil holders to encourage better control through a tripod grip if needed.

Class room displays and labels will be used to scaffold understanding and offer prompts to aid with reading and writing development and in encouraging self-organisation skills.

Mathematics - Numbers, Shape, Space and Measure

Teachers should develop pupils' numeracy and mathematical reasoning in all subjects so that they understand and appreciate the importance of mathematics. Pupils should be taught to apply arithmetic fluently to problems, understand and use measures, make estimates and sense check their work. Pupils should apply their geometric and algebraic understanding, and relate their understanding of probability to the notions of risk and uncertainty. They should also understand the cycle of collecting, presenting and analysing data. They should be taught to apply their mathematics to both routine and non-routine problems, including breaking down more complex problems into a series of simpler steps. Maths lessons will be modified, differentiated and timetabled to allow pupils to be set in groups allowing the pupil to progress at an appropriate level.

Our well-resourced class room will have maths games and equipment to promote basic skills in the above areas. Early counting and number recognition will be addressed in formal groups daily and through continuous provision areas. Guidance from the Early Years Foundation Stage Curriculum will inform the content of the lessons. Topics will also involve opportunities to consolidate and extend mathematical learning. ICT equipment will support and extend opportunities for interactive learning i.e. Education City has many interactive tasks based upon basic skills.

Maths in KS1 – EYFS foundation stage/ Y1 curriculum

In a class group to start by counting in rote or sing number songs and rhymes with puppet props or smart board songs (signing for communication). To then split into groups where the teacher and teaching assistants can differentiate the tasks. For example the more able children may be adding or subtracting within 20 or looking at 2d 3d shapes and with the less able ordering number tiles to 10, tracing numbers in shallow sand tray or singing a shape song about 1 chosen shape.

The more able will then complete their tasks which are related to input e.g. a set of subtraction sums using a number line or numicon apparatus. The less able children to use the continuous provision for maths based activities e.g. making 6 cakes in dough, or finding numbers in the sand. They may also practise writing numbers or be involved in heavily supported practical number tasks or games.

KS2

The classes will tend to stay together for the input with teacher asking a variety of questions to involve all learners. Sometimes a child may be given 1:1 whilst the rest of the group do this.

Teacher and TA then split to support the differentiated learning tasks linked to the input. e.g. addition – some children may be using apparatus to add within 10, others may be using a 100 square or numicon apparatus to add 2 digit items.

In the higher attainment groups children will be encouraged to complete tasks with minimum adult guidance.

Understanding the World – People and Communities, the World, Technology

These areas will be addressed through topic work, current religious celebrations and circle times using the local area and community places to develop understanding about our immediate worlds and the buildings and people within our own environments. Guest speakers will bring information into school about how people help us and the jobs they do e.g. crossing patrols, librarians and dentists.

The wider world will be explored using ICT and posters, books and artefacts. Links with schools in other parts of the country/world will allow children to learn about different cultures and life styles. Through topic lessons we will have days when we focus upon the food, environment and lifestyles in other countries.

Our 21st Century classroom will offer the same opportunities for ICT that children meet at home. e.g. i-pads, i-pods, tablets, lap tops, digital cameras and cd players. It will also have extended resources e.g. interactive smart boards, listening stations, sound buttons, recording microphones, and Flip video cameras. Children will use this technology to access all areas of the Foundation Stage curriculum.

Expressive Arts and Design- Exploring and using media and materials

The school will have a creative curriculum bias which is appropriate for increasing pupil engagement, delivering to our pupils learning styles with all of our children being stimulated by the opportunities offered through, Music, Drama and Art and Crafts, areas of learning which allow our children to excel using their strengths. Visiting artists, authors and poets will help deliver an exciting creative curriculum.

Continuous Provision

These essential multi- sensory, play based provision areas form an integral part of the daily learning provision within the EYFS and will offer exciting and well-resourced opportunities to extend and consolidate learning. This provision can be a part of the school day or a theme running through provision in general. This provision offers continued opportunities for language development and social/communication skills.

Role Play Area

This area will support first hand experiences e.g. doctor's surgery, home area, toy shop or offer opportunities to develop imaginative play e.g. under the sea, rocket ship, dinosaur world. It will also be used to support mathematical concepts e.g. using money in a shop, comparing weights of parcels in a post office.

Sand and Water Play

Resources will allow children to role play with tea sets and pots and pans, under sea sets, build with bricks and construction vehicles, measure and experiment with scoops, sieves and buckets and float and sink with boats and other equipment. This will be stored in labelled and easily accessible shelving, allowing for the children to find and tidy resources.

Construction Areas

This will consist of small and large construction sets and equipment in well organised, easily accessible boxes and shelving. Shelves will be labelled with pictures or shadows so that the children can make their own equipment choices and tidy away independently. Free play and choice is allowed but adults will sometimes interact to question and encourage children to talk about their learning. The children will sometimes have learning challenges set e.g. make a garage to hold 5 cars.

Small World Area

This area encourages role play and imagination. Children will use resources based on first hand experiences e.g. small people and a play park or beach scene or scenes that fuel the imagination e.g. space, moon, rocket equipment. Shelving with, easily accessible boxes will allow the children to make choices. Resources will be rotated so that children cannot always choose the same equipment daily.

Malleable Area

Play dough and other malleable resources such as moon dough and wax strips will help develop physical skills through rolling, twisting, patting and squeezing. Play mats and enhanced activities will bring other curriculum areas into focus e.g. Mats with letter shapes and simple words to form from dough or wax strips,

Making and modelling area

A variety of stimulating art and craft resources will allow the children to create pictures and models alone or with a partner. Resources will be kept in baskets on shelves or in a set of drawers e.g. lolly sticks, feathers, bottle tops, pre-cut paper shapes, pipe cleaners, buttons and card. This area will also be used for making larger class models linked to the Topic work.

Investigation Area

This area of provision expects the children to handle objects and look closely at them. It encourages investigating, questioning and discussion skills. We will provide magnifying lenses and stands and books that will expand upon the content. Examples of the resources found here are natural objects- pine cones, shells, different materials- plastic, wood, metal, different texture – rough and smooth objects.

Key Stage 1 and 2

We have high aspirations for all of the children who will attend our school and their progress will be assessed and tracked every half term. Challenging individual targets will be set based on previous progress and expectations outlined in the Progression guidance. The following information outlines how the National curriculum will be delivered in the smaller classes in the new school.

In KS 1 each class will deliver the curriculum that is most appropriate for that cohort but all will follow a similar timetable with emphasis on basic skills and the Creative Curriculum (unless following the EYFS programme) with Pathway One pupils having discrete English, Science and Maths sessions in KS2.

Each child will have an individual support plan showing the areas of need, the support and resources given and level of professional support. The classes will be limited to 8 pupils and have a high staff to child ratio.

The curriculum will be matched to children's individual needs. A flexible approach to the curriculum and the learning environments available will allow access to the most appropriate rooms, resources and cohort groups.

Some children will be considered to be gifted and talented, in particular areas of learning. This group of children with unique learning needs will have extended, personalised opportunities.

Emphasis will be placed upon personal/social development and building self-esteem, self-confidence and promoting independence. We will develop the children's play and co-operation skills; play being viewed as a vehicle for learning for all children.

ICT will be used at a variety of levels to support curriculum access and promote independent learning. A range of ICT interactive whiteboards, I-pads, I-pods, computers, DVD/CD players, listening stations, sound buttons etc. will be used to support learning extended through access to the internet. Internet access will be closely supervised, and the sites used will be monitored closely (As part of our safeguarding policy). An ICT suite with equipment for at least 10 pupils will provide whole class opportunities for learning.

We will use alternative communication systems when necessary to support curriculum access and learning for those children who require this support. These will include the use of Electronic Aids/clickers, British Sign Language and Sign-along.

A purpose built sensory room will support the Science curriculum allowing us to study light and dark, shadows, electricity and different materials. A sensory garden will allow children with visual and hearing difficulties to experience outdoor learning through different senses. Children with physical difficulties will be able to access all areas and enjoy the sensory stimuli.

A covered outdoor play area will allow children to develop improved gross motor strength and co-ordination. A running/ cycling area will focus attention and funnel energy for those children who find it difficult to make good choices all the time or who need a break from a more formal learning environment.

A fully equipped music room and access to specialist music teachers will engage the children in a wide range of creative experiences. Singing, music making and dancing are all areas that provide a way into learning for many of our children. Some of our children are often Gifted and Talented in these subjects.

EYFS Prime Areas of Learning areas of personal, social and emotional; physical; and communication and handling with the the specific areas: reading; writing; understanding the world; and expressive art and design will extend beyond the Early Years Foundation Stage into our KS1 and KS2 for some of our pupils.

Specialist staff will seek ways to develop and improve the curriculum to ensure that the needs of all the children are met in stimulating and challenging ways. Practical first-hand learning opportunities will help to make the curriculum meaningful and help the children to generalise their skills and knowledge.

Personal, Social and Emotional Development. This subject has to be seen throughout school in all of our activities.

This area is split into 3 further aspects - Making Relationships, Self- confidence and Self- awareness and Managing Feelings and Behaviour.

The classroom will be a safe and secure place for the children. The adults in place will work to develop firm but nurturing relationships with the children. Providing a

place where Circle Time can develop their social skills, increase their awareness of feelings, become responsible for their own behaviour and learn how to make positive social interpersonal relationships. By learning how to take turns, knowing when to stop and when to start talking, listening in a group situation, waiting for a response and resolving conflicts. In using purpose built toilets and changing areas with appropriate stocks of soap, wipes, towels etc. which model efficient care provided for the younger child and promote independent self-help skills as the child progresses. The dining room is an invaluable area for PSED, providing opportunities for adults to model and reinforce good social and interpersonal skills, for pupils to co-operate and communicate with others. For this reason we have built in an extended time allocation for dining and the rituals and individuals needs required to be met for the pupils to have a successful social experience.

To develop social skills teaching assistant support will focus on group work and activities, avoiding a 1-1 dependency, unless planned and required to meet identified individual needs

Simple but consistent expectations of behaviour based upon positive interaction and reward systems will encourage good behaviour choices. Clear expectations and resulting sanctions will be presented by all adults in class. Distraction techniques and a quiet, calm area will be used for those children who need help to get back to their learning.

A safe 'soft room' can be used for the children who need to let off steam before they can be approached to talk about their actions. Positive handling techniques will only be used by trained staff.

Physical Development

Many of our children have poor gross motor skills and need to develop balance and strength, having poor spatial awareness and co-ordination skills and the need to make larger movements to develop body control. Making daily outdoor access essential and having a covered, all-weather outdoor area will allow children to move through bigger spaces on larger equipment unhampered by poor conditions. This area will have climbing equipment, modified bikes and scooters and wheeled equipment encouraging children to work together e.g. go-karts and pulling carts. We will also be interactive puzzles on the walls e.g. ball mazes and pipes to drop balls into. Access to outside areas from each classroom will be arranged to allow fluid use of resources at different points in the day.

Fine motor skills will be addressed daily through, painting, manipulating malleable materials, small construction equipment, and maths

Physical Activity

Our experience informs us that our pupils are prone to weight and resultant long term health difficulties. The provision of a wide range of physical and sporting experiences will be given a high status within the new school.

The children will be given as comprehensive a range of sporting and physical experiences as possible. Through taking part in sporting activities the school will encourage and support the development of children's personal, social and emotional skills (especially self-control, self-confidence and self-esteem).

We believe that the children should have opportunities to take part in competitions in individual and team sporting activities against children of a similar age and ability. Trafford organise numerous competitions for pupils with SEN, experiencing a multitude of sports, including basketball and curling. It is expected our pupils will link into these opportunities and experiences. We will give children opportunities to participate in sporting activities alongside their peers in mainstream schools through shared PE or access to sports coaches in school time or an extra-curricular session.

The previously mentioned running/cycling area and outdoor covered area will also develop physical strength and skills. The younger children will have daily access to good quality wheeled equipment and climbing and balancing outdoor equipment in a purpose built and stimulating outdoor learning area. Physiotherapy programmes and exercises will be supported within school in consultation with therapists involved with specific pupils. Individual plans will be developed and supported within school.

The school will have its own hydrotherapy pool offering physical support and programmes for those individual children who have difficulty moving and as an entry level for developing confidence with and in water activities.

Learning Environment

A well cared for and maintained learning environment is a fundamental objective, in creating high pupil self-esteem. Our experience tells us a poorly kept learning environment creates poor motivation and lack of interest in self and others and that pupils respond positively to a well- kept and attractive environment.

The school entrance is vital in introducing the school, its inhabitants and its spaces to the outside world. Displaying pupil's achievements and transferring knowledge of the school, to waiting guests and visitors. Influencing and modifying pre- conceived ideas stigmatising the pupils and school, before the guest enters the school.

The shape of classrooms: incorporating a traditional classroom area capable of containing all the pupils and necessary equipment, a smaller area, filled with different materials for working with different techniques, acoustically, but not visually separate from the main body; and a third smaller space for individual or group activities, separate acoustically and visually making it possible and practical to teach and learn, be involved in various types of work in small groups and individual, and where pupils can be observed and work assessed and the next step planned.

The classrooms are the base for the class groups and play a part in transmitting the daily routines and events of the school to the child in methods which he/she can access. Adequate storage facilities, has to be a priority allowing the many and numerous items and objects, required to be stored away, making the room an

organised and tidy environment. Reducing unwanted distractions and stress as the causation of challenging and disruptive behaviour.

Our school will have facilities required to meet specific needs: a hydro therapy pool, sensory room and garden, immersive room, cookery bay, etc. Individual rooms and offices for specialist provision: medical room, speech therapy, etc. The school will place great emphasis on physical well-being, using its hall as a multi-use sports hall and dining room. The school will aim to have two modified mini-buses, supporting off-site activities, linking to sport, personal and social development and creative activities. Pupils as part of their PSHE programme and independent travel programme will exploit the locality of their community.

Treatment and Education of Autistic and Communication Handicapped Children (TEACCH)

The Orchards will be adopting TEACCH, as a therapeutic environment for all its pupils. The main goal of TEACCH for autistic children is to help them grow up to a maximum autonomy at adult age. This includes helping them understand the world that surrounds them, acquiring communication skills that will enable them to relate to other people and giving them as much as possible the necessary competence to be able to make choices concerning their own lives. The major thrust is improve communication skills and autonomy to maximise child potential. A development need required by all our children.

Communication and the Picture Exchange Communication System (PECS)

Since many people on the autism spectrum tend to learn visually, it makes good sense to communicate with images. Just as important, images are a universal means of communication and, as understandable by strangers or peers as by parents or therapists. Visual images are recognised as one of the important steps in learning literacy skills. Even though PECs was primarily designed for ASD pupils it has application across many categories of SEND pupil assisting pupils in understanding the organisation of their learning environments and supporting them in making appropriate responses and choices.

A creative curriculum

The deployment of Creative workers will support the classroom teams, build upon and develop an innovative approach to multi-sensory learning. The part played by creativity in the development of SEND children is increasingly apparent extending the learning experience through addressing the different learning styles of the pupils (visual, auditory and kinetic).

School Day

The school will take responsibility for the pupils from 8.45 am, offering supervised playtime. For those pupils needing an internal location, rooms will be identified for them to reside in until the start of the school day at 9.00am. Pupils will be led to their class bases for registration and the daily routines will be discussed. Lunch will last for 1 hour and 30 minutes allowing time for individual needs to be met. There will be a

structured play period, supervised by midday supervisors and organised by the Sports workers, promoting social interaction skills through co-operative games. The process of eating lunch, in a group setting, is seen as part of the PSHE curriculum for the pupils. It is recognised, particularly for PMLD pupils that routines need to be established. There will be individual interruptions due to toileting requirements, physical support needs and therapeutic programmes. From lunch, pupils will return to their class bases for registration. At the end of the day pupils will be led to their embarkation point, where transport and/or parents will be waiting.

Speech and Language Therapists will support pupils in the development of language and development skills working closely with the HLTA(communication). Occupational Therapists will advise on specialised equipment necessary for pupils to access the curriculum i.e. adapted tools for crafts, cookery, writing and personal feeding. The school nurse will work closely with the HLTA, in meeting care needs.

Sport instructors will be employed to work as part of the teaching teams, as a support worker, focusing on health, movement and individual fine and gross motor co-ordination of individual pupils. The sports instructors will offer a breadth of sports at participation level and also pathways for pupils to develop their progress in specific sports as identified. The school will see a role as supporting sport, health and physical well-being as part of its pupils transition programme.

Reception and KS1 school day	
9.00 - 9.10	parent/child independent activity, settling into the day Teacher leads skill based (literacy/numeracy)
9.10 - 9.25	Pupils choose from learning zones in the classroom
9.25 - 10.15	circle snacks time. Promoting social and basic skills i.e. how many orange segments do we want
10.15 - 10.25	continuous provision: inside or outside activity, related to theme/basic skills/social skills
10.25 - 11.10	letters and sounds (discrete) - putting on ears to listen to phonics
11.10 - 11.30	dinner: social skills, eating with staff
11.30 - 1.00	group time/structured teaching (Maths/Expressive Art)
1.00 - 1.15	continuous provision
1.15 - 2.00	Big Book work: literacy/guided reading, parts of the book, author, spine, and front cover, etc.
2.00 - 2.10	continuous provision: in/outside
2.10 - 2.55	parents/child moment: children of the week, a prayer, attendance certificate, rhymes, etc.
2.55 - 3.00	

An ICT support worker will be employed to support teachers in the classroom delivering the curriculum, using multi-media and digital activities and inter-school links at a local, regional and national level. Alongside developing knowledge of the requirements in meeting individual communication needs teaching assistants will focus on delivering care and skills, in the classroom. This will be achieved through individual and/or group support.

Transition into School

Transition into The Orchards will be directly from the attached nursery or referred to the school through a LA assessment, where the school is named in the EHC plan.

Based on the information provided in the LA assessment and EHC plan the child will be placed into a class group for a six week period where he/she will be assessed and benchmarked through teacher assessment, observing and evaluating the child as a whole. Benchmarking will also take into account additional support needs and parental views. After six weeks the pupil will be placed in a permanent class. HLTA's will construct care and communication plans in personalised learning programmes identifying: curriculum modifications, progress steps, communication, medical and

physical support.

Transition to Secondary School

Our school will cater for children up to eleven years of age. At the end of Year 6, the children will transfer to the most appropriate secondary school. As part of each child's Annual Review in Year 5 a placement recommendation will be made to the Local Authority. An Educational Psychologist will assess, with the needs of the child reviewed and advice to parents given on possible placements. Any decisions will be made in full consultation with the parents.

Some of our children will make good progress and move to their chosen mainstream secondary school with an appropriate recommendation of support. Others will transfer to Manor High, the Specialist KS3 School within the borough.

We are looking to develop improved links with KS3 schools as children will need a range of provision and should not be limited to one choice of special provision. Parents need to know what is available for their children. Other Local Authorities may offer provision more appropriate for specific children.

Individual transition plans will ensure that all the necessary information is given to the receiving school. Staff from the receiving school will be invited to Y6 reviews (if possible earlier in Yr5) and invited to meet the children in their own class rooms. Visits to the KS3 schools will be arranged to prepare and familiarise the children with the new buildings and adults.

A similar format will be followed if a child transfers school at any point within the year.

Mainstream Links

We will have close links with the staff of Dunham Trust and their mainstream classes at Acre Hall and Elmridge Primary Schools and children who are ready to do so; will be given opportunities to follow aspects of the curriculum alongside their mainstream peers who can offer positive and aspiring peer role models.

The Dunham Trust offers the opportunity to negotiate short, medium and long term placements in a mainstream location. Trafford Local Authority suggested site for The Orchards is located close to Barton Clough Primary School again offering increased and accessible inclusion opportunities and activities.

Enrichment - Educational Visits

These will be an essential part of the curriculum as they give children first-hand experiences which help them to understand the work they are doing. All educational visits will be planned as part of the topic or curriculum work and will have clear learning objectives. Risk assessments will be undertaken prior to any visit.

A school minibus driven by a licensed driver will be used by small classes to visit local resources and events. Public transport will also be used to enhance the learning

experience and provide 'learning for life' opportunities. Visits will include trips to Museums, Art Galleries, concerts and local amenities.

Parents whose children attend the new school will be asked to give written consent for their child to take part in educational visits. The class teacher will inform parents in advance when their children will be out of school and the nature of the visit, etc. A consent form for short local visits e.g. looking at different buildings will be issued for parents to sign when they first start at the school.

We believe every child has the right to access a range of interesting social and educational environments. This will impact positively on any following school work. Invited guest speakers will also be used to bring a wealth of information and experience into the school e.g. poets, dancers, PDSA representatives and local services such as the fire department.

The Orchards will use the freedoms to develop a parental and family support programme, based on 'outputs': the sport workers will implement twelve family sports events; the creative workers will implement six creative activities for the family... This approach is seen as an alternative to appointing a 'Home Liaison Worker'.

Creative and Sports Workers will be employed on a full time, all year contract to after-school clubs and school holiday programmes allowing parents to transport their children to the activities and so realising greater periods of 'respite'.

A disability arts group named Stepping Stones will establish inclusive community arts projects, offering activities throughout the year to the pupils of the Free School, working closely with teachers and parents. Expertise developed in creativity, language and management, will be shared through the Teaching School, with partner schools and beyond.

The school will register for the Basic Skills Award and International Education Award.

Section D2 - Setting and achieving targets

The school will report using P-Levels and evolving NC levels (with the new curriculum) and will use B-Squared to assist in the assessment, moderation and leveling. This is standardizing with the two special primary schools in Trafford

There is a need to measure both qualitative and quantitative progress. Demonstrating personalized learning and emphasizing progression over attainment, recognizing the scarcity of award based routes for this population and age group.

A structured learning environment providing order, structure, routine and certainty is the bed rock and needs to be created first. Allowing a security for staff and pupils to take the necessary risks facilitating independent process led learning. FOR EXAMPL, A problem occurs and the egg smashes, the pupil begins to learn from trial and error. Underpinning the learning is the concept of mistakes being able to happen all the time and so are acceptable and this can be how we learn and reducing the anxiety of failure. This means learning might only be recognized at the end of the

lesson/week/half-term/etc. PMLD and SLD learners are often at Piaget's concrete stage of development, needing to be directly experiencing the event, as opposed to be conceptually distant from the event.

Recording and reporting on progress is vital. With each teaching session to be completed by a plenary and celebrating success, recording specific pupil progress, picking up areas of concern and to inform the learning intentions of the next lesson. All staff involved in the lesson need to be involved in the plenary. In this context, the more able learners are encouraged to develop a self-reflective practice, with agreements on what they will learn the following week. These can be called learning intentions and allowing the learner to go 'elsewhere', due to the learning process. To assist in the recording and reporting, video cameras will be used, providing material for team meetings, end of year reports. These will be ongoing documenting progression and strengthen the process of recording, reporting, evaluating and setting the next step. With the input from the creative workers skills and understanding in the different forms documenting will be developed.

An assessment portfolio will be arranged, drawing from: P-Levels; Routes for Learning Pathways; Continuum of Skill Development from MAPP (SLD); PSHE P-scales. It is important to note PMLD and many SLD do not follow developmental linear progress. For example MAPP is made up of: Communication; Thinking Skills: Personal and Social Development, consisting of milestone statements (learning intentions) which will not be treated as the next step on the ladder, but identified from the end of the session as a result of the learning experiences, accurate assessment of prior learning, which will not be linear, but based on the learners strengths, needs and aspirations.

P Level Assessment

Detailed P Level assessment will start at P1(i) and continue up to P8. All subjects have been written with the same approach and all subjects are cross moderated against each other, so similar skills in different subjects are on the same level. A pupils progression target will be assessed and recorded met, above or below.

Erica' Brown's (1996) 'Framework for Recognizing Attainment, will be referred to as a broad indicator of progress within process based teaching and learning.

S.L.D. pupils are more open to quantifiable assessment, as a result of skill based learning: washing, showering, etc. A task analysis approach and are comfortable being assessed against P-levels and NC levels demonstrating progression.

A combined 'Framework for Recognizing Attainment (process learning and task analysis approach for skill based learning) with MAPP's continuum of skill development will form an important part of the assessment tool kit and portfolio's

The Progression guidance document suggests that 3 achievement points (APS) is possible within SEND.

The Progression Guidance sets out quartile tables on P-Level data in order to compare the progress of cohorts and pupils nationally in English, Maths and Science:

The lower quartile (LQ) sets out the performance of the lowest 25% quartile of the cohort

Learners working within the median (M) represent 50% or more of the cohort

The upper quartile (UQ) shows performance in the highest 25% of the cohort.

Pupil progress will be cross referenced against APS guidance and compared against quartile cohort groups. (Our experience informs us that a broad cohort of pupil as ours might be difficult to effectively benchmark against guidance quartiles and teacher assessment allocating individual progress targets and attainment is the most effective.)

Due to the complexity of some pupils' needs, and the slower rates of progress that some children make, we know that 2 APS can sometimes be a realistic yet challenging target.

Local Authority guidance for target setting in SEND has been to look at the previous years' progress and then build in an extra level of challenge.

In The Orchard's we will use guidance from its own assessment format, LA and Progression Guidance to judge whether 3APS or more is a realistic outcome for individuals.

Due to the very different learning styles and learning rates of our children individual pupil targets will have to be set.

If historical information for pupils is available we will look at the average progress over time and then add challenge.

E.g. A yearly average below 2 will have a target of 2 APS set for the next one.

A yearly average of 2 and 2.5 will have a target of 3 APS set for the next one.

A yearly average of 3 and 3.5 will have a target of 4 APS set for the next one.

These targets will change each year as new progression is tracked and collated for all individuals. By the end of each autumn term we will have set an end of year target for each child.

Our target criteria will be for 95% or more of our pupils to meet their individual targets or to exceed their personal targets.

We will target progression outputs for 95% of pupils to make at least 3 or more APS progress as suggested by the Governments Progression Guidance document .

Our experience tells us some children will only be able to maintain an attainment and others will make very limited progress over long periods of time. In this case we will write case studies of the child, demonstrating a brief synopsis of the child; child's progress over the last two years; data, interventions used and impact; next steps.

B-Squared

B-squared assessment programme will be adopted, standardizing with the two local primary special needs schools in Trafford.

B Squared assessment system offers the ability to work on multiple levels with pupils. Highlighting the areas that are holding a pupil back but also showing the areas the pupil can do at higher levels. By showing the achievements across the levels, it helps the pupils and parents by showing the skills they have learnt and gives the pupils and parent's confidence in the pupils learning.

Our targeted pupil population can have 'spiky profiles' – They don't learn in a linear fashion, due to their needs. Some skills are easy and others will be very difficult to the pupil. The ability to work on multiple levels helps teachers to show the skills learnt by pupils on the different levels and highlight to the pupil and parents where the difficulties are and where extra focus is needed.

Assessment and data tracking

Children will have a baseline assessment of reading, writing, and math's skills made on entry to school. This will be compared with any data that accompanies a child from another school to produce the best fit. Phase staff will make a joint decision to agree the entry levels.

Early Years children taking longer to assess will have a baseline assessment in place after half a term within the school. We will use the Early Years Guidance to assess and track EYFS curriculum pupils. This EY guidance can be used up to Christmas with Y1 pupils and then we will convert to P levels or National Curriculum levels. In some circumstances it will be necessary to carry on using the EY guidance with certain pupils even if they move into Y2.

EY evidence is gathered through class and task observations, 1:1 adult lead focus tasks and collated examples – photos, pictures, mark making, post it records. These

are then kept in a learning journey document to represent samples of progress and to inform assessment. Senior leaders and class teachers will meet to moderate judgments. Teachers will attend meetings with teachers of schools of similar pupil profiles to moderate collaboratively.

All KS1 children will be assessed at the end of every term and their results recorded on a tracking system for reading, writing, math's and Science.

An example of an individual pupil tracking format for maths

Colour code: blue= working above target; black = on target; orange =working below target

Maths						
Name of pupil	U/A		Num		SSM	
Tracker	Aut	Spr	Aut	Spr	Aut	Spr
Y1 assess (Aut)	5a		5a		6d	
Yr 1 Target	6d		6a (7c)		6a (7c)	
Tracker						
Y1 assess (Summer)	6c		7b		7c	
Yr 2 Target						

Tracking information can be produced for specific cohorts i.e. PMLD.

To compare progress and achievement nationally we will buy the IT assessment package CASPA, which will also offer us the opportunity to benchmark with local similar schools. CASPA allows us to compare and set targets with specific categories of SEND and allowing analysis of pupil performance. In comparing progress and achievement with updated P level information held by B-Squared and Progression Guidance.

Whole school pupil progress data will be broken down into cohorts allowing progress to be analysed according to need: girls, boys, ASD, SLD, PMLD, SLCN, EAL/ Non

EAL, FSM/non-FSM, LAC/non-LAC, summer birthdays/non summer birthdays. In this way we can cross reference progress and need i.e. boy PMLD and girl PMLD.

Analysis of whole school results will be rigorous, addressing individual areas of learning i.e.

Analysis of EYFS Results:

Objective: to examine Development Matters tracking

Aims: to find opportunities for development within the EYFS

Strategies: to examine any trends in data analysis

Outcomes: progress in writing/moving and handling/shape and space and measure below other areas

Further actions: examine writing/physical handling strategies/look at shape, space and measuring and how we can teach vocabulary

Pupil Progress meetings, each half term, between class teacher, class teams and senior leader will be able to identify those children and/or cohorts who are not making the expected progress. Identifying those barriers to learning and discussing how progress can be boosted through interventions or outside assistance e.g. behaviour to be addressed through learning mentor or recognition of specific routines, a medical need to be supported by school nurse or GP.

Pupil progress will be rigorously tracked through a variety of methods

- Assessment for learning on planning
- Book and work scrutinies
- Half termly Pupil Progress meetings
- Lesson observations
- Phase meetings to moderate work and agree levels
- Statement reviews
- Target set and reviewed and shared with home.

- End of term data analysis
- Tests where appropriate e.g. assertive mentoring math's tests.
- Cross-school moderation groups

Class teachers have the initial responsibility of assessing, monitoring and tracking the progress of pupils in their class. They will be expected to have all the necessary information at hand when entering the Pupil Progress meetings. A brief interim meeting will be held at half term and a more in depth PP meeting will be held at the end of a term.

Class teachers will be issued with Ipads to assist in the photographing and storing of pupil progress evidence.

Cross -School's Moderation Group.

It is recognised effective moderation of pieces of work produced by pupils with complex learning difficulties, can be difficult to realise. This can be through the difficulties pupils possess in communicating their knowledge, poor recall and how often a pupil can be expected to recall a skill or piece of knowledge, should the piece of work be completed independently or with some form of support. What can be used as rigorous evidence: a test; photograph; or practical activity? To help support the staff in developing effective and rigorous moderation of the pupils work. A school cluster group will be formed from similar schools to analysis, interpret and test colleagues levelling and moderation.

Behaviour Targets

We are all aware that behaviour can have a positive or negative affect upon a child's ability to concentrate and learn. Children with complex and additional needs often present with behaviours that distract them from learning or certainly create barriers to learning. Some children may have an impact on upon the whole class because of their inappropriate choices or because of conditions that make it difficult for the child to self-regulate.

The individual Statements of EHC plans will have objectives and strategies included, but we will also implement our own strategies. Working with an experienced staff and careful planning, we will aim to keep every child in school and learning. Exclusions will only be a last resort when safeguarding pupils or staff is an issue.

An emphasis will be placed on why the pupil is demonstrating challenging behaviour, what in the learning environment might be triggering off the behaviour and can we

modify the environment, teacher-pupil interaction or learning expectation, as a response. A safe and supportive space will be identified for those rare occasions when a pupil is experiencing great difficulty in regulating extreme behaviour.

The school staff will be trained in the Team-teach approach to behaviour management and restraint procedures.

Personal, Social and emotional targets are often difficult to set but will be addressed through discussion and through a small steps approach. E.g. a child who finds it difficult to stay in one place to complete a task may have the target of 5 minutes of uninterrupted effort measured by a sand timer. A child who regularly hurts others may have a strategy to employ when feeling angry.

CASPA and B-Square assessment packages, mentioned earlier, all allow for social, emotional, personal targets to be set and tracked if a pupil will benefit from this.

Lesson observations and observations around school e.g. assemblies, dining hall, break-times will be used to judge progress in safeguarding and behaviour. They will also be used to judge how effectively the school staff implement the agreed policies. All staff and children will be encouraged to respect each other, the school and its resources. Adults will be good role models always and will have high expectations of good pupil behaviour. Praise will be used regularly in response to good pupil choices and exemplary behaviour.

For those pupils not following the expected codes of conduct we will implement Individual Behaviour Plans (IBPs). These will be a contract between school and child with targets for improvements and clear rewards and sanctions. Parents will be involved as soon as pupils cannot be managed using the normal in school behaviour policy systems.

It is important to gain feedback from pupils, staff and parents about safeguarding and behaviour. We will ask the stakeholders to complete simple questionnaires or to make suggestions about how to improve things. Lunchtime supervisors may see a very different picture to class teachers. We will ask visitors to comment upon behaviour after concerts, special assemblies or visits to class.

Monitoring and improving the quality of teaching.

Ofsted's criteria for the quality of teaching gives clear expectations for good and outstanding teaching. The Teacher's standards document also sets out expected levels of professional practice and conduct.

All staff will have copies of these expectations and pay and conditions will be linked to the teacher's standards as is the case in all schools.

These 2 documents will form the basis of our expectations concerning teaching within the Free School.

We will only employ teachers and teaching assistants who are judged to be at least good.

To maintain and improve the quality of workforce in the classroom, we will use a variety of strategies. Lesson observations by senior leaders and subject leaders can provide a 'snap shot' of teaching skill used to assess imbedded practices,

assessment for learning, a teacher's ability to engage students and differentiate, teacher / pupil relationships and behaviour expectations. We will carry out these formal observations termly with prompt feedback and opportunities for discussion. Peer group observations are also useful tools for professionals to discuss lessons and outcomes in class. These can be arranged by the staff themselves or can be arranged as a regular, but less formal way of improving teaching skills alongside supportive staff members.

As well as lesson observations, we will use planning and book scrutinies, pupil progress meetings, professional development and performance management to monitor, assess and develop teaching skills towards our staff becoming outstanding teachers.

The Senior leaders will ensure that regular scrutiny's of planning and books are built into the in-service at the free school. There will be clear policies about presentation of work, planning and marking and written comments from scrutinizes will be used to clarify any improvements needed.

Pupil progress meetings will help all teachers to keep tracking current and informative. Half termly tracking will mean that teachers are always aware of the levels that pupils are achieving and the challenge that may be needed. Any need for interventions will be discussed and planned. Teachers will be expected to monitor and analyse pupil progress data, putting into place appropriate intervention strategies addressing any underachievement in identified groups or individuals.

Teachers will be expected to develop their own educational interests and skills and will be offered access to training within the authority, in school or with private in-service training if appropriate.

For those staff that may be judged as satisfactory teachers after all the above, we will implement a program of support and find relevant CPD to attend.

The school development plans will focus upon any areas that need developing or are deemed a challenge. Staff will be involved in the writing of this document so the content and outcomes will be familiar to them. The School development plan will then be used with Ofsted criteria and teacher's standards to monitor and improve teaching across the school.

Liaising with and reporting to parents/careers

The education and care of children is a partnership between school, home and often, in the case of children with SEND, medical professionals. All pupils with statements will have an Annual review involving all the relevant stakeholders. Within this review, progress will be reported alongside future plans, support and expected outcomes. An earlier review will be held if an issue is in need of more immediate addressing.

We will share individual targets with parents and careers every term. These will focus upon literacy and math's skills along with social/emotional targets and some Speech and language targets. These will be reviewed and updated at the end of term and shared with parents.

An individual IEP will be written to show how each child is to be supported and which resources and interventions will work best. These will be a working document that

can be added to and changed over time. It will involve information sharing with parents about medical needs, professional involvement and changes to support.

Parents are not always available to speak to before and after school because of children coming by bus. We will make sure that home school books are used daily and that parents know that they can arrange a phone meeting or a face to face at a time that suits all parties. There will be end of term reports and parents evenings throughout the year.

Issues related to behaviour and attendance will be approached through school policy. If this does not improve the attendance and behaviour it will be necessary to meet with supportive professionals such as school nurse and the education welfare officer. We will always aim to do this in appositive and supportive manner. How can we help you and your child to improve attendance and behaviour?

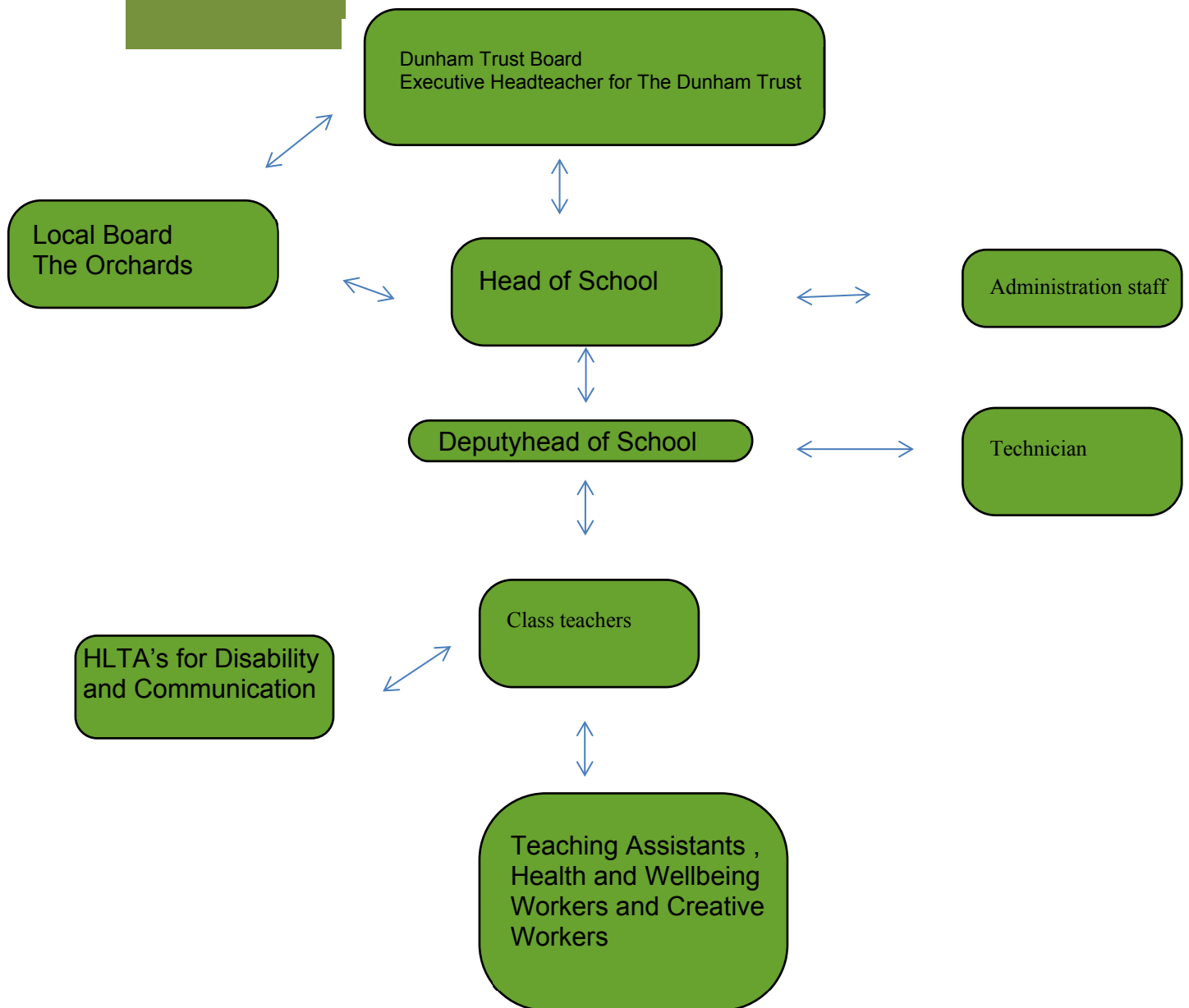
Families of children with SEND often feel isolated and do not always have opportunities to understand how schools work with their children. We aim to involve parents in workshops about reading, maths and creativity. Parents will be welcome to sessions where they can watch and join in with learning alongside their child.

We will have short meetings and workshops about how to share books and enjoy reading with those children who are at the beginning stages of reading, how to involve children in mathematical learning and how to encourage speech and communication. This will allow professionals such as the speech and language therapist to work with parents and build relationships.

We will provide drop in sessions and surgeries for parents to meet and set up their own support networks. The new school will have a purpose built parent meeting room with facilities for making drinks and meeting with other parents and professionals.

The school will seek to gain the award: Leading Parent Partnerships Award

Section D3 - staffing structure



Above is the diagram of the staffing structure of The Orchards.

Staffing will be phased in over four years to be:

- Executive Principal of Dunham Trust: Strategy and Finance
- Head of School: day-to-day running of the school, teaching commitment, pastoral responsibility, EHCP procedures and implementation, developing parental relationships coupled with duties identified in the Head of School job description. (see page 112)

- Deputy Head teacher: teaching commitment, curriculum and data, coupled with duties in the Deputy head job description (See page 117)
- 10 class teachers: salary commensurate with responsibilities; all receiving the SEN allowance will hold some form of additional responsibility, on top of what is expected under normal teacher pay and conditions progression
- 2 HLTAs: overseeing care plans and communication support throughout the school i.e. working with the sports workers on risk assessments for off-site activities, enabling pupils to attend and participate in competitions safely and perform optimally. They will also be involved in providing short term cover
- 20 Level 2/3 class rooms based teaching assistants, averaging two teaching assistants per class. Providing learning, behavioural and care support.
- 1 ICT support worker/technician.
- 2 sports workers: offering generic support for physical well-being to the classes, organising and delivering off-site events and out of school hour programmes. Each worker will have a specific area to develop on top of generic sports support: disability sport and competition; outdoor experiences and experiential learning; and sport, play and social participation..
- 2 creative workers: based on the Reggio Emilia Atelier model, which will support the class teams in using creativity in the process of learning emphasising language development and raising pupil engagement in their learning. They will also document progression and collaborate on the next planning step organising and delivering off-site events and out of school hour programmes and implementing family programmes.

To provide the necessary support for an effective learning environment the Orchards will employ 2 administrative staff; one and half site support staff; and 9 mid-day supervisors.

Phasing in statement

The Orchards will recruit the teaching workforce, using national and regional routes. The salaries have been benchmarked against local similar complex learning primary schools enabling the Orchards to be competitive in attracting the necessary staff skilled in delivering a high quality learning experience to our SEND pupils. We recognise the importance in our first years of recruiting experienced. Safer recruitment procedures will be applied to all appointments.

The Orchards has taken the decision not to award responsibility points in the first instance. Believing growth in its initial years warrants a small SLT (of Head and Deputy Head of School) and with teachers accepting areas of responsibility i.e. subject co-ordination (maths, English, science, foundation subjects, EYFS), as part of their SEN remuneration and general work conditions.

The salaries for Teaching Assistants have been benchmarked against local complex

learning primary schools.

By implementing a skills approach for the classroom support workers, we believe, we will raise the quality of the personal education, skill base and capabilities of the staff to deliver the necessary curriculum. The Orchards will review its workforce on a three year cycle, auditing its workforce against the needs and changing needs of its pupil population and register for the Investors in People Award as a kite mark for the school.

	2016	2017	2018	2019
Head of School	1	1	1	1
Dep Head of School	1	1	1	1
teacher	4	7	9	10
HLTA	2	2	2	2
support worker	10	14	18	20
creative arts worker	1	2	2	2
sports worker	1	1	2	2
IT support worker			1	1
others	8	10.5	11.5	11.5
Totals	28	38.5	47.5	50.5

Response to 70% growth, as opposed to 100% of projected pupil numbers.

In line with the financial budget outlining costs of a budget for fifty-six pupils (70% of projected growth) staff will be reduced and/or altered to the following:

- Head of School to teach 0.4 of a timetable/DepHd to teach 0.6 of a timetable.

This will enable the school to reduce by the equivalent of four teachers.
Retaining the ratio of one teacher per class of 8 pupils (ratio of 1:8)

- Maintaining the two HLTA's. They are recognised as primary support workers so we will reduce the number of creative and /or sports and wellbeing workers.
- Reduction of TAs by 6 in line with number of pupils we will lost.
- Lunch organiser numbers will be reduced in line with pupil numbers
- Admin staff will be reduced to part time
- Per capita reduction on learning materials etc.

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

Trafford, who will be the main commissioning authority for The Orchards, have stated an intention to have all Trafford statemented children, transferred to an EHC plan within twelve months, of the introduction of the Special Educational Needs and Disability Code of Practice, two years ahead of the transition phase, allowed to LAs.

Additional needs will be identified from the EHC plan. It is anticipated most of the needs will be in the following areas: cognitive development; personal and social skill development; speech and communication. Pupil individual provision will, in their first year, be driven, by this plan dictating class placement and curriculum pathways. The annual review of the EHC will take into account additional and changing needs of the pupil.

Trafford LA is a Pathfinder Authority and the Orchards will work closely as partners with the LA, obtaining and sharing their experience and knowledge gained.

The Orchards in line with the ethos of the Children and Families Bill and its desire for parents and children to be pivotal to the process, will introduce child-centred annual reviews of the plan. Even though stated as an LA responsibility, The Orchards recognise, if we are to meet effectively, the additional needs presented by our pupils. We have to take an active part in preparing pupils and parents for their annual reviews.

The responsibility for the procedural organisation and monitoring of the school's EHC involvement in the EHC plans will be allocated to two teachers' as part of their responsibilities

Person Centred Reviews (or Child Centred Reviews)

A person centred review represents a significant cultural shift for many of us. We often focus on the process and the service rather than the child and what matters to them and their family. The expectation is that all schools will conduct reviews in this way.

A person centred review involves the child or young person but is facilitated by an adult within the school setting rather than service led. It is essential that the child is part of the process and participates in the actual review. Participants will be encouraged to give their views in a less formal way for example each member of the review will be asked what they like and admire about the child or young person.

The person centred way gives everyone the opportunity to acknowledge and celebrate what is working well and what their role and contribution to this is, as well as looking at what is difficult and not going well. This can then be addressed and results in jointly agreed actions.

There is still a requirement for some agencies to write a written report prior to the review for example if an assessment needs to be made by an educational psychologist, a speech and language therapist or a an outreach teacher.

Supporting the child to prepare is essential to ensuring a better result. There are two main areas to consider. Thinking about what to share at the meeting and how the meeting should go. We will need to think and discuss what will enable the pupil to contribute as fully as possible for example by using drawings, pictures, photographs, symbols or objects. We will use

A variety of media such as a book, a slide show or poster or something the pupil has made that they are proud of.

Some children may be reluctant to contribute to the whole process. We will explain the process on why the review needs to take place and to ensure that they are confident and happy. The focus should be on how they feel about themselves, about school and their learning as well their aspirations for the future and what the pupil needs to do to achieve this.

If the child or young person has communication needs we will ensure that an appropriate level of support is provided in order for the child to be able to contribute to the process. We will prepare well in advance and will involve our speech and language therapist for advice on the best way to gather the necessary information from the child or young person.

Multi-agency Profile Map (MAP)

MAP's will be constructed with pupils, in the first instance emphasising those pupils with the most profound difficulties. A pupil MAP will also strengthen the pupils' input into their EHC plan.

Implementation of the plan

The organisation of the school will allow the plans to be reviewed and updated, internally, every half term organised by the pupil's class teacher. The HLTAs for communication and care plans will be integral to the implementation of the EHC and their ongoing delivery and monitoring. HLTA's will work alongside TA's in delivering agreed additional needs, primarily through training and modelling.

The classroom observation and assessment cycle, will be similar, to the annual review cycle though on an ongoing basis, fed back into stated pupil outcomes, the

process will be: observation; parental views; child's views; professional views; assessment; planning; intervention; evaluation; and back to observation

The plans will be discussed half termly, with parents/or careers. These reviews will be organised by the class teacher, HLTA on care and /or communication.

Parents/pupils will be given daily dairies to communicate with the class teacher, any issues of concern which might arise, in the short term. The dairies will also be a reference point for registering success and reasons for celebration.

Class teams will discuss and moderate progress, establishing levels of attainment and progress against previous markers, allowing outcomes to be revisited, possibly through new intervention strategies and/or new outcomes written for the pupil, along with necessary actions.

The school will have service level agreements with various delivery agents supplemented and improving provision, by developing our own in-school provision. The school day will be organised in meeting the additional needs identified:

- appropriate number of pupils within each class group, able to meet the varied needs the pupils will present
- differentiated lessons to address the personal learning styles and levels of progression, within the class
- EAL support programme for staff and pupils
- provision of a school nurse for pupil medical needs
- monitoring of girls performance against boys and the deployment of intervention strategies to redress any imbalance
- use of the structure of the school day i.e. dinner time to deliver social skills
- allocation of school space i.e. outdoor play programme developing fine and gross motor skills, spatial awareness
- a safe space where pupils experiencing severe anxiety and demonstrating challenging behaviour, can be supported safely
- deployment of staff in giving the stability our pupils require i.e. permanent class teacher and class T.A.s, but also skilled in delivering an appropriate curriculum and care support
- recognising our pupils require extended learning experiences, adding to the staff health and well-being and creative workers

The school within its own priorities is allocating funding to employ sports and well-being workers. In doing this we anticipate contributing to the meeting of the requirements of the additional needs and indeed going beyond offering increased expertise in movement and extracurricular activities, promoting health and fitness and a reduction of stress within their several environments. We are also employing Creative Project Workers who will assist and work with the class teams in the delivery of engaging lessons in a creative and visual manner.

By meeting the additional needs in this way we feel we are establishing an early pathway for successful preparation for adulthood in making the pupils' life as healthy as possible in adult life; participating in society; preparation for employment or further education and independent living.

Pupil premium in the school

Pupil Premium will play an important part in meeting the personalised needs of those pupils on free school meals and the objectives below have been identified to support the delivery of the curriculum through the raising of parental aspirations and support of the pupil. Objectives will be placed on the school's web.

- The Pupil Premium will be used to promote social skills, independent learning and personal support to improve progress and provide motivational support to raise the standard of achievement for these pupils overall.
- The funding will also be used to help the family, where appropriate, to support their child's needs.
- As far as its powers allow the school will use the additional funding to address any underlying inequalities between children eligible for Pupils Premium and others
- We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

Attendance

All children will be expected to attend The Orchards Free school daily unless ill or attending a medical appointment. We will consistently work towards 100% attendance for all children. Every opportunity will be used to convey to pupils and their parents or carers the importance of regular and punctual attendance.

We will aim to remain above the national attendance average and any child nearing this will be supported through discussion with parents, School Nurse and Education Welfare Officer if necessary.

Behaviour and safeguarding

Children with complex and additional needs and social communication difficulties often have related behaviour needs and setting targets for outcomes is a complex issue. Pivats and/or B-Square have benchmark criteria and will be used to track and set personal targets for pupils. Other pupils will have Behaviour support plans that will record steps of progress in very specific areas, such as anger management or social interaction. A clear set of class and school expectations will be agreed by pupils and staff for consistency across school. Expectations of good behaviour and conduct will be high and all staff will address issues following the school behaviour policy. This Behaviour Policy will be available for parents and staff. Lesson observations will comment upon the attitudes to learning and each other in class. They will comment upon the use of the school behaviour management strategies if they are used within the lesson.

Strong links with Parents will underpin the school ethos. Supportive parents will have the same expectations and will work with us to ensure that their children understand that we all expect good behaviour and must accept the consequences for poor choices. Exclusions will only occur if the children are at risk of harming themselves or are placing other children at risk.

Pupils are expected to take responsibility for their own behaviour and will be made fully aware of the Orchards policy, procedure and expectations. Pupils will also be

encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.

The Orchard's will follow all legal requirements on safeguarding and other recommendations by the Local Area of Safeguarding Board

Equality Policy

The Orchards School has an obligation under the Equality Act 2010 as both an employer and a school which carries out a public function and service. Compliance with the Public Sector Equality Duty by 31st December 2011 is a legal requirement and requires us to integrate and include consideration of Equality.

Background

The Equality Act, which came into force on 1st October 2010 replaces the existing anti-discrimination laws with a single Act, this policy therefore brings together our previous policies on Equal Opportunities, Race, Disabilities and Gender and now protects children, staff and parents/careers from discrimination, harassment and victimisation, based on all protected characteristics.

We aim to develop a culture of inclusion and diversity in which all those connected to The Orchards feel proud of their identity and able to participate fully in school. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which celebrates respect for all. At the Orchards, diversity is seen as a strength which should be valued by all those who learn, teach and visit here.

- To ensure that all pupils have equal access to an appropriate, broad, balanced, relevant and differentiated curriculum.
- To promote equality of opportunity by ensuring that teaching and learning promote equality, celebrate diversity and promote community cohesion by fostering good relations both within the school and the wider community.
- To promote attitudes and values that will ensure there is no discriminatory behaviour, prejudice or harassment.
- To promote the principles of fairness and justice for all.
- All staff and pupils should feel safe from victimisation, harassment and discrimination and feel treated with equal status.
- To encourage self-confidence and self-esteem.
- To investigate any form of discrimination, harassment or victimisation by or towards any pupil or member of staff at The Orchards.
- To ensure that no-one is unfairly or illegally discriminated against as a consequence of any of their protected characteristics.
- To ensure that all pupils and members of staff are fully involved in this policy and provision made by the school and that management accepts full responsibility for regular review and transparency.
- To identify training requirements in this very important area and allocate school budget funding.

Special Educational Needs (SEN) Policy Introduction

This policy was written maintaining the references and guidance of the revised Code of Practice (ref DFES 581/2001) which came into effect in January 2002. Schools and LAs must have regard to this guidance when a pupil is being considered as having Special Educational Needs.

The Orchards provides a broad and balanced curriculum for all children. The educational provision reflects the individual's strengths and needs which are broad and diverse. The pupils work towards and within the Foundation Stage Curriculum and the National Curriculum which are differentiated to reflect the child's needs. Strategies are employed to take account of the child's style and pace of learning. All children are enabled to participate effectively in learning and assessment activities by the removal of barriers to learning as far as possible. The school caters for children within the Foundation Stage, KS1 and KS2 with a variety of special needs including moderate learning difficulties, communication difficulties, physical and medical difficulties. The Orchards also meets the needs of children experiencing difficulties arising from an Autistic Spectrum Disorder.

The staff at The Orchards work within a multi-disciplinary team to meet the needs of the pupils. This includes Teachers, Special Teaching Assistants, a Physiotherapist, an Occupational Therapist, Speech and Language Therapists, a School Nurse, an Educational Psychologist and the Peripatetic Services for pupils with sensory impairments. We always work very closely with the parents/careers of our pupils. The school has a hydrotherapy pool, physiotherapy/occupational therapy room and speech therapy room. We offer single storey provision with wheelchair access. The pool and the hygiene area are fitted with tracking for hoists. Mobile hoists are also available and we have a School Nurse on site and a Medical Room for visiting medical professionals.

Aims and objectives

The aims of this policy are:

- *to create an environment that meets the special educational needs of each child;*
- *to endeavour to remove barriers to pupils' learning;*
- *to ensure that the special educational needs of children are identified, assessed and provided for;*
- *to make clear the expectations of all partners in the process;*
- *to identify the roles and responsibilities of staff in providing for*
- *children's special educational needs;*

Special Educational Needs and Personalised Learning Policy Statement

The School's Policy Statement on SEN will give more detail about the provision to be made by the school. It will explain how the school sets out to use the resources made available to it to meet the varying needs of the children. Parents will be able to see a copy of the policy statement for SEN and personalised learning by asking at the School Office.

Interagency working

The Orchards will consider the child 'holistically' as a member of our setting, their family, and the local community and beyond supporting the LAs desire to increase

local choice for parents and pupils. In doing this we will be committed to working towards a seamless provision, in meeting the needs of the pupil. The Orchards will develop those qualities and skills necessary to work effectively in an interagency culture knowing we will be collaborating with: educational psychologists; health service practitioners, therapists, audiologist/ophthalmologists; CAMHs; Social Services; voluntary support agencies; local support groups; regional and national organisations.

The Orchards will seek to gain the award, Leading Parent Partnership Award.

Section E - Evidence of need – part 1

Table 1: For pupils with statements of SEN

	2016				2017			
	A	B	C	D	A	B	C	D
Reception	16	16	NA		8	8	NA	
Year 1	8	8	NA		15	15	NA	
Year 2	8	8	NA		16	16	NA	
Year 3								
Year 4								
Year 5	8	8	NA		16	16	NA	
Year 6								
Totals	40	40	NA		56	56	NA	

Section E: Evidence of need – part 2

Section E1 - Evidence of need from Trafford Local Authority

Trafford LA has agreed to commission 80 places for primary aged pupils, 4-11 years old, with complex learning difficulties. In the first year they will commission 40 places and in the second 56, agreeing to top up amount of [REDACTED]. There are 1257

learners in living in Trafford with a statement of special educational need. The number of statements being issued by the authority is on an increasing trajectory with a 37% increase in Trafford SEN 2008-2012.

GM LA	2008		2009		2010		2011		2012		
	Cohort	SEN	Cohorts	SEN	Cohort	SEN	Cohort	SEN	Cohort	SEN	%
Trafford	38210	925	38741	959	38751	1119	39016	1165	39670	1257	37

Trafford is forecasting the projected placements for 4-11 year olds with complex learning needs for 2017. Distributed between the three schools to be:

Indicative School Sizes in 2017/18 for primary special schools for complex learning pupils with statements	
Trafford North (The Orchards)	56
Pictor	101
Delamere	83

Both Trafford primary complex special schools: Delamere and Pictor will be at full capacity by 2016. Parents have stated their wish not to expand the present schools. This, we believe is clear evidence of the need for a further school with high quality provision for the projected increase in pupil numbers with EHC plans for primary aged complex learning. **An indication of the pressures felt by Trafford, has been a significant increase in the awareness of and diagnosis of ASC over the last 15 years. The proportion of Trafford statements being issued for children with ASC as their primary diagnosis has increased by 30% in the last five years. Soft data from primary schools, EYFS settings and professionals indicates that this trend is likely to be maintained for the foreseeable future. Any new facility will alleviate the pressure on existing SEND providers currently operating at full capacity and beyond. This pressure has been compounded by the success of the LA in placing all but one primary aged pupil into Trafford’s own specialist provision.**

The Trafford consultation document sets out, over the next 7 years a predicted SEND cohort growth of 15-20%, replicated in demand for both resourced provision and special school places. Soft intelligence suggests that the majority of the growth is at the higher needs end. There are 1257 learners in Trafford with a statement of special educational needs, the number of issued statements being on an increasing trajectory (37% increase 2008-12).

Section E2 - Consultation with parents involved in The Dunham Trust of pupils with Statements for complex learning difficulties

An initial survey was undertaken with the parents of statemented children with complex difficulties. The Dunham Trust had a 36% response from parents. Responses demonstrated:

Q. Would you like to see your child have increased inclusion opportunities?

- 91% of parents want improved inclusion opportunities to enhance children's learning experiences

Q. As part of improving our providing our pupils education we are looking into the development of our teaching of pupils with SEN by improving our practice. Please write down any aspects which you think would help your child.

- 58% of parents indicated an interest in a creative curriculum allowing children to develop their talents in particular areas
- 50% of parents indicated an interest in additional enrichment activities to develop new skills
- 50% of parents indicated an interest in developing personalised learning
- 42% of parents indicated an interest in personal, social and health education sessions to promote wellbeing and emotional aspects of learning.

The Orchards, responding to the parent's comments has adapted the school plan to emphasise: personalised learning; inclusion opportunities within the community; after school and holiday activities; fitness and movement and enhancing well-being.

Letter of support from The Trafford Parent Forum titled 'Supporting evidence for a third special primary school in Sanford. (See page 115)

The letter states that a well-attended meeting of 40-50 parents, overwhelmingly supported the proposal for a third school to meet the increased pupil need, preferably located in the North of the borough.

Two meetings organised with the Trafford Parents Forum for SEND parents.

The text below is taken from the publicity flier circulated by the Parents Forum. Who constructed the text, emphasising parental recognition of increasing need in Trafford for primary pupils with complex learning difficulties.

PROPOSED NEW THIRD PRIMARY SPECIALIST SCHOOL

PRESENTATION FROM THE DUNHAM TRUST - September 2014

A couple of years ago, when Trafford reviewed its SEN provision, it recognized that, going forward, there was a threat of a serious shortfall in places in primary special schools.

In consultation, the view was forcefully expressed, by parent/carers, that there was a clear danger that doubling the size of those 2 schools could undermine the intimate and nurturing ethos that makes them, in every sense, special.

The preferred option, as expressed by parents, was for Trafford to build a third primary special school, in the north of the borough. This became the chosen policy of Trafford, to meet future demand for places at primary special schools.

We are now at the point where Trafford and its strategic partner, The Trust, have identified a site and are looking to apply for central government funding to build the new school.

Section F: Capacity and capability

1 (a) Pre-opening skills and experience

Name	Member of core applicant group (Y or N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
The Dunham Trust		Hale Barns, Altrincham	Overview of success/expertise since formation in 2013	<ul style="list-style-type: none"> • Support an “outstanding” school • Project manage conversion to Academy status • Establish a National Teaching School • Create a partnership with Edge hill University • Commissioned by Trafford LA to provide School-to-School support • Effect improvement of commissioned schools from category/RI to good status • Create an education partnership with ULT • Integrate Acre Hall Primary into the Trust 	

				<ul style="list-style-type: none"> • Restructure and improve standards at Acre Hall Primary School • Manage an EFA funded complete refurbishment of Elmridge Primary School • Successful submission of EFA bid to rebuild Acre Hall School and commence rebuild 	
██████████	██████████	██████████	██████████	• ██████████	8+
██████████	██████████	██████████	██████████	• ██████████	4+
██████████	██████████	██████████	██████████	• ██████████	2
██████████	██████████	██████████	██████████	• ██████████	2
██████████	██████████	██████████	██████████	• ██████████	8+
██████████	██████████	██████████	██████████	• ██████████	6
██████████	██████████	██████████	██████████	• ██████████	8+
██████████	██████████	██████████	██████████	• ██████████	4

██████████	██████████	██████████	██████████	• ██████████	2
██████████	██████████	██████████	██████████	• ██████████	4
██████████	██████████	██████████	██████████	• ██████████	2

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.

Skills/experience missing	How you plan to fill the gap
Promotion and publicity	██████████
Building and facility design	██████████ • LA Liaison– experience working with Trafford agencies on Elmridge and Acre Hall rebuild

Section F2 Accountability and decision making (post-opening)

The proposed Free School, the Orchards, will operate as part of the Dunham Trust, a Multi-Academy Trust based in Altrincham, Cheshire. The Dunham Trust was formed in June 2013 and currently comprises two primary schools and a National Teaching School. The primary schools are Elmridge School, Hale Barns, Altrincham, an outstanding school (NOR 225) and Acre Hall School

in Urmston, Manchester, and an RI school (NOR 228) the latter school having a specialist unit for 28 statemented pupils with complex learning needs. The NTS is currently based at Elmridge School.

Governance Structure of the Dunham Trust

See chart below

The governance structure of the Dunham Trust is indicated on the accompanying diagram with ultimate responsibility lying with the Board of Directors supported by a Clerk who is also the Business Manager for the Trust. The Board is currently fixed at agreed optimum of five members, two of whom are Chairs of the local Board of Governance of existing member schools. This arrangement has proved to be effective in terms of:

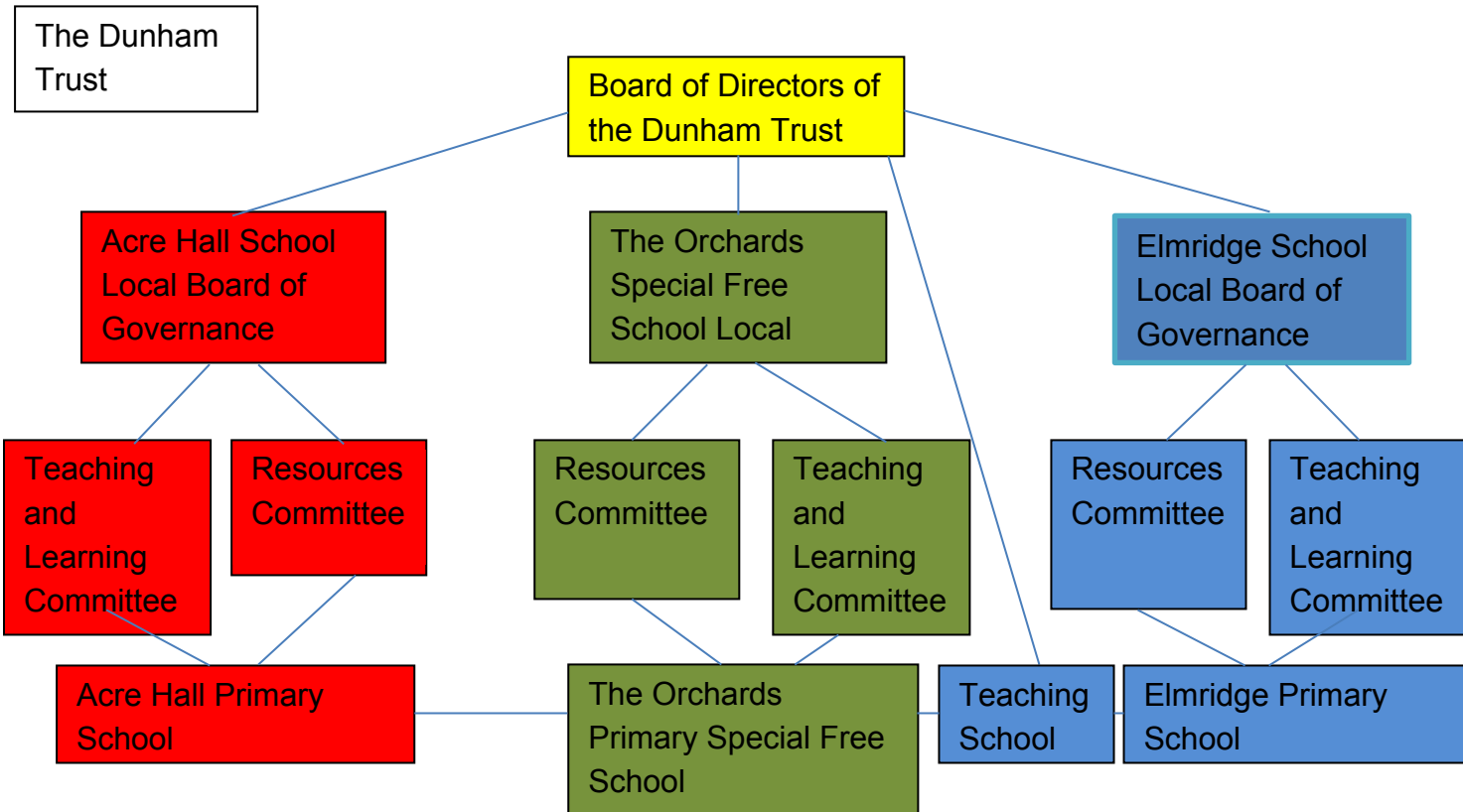
- Consensus on mission and targets
- Experience in creating and running a MAT
- Effective consultation and decision making
- Coverage of core skills
- Attendance at meetings

but the flexibility remains to expand membership to allow for:

- Expansion into different teaching specialisms
- Additional skills
- Additional schools

Director responsibilities: Whilst all Directors of the Trust recognise their overarching responsibilities specific responsibilities are allocated as follows:

- 



Operation of the Board of Directors of the Dunham Trust:

The Board of Directors of the Dunham Trust formally meet on four scheduled occasions each year (termly and at end of year) but the size and composition of the Board means that additional meetings can and are held as necessary. Board meetings are serviced and supported by the Trust’s Business Manager in his capacity as clerk. Each meeting of Board of Directors incorporates a report from each Director with specific responsibility for an individual aspect of the Trust’s work or for one of its component parts. This will include a report on each meeting of a local board of governance, and a report on the work and progress of the school with clear

identification of any issues upon which the Directors need to take action. When needed, the Board may call for the attendance of members of the SLT of any individual school or other appropriate persons. Data presented at each meeting will include:

- Summative report from Chair of the Local Board of Governance following visit to school
- The Head of Schools' reports (agreed agenda) previously issued to their Local Board of Governance
- Finance report • Academic progress data • Movement in school role • Staffing issues
- Development and school improvement plans • Regulatory issues incl compliance, HSE, Safeguarding, Complaints

The performance management of the Local Head, whilst delegated to a sub-committee will also be considered by the Directors.

There is also an AGM to consider annual accounts and a meeting to approve the annual submission to the Charity Commissioners.

Local Governance of constituent parts of the Trust:

Each constituent part of the Dunham Trust has its own Local Board of Governance of which the Chair is always a Director. All policies and ensuing practice that cover discipline, complaints, rights and responsibilities and employment are applied throughout the Trust and constituent parts may only have individual policies where they are pertinent to the specific needs, functions or locale of that institution. Whilst annual policy reviews will be conducted by individual Local Board of Governance, their findings will always be passed on to the Board of Directors via the Local Chair in his role as responsible Director and where such reviews impact on policies applicable to the entire Trust then they will only be treated as recommendations until such time as they are confirmed, or otherwise by the Board of Directors of the Trust.

The governance diagram also makes clear that lines of communication are lateral bonds as well as vertical. Thus each Local Board will cooperate and exchange expertise in the following ways:

- Joint training sessions
- MAT intranet with governor secure section
- Exchange of expertise and secondment of governors to alternative boards
- MAT “think tank” with “away days”

Creation of the Local Board of Governance for the Orchards Free Special School:

The Directors recognise that, whilst they hold ultimate responsibility for the creation of the Orchards, they require an effective and hard-working Local Board of Governance. This will be vital both to support the newly created staffing, educational and administrative infrastructure and to nurture a positive ethos and a strong reputation. The Directors have established a programme to ensure the creation of a strong governing body ready to assume its responsibilities on the opening of the school. The process of recruitment will take account of the fact that the active support of some members of the future governing body will be best enlisted early so that they can be actively engaged in the development of the school prior to opening. The process of recruitment is:

- Identification of key skills needed for new Board of Governors at the Orchards
- Advertising and promotion
- Familiarisation including tours of current schools in Trust and meetings with staff
- Review of CV and applications and shortlisting
- Formal Checks on suitability
- Identification of likely interviewees
- Interviews against determined criteria

Operation and Composition of the Local Board of Governance at the Orchards Free Special School:

The Orchards will be treated as an integral part of the Trust, having an identically structured local board of governance but selecting individual members suited to its opening, development and educational aims. The Local Board of Governance will be delegated with supervision of all aspects of the running of the school on a day to day basis but in line with policies and financial targets of the Trust. The Local Board will similarly delegate to the Head and SLT such duties and responsibilities as are common to the Heads of each school within the Trust except where specific adjustments are necessary as pertinent to the nature of the individual School and as approved by the Directors. The Local Board will also have responsibility for strategic direction and development of their School in conjunction with the Directors of the Trust and in line with the development strategy of the overall Trust.

The Local Board of Governance of the Orchards will be set up so as to have the capability to function independently within the constraints and safeguards outlined above. Whilst each Director of the Trust retains the right to attend and vote at meetings their presence will not normally be expected or required and the Local Board will be composed as follows:

- | | | |
|-----------------------------------|-------------------------------|--------------------------------|
| 1. Chair (also a Director) | 2. Executive Head (exofficio) | 3. Head of School |
| 4. Staff representative (elected) | 5. Parent governor (elected) | 6. Parent governor (elected) |
| 7. Community representative | 8. SEND member | 9&10. Additional governor (x2) |

It is anticipated that all key skills pertinent to the successful running of a charitable educational trust will always be represented within the Board of Directors so additional representatives will be selected for the following criteria:

- To augment the specialist skills represented on the Board of Directors
- Specific skills relevant to the opening of new a new school (e.g. HR and appointments, marketing and brand development)
- To support development criteria within the new School.

Committees:

The Committee structure of the local Board of Governance will mirror those of the Directors and of other constituent schools.

- 1) Main Board – meeting 4 times per year
- 2) Resources Committee – meets 3 times, comprising Chair, Executive Head, Head plus three nominated governors.
- 3) Teaching and Learning Committee – meets 3 times a year, Chair, Executive Head, Head plus three nominated governors.

Each committee has the right to appoint additional members in an advisory capacity on a limited but renewable tenure to assist with specific developments or innovations or to address particular circumstances. It is anticipated that this will most frequently be achieved by co-opting members of other Local Boards of Governance to draw on a bank of specialist skills built up within the Trust.

In certain circumstances the Board or individual committees may wish to use specialist advisers either working within the Trust as whole or by individual arrangement. In such cases, where a fee is payable, this must either come out of budgeted funds delegated to the individual School or from central Trust funds approved by the Business Manager and Directors in advance.

Early stages of the planning and bidding proved the scale and importance of additional decision making and this has been accommodated as indicated below. It is anticipated that a successful bid will involve the continuation of this pattern of meetings both during planning and setup and once the Free School begins to function.

- An additional scheduled extended Directors meeting to cover specific issues
- Further directors meetings called when necessary (convened at 8am to ease attendance possibly at short notice)
- A working party to work on the bid and resolve issues with weekly reporting to Directors by email.
- Early constitution of that part of the local Board of Governance which can be selected before opening. It is anticipated that this will occur immediately a successful bid is announced and that this committee will meet monthly.

Local Board: 3 meetings per year, published agenda and minutes with action status

Head's report; governor responsibilities; Committee reports; consideration of delegated budget, School Development and School Improvement Plans, staffing; policy review and approval

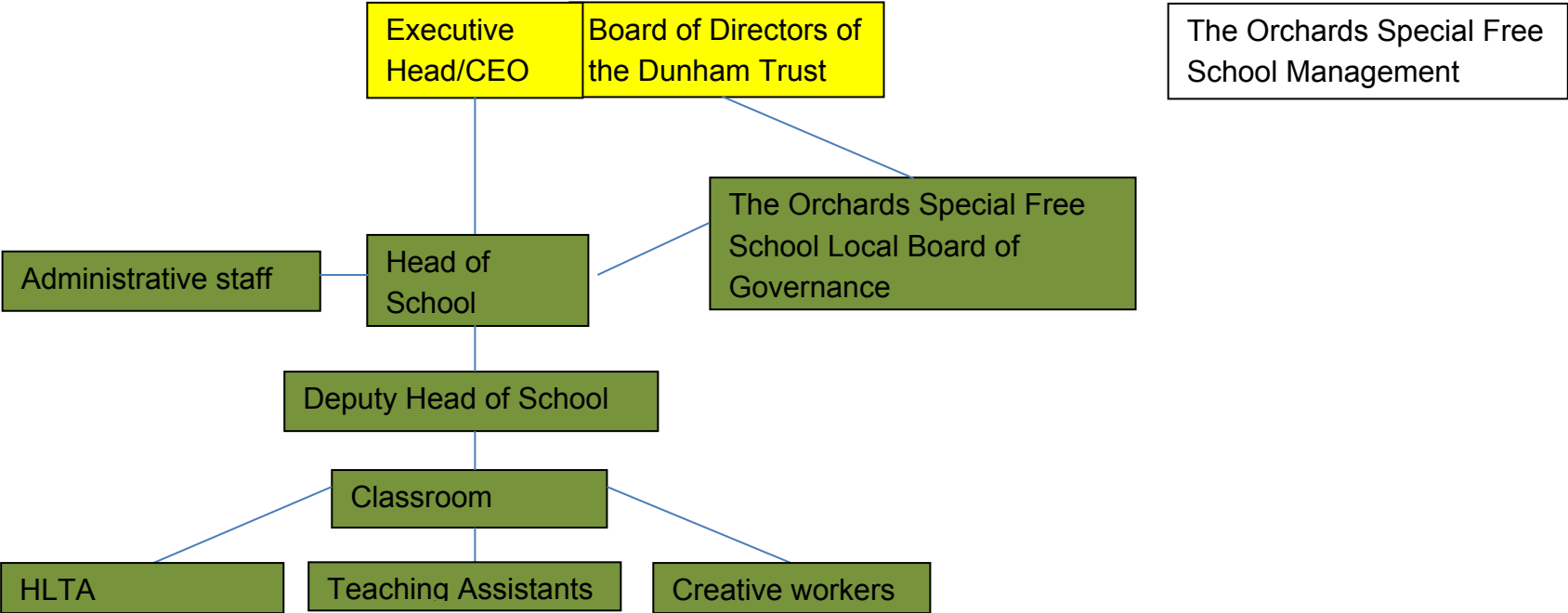
Resources Committee: 3 meetings per year plus others as necessary with published agenda, minutes and action status to cover Finance, HSE, Premises and Building.

Teaching and Learning Committee: 3 meetings per year and others as necessary with published minutes, agenda, minutes and action status to cover Curriculum, Standards, Pastoral issues including Safeguarding and Staffing.

Senior Leadership Team:

The Senior Leadership Team for the new school will be accorded similar duties and responsibilities to those allocated in partner schools within the Trust and in line with the Head's job description. In general terms the Head of School will have day-to-day control of the school, site, staff, and teaching and out-of-class opportunities and will co-operate with the Executive Head and Business manager on strategic issues concerning standards, development, and finance and staffing structure. The Head of School will have authority to spend sums from allocated budgets up to £2000 without referral but will require approval of the Business Manager before going beyond this limit.

The Head of School will report regularly to the Executive Head, formally at least twice a week during scheduled visits, and informally as frequently as necessary to maintain a productive working relationship. The Executive Head will also be party to the Head of School's annual Performance assessment and target setting.



Effective Challenge:

The Directors of the Dunham Trust understand their responsibility not merely to the Trust overall but to each of its component parts and have put measures in place to direct, monitor and intervene as necessary.

Strategic Direction: The Directors will oversee the strategic direction of the Trust and its component parts in the following ways:

- An annually reviewed long term development plan incorporating the Trust's mission, core purpose and aims will be reflected in all policy and individual school planning
- An annual plan prioritising targets to be completed by the Trust or any of its component parts.
- Individual school SEFs scrutinised and approved by the Directors before implementation plus an annual review of progress
- Annual appraisal and target setting for Executive Head and Heads of School
- Performance related pay where appropriate

Governor training: The Board fully recognises the importance of training and personal development for all current and potential Governors. This is equally important both to their legal responsibility and duty of care and to the ability to challenge effectively, monitor performance and set targets for improvement. In recognition of this:

- An established Service Level Agreement with Trafford LA will be extended to take in the new free school as part of the MAT.
- All governors will be supported through the Trust's subscription to The Key online support package from Ten Education.
- Specialist SEND training for governors through membership of the Dyslexia Association and other appropriate bodies
- A nominated governor for the Special Free School will be trained to meet HSE and Safeguarding requirements

Monitoring: Regular and stringent monitoring are recognised as essential elements of performance management to guarantee standards and preserve mission integrity. Although such monitoring is an organic process requiring Directors to maintain close and regular contact with the work of the Trust and the component part for which each has direct responsibility, specific measurable targets will be inspected as follows:

- Formal reports at Local Board and Directors' meetings by the Executive Head and Heads of School judged against pre-set targets in Trust development plan and individual school SEFs.

- Additional reports of the Executive Head on teaching and performance after assessment by the Trust's educational consultants and improvement partners. Where appropriate the Board will assign specific tasks to the consultants to follow through with additional investigation into area of concern.
- Individual Directors are nominated to oversee and challenge specific areas related to their individual professional expertise. This currently covers academic standards; school improvement, appraisal and target setting, regulatory compliance, Safeguarding and HSE. A Director with specific SEND expertise will be added to the Board of Directors once the Free School is established.
- Each governor on a local Board of Governance has a nominated link to one or more teachers and to an area of responsibility. Their reports will inform the Directors of specific issues and progress and they may be asked to provide additional opinion at a Directors' board meeting.
- Ability to add agenda items and attend each local Board of Governance and any of its sub-committees to investigate or follow through areas of concern.
- Prime responsibility lies with the Chair of each local Board of Governance to make regular visits to the School but any Director can make a visit (scheduled or unscheduled) either of a general nature or to gain information about a specific issue.

Communication: All lines of communication, delegation and escalation pass through the SLT of a component part of the Trust to the Chair of the local Board of Governance and thence to the Board of Directors and vice versa ensuring there can never be a barrier at individual school level and ensures the Directors retain both active responsibility, clear awareness and ultimate accountability for all issues pertaining to the work or duties of the Trust.

Performance: Judgements will be made against objective criteria including but not limited to the following:

- Trust development plan and individual school SEFs
- Academic performance data
- Reports from any outside investigating body including Ofsted
- Validation and review of raise online data or any other recognised reporting data the Board may choose to use
- Progress reports from annual SEND reviews

Triggers: in addition to interim evaluation at regular board meetings and formal annual review further investigation and monitoring may be triggered by any of the following:

- An expression of concern lodged by a Director and supported by $\frac{1}{3}$ of the Directors
- A formal complaint passed through to the Board from SLT or Local Board of Governance
- An expression of concern passed through to the Directors from an outside agency
- A complaint or request for help from local Board of Governance within the Trust or from the Chair of that local Board.

Intervention: Following general Board concern about performance or some other trigger:

- The Chair of the Trust will require the Executive Head or some other Director to investigate within a given time frame
- A consultant or outside agency may be enlisted to assist with the investigation and provide additional objective assessment.
- Members of any local Board of Governance, SLT or staff may be required to provide information or attend a meeting of the Board of Directors.
- The Chair may delegate one or more Directors to attend a meeting of a local Board of Governance and may require it to take action or overrule its decisions
- An action plan may be drawn up requiring improvement on the part of a Head of School or a local Board of Governance. In such cases clear and realisable targets will be presented along with a timeline and required outcomes.
- In extreme circumstances the Board of Directors may vote to remove the Chair or remove and reconstitute the entire local Board of Governance.

Areas of Conflict:

Whilst it is anticipated that an expanding MAT can run as smoothly as any single school institution and that it can bring wide benefits through the breadth of its activity, it is recognised that conflicts could occur at any time. The model of governance and management has been created with a view to minimising the likelihood and impact of conflict based on the disparate elements of the Trust. Safeguards include:

- The Executive Head/Head will withdraw from discussion of any matter relating to their own remuneration or any other financial matter in which either may have a direct interest.
- There will be a declaration of pecuniary interest at the start of each governor’s meeting to guarantee against any personal financial benefit except in such circumstances in which the collective view is that this is appropriate and represents best value for money in which case the decision will be formally recorded, properly monitored and assessed against performance criteria. In such cases where a Director or Governor declares an interest they will withdraw from any subsequent discussion or voting on the matter.
- Directors and Governors will make an annual return indicating relevant information of a financial or corporate nature which will be maintained as a register ensuring total transparency about any professional involvement which could involve the Trust as a whole or its constituent parts.
- The Trust will openly foster an introspective culture and promote its equality, whistleblowing and complaints policy.

F3 (a) Proposed governors

Name	Where live (town/city)	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	• [REDACTED]	8+
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	• [REDACTED]	4+
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	• [REDACTED]	2

[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	• [REDACTED]	2
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	• [REDACTED]	8+
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	• [REDACTED]	4
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	• [REDACTED]	2
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	• [REDACTED]	2
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	• [REDACTED]	4

F3 (b) Skills gap for governing body

Skills/experience missing	How you plan to fill the gap
Parent Governor (1)	Election after school opens
Parent Governor (2)	Election after school opens
Staff governor	Election after school opens

Skills/experience missing	How you plan to fill the gap
Head of School	On appointment
PR, promotion and branding	Nomination for Board from core founding group

Section F4 Recruiting a high quality Principal

As the proposed special free school is to operate as part of an established multi-academy trust the [REDACTED] • Well qualified with additional NCSL experience

- A proven track record of school improvement
- Well versed in all aspects of primary education including special needs
- Experienced in creating, running and developing a MAT
- An effective and experienced higher level manager
- A strategic thinker with effective input to partner organisations
- An efficient administrator, effective delegator and respected team leader

[REDACTED] Specific examples of recent school improvement include:

- **[REDACTED] Identification of Head of School:**

The Head of School will have considerable autonomy under the leadership of the Executive Head and governance of the Members of the Trust (Directors) and the extent of this authority, further outlined in the detailed job description include:

- Day to day management of the School and site
- Education standards and improvement
- Special Needs provision and liaison with appropriate authorities and agencies.
- Curriculum development
- Management of school staff
- School expenditure in line with agreed budgets
- Staff appointments (in collaboration with Executive head)
- Regulatory requirements
- Attendance at Governors meetings

Essential experience and person skills include:

- At least several years' experience in working with special needs preferably with specialist qualifications
- Clear evidence of effective school management as a senior leader along with PNQH as evidence of leadership potential
- A caring and compassionate character
- A team player and an inspirational leader
- A clear interest and proven track record in school improvement
- Vision, imagination and clarity of thought to develop new school opportunities

Together these skills and attributes require the Head of School to be an individual of considerable strength and experience (notwithstanding the acknowledged capability of the Executive Head) and the process of recruitment needs to be carefully managed.

Recruitment of Head of School:

Whilst the new free special school will draw upon the Dunham Trust for aspects of its management and infrastructure, it is recognised that it will have its own unique character, curriculum and facilities pertinent to its role as special school. In order to ensure that this is recognised in practice it is anticipated that the Head of School will take up post 2 terms before the opening of the School. The appointment of the Head of School will need to be carefully managed to ensure that the strongest possible field is short-listed for open and competitive interview.

If a September 2016 start is predicated the timeline for appointment will be as follows.

April 2015	advertisement of post in national educational and specialist SEND media
June	two stage interview process including presentation and character analysis
July	appointment of Head of School confirmed
Oct/Nov	Head of School elect involved in pre-opening decisions
Jan 2016	Head of School takes up post
Feb/March	Staff appointments by Head of School and Executive Head with governor support
March/April	identification of incoming students and assessment of needs provision
May (possible)	Deputy Head of School takes up post
June	induction of incoming pupils
Sept 2016	Free School opens

A comprehensive and attractively produced information booklet with on-line version will highlight the School's mission and the exciting opportunities offered by the post. In addition interested applicants will be encouraged either to discuss the role with the Executive Head and prospective Chairman of Governors and will be offered the chance for an informal visit to operating schools within the Dunham Trust.

The process for the appointment of the Head of School will be as follows:

- [REDACTED] • Compilation of promotional material and confirmation of job description etc.
- Advertisement of post
- Applications considered by appointments panel

- Shortlisting and references
- Pre-interview visits and familiarisation – monitored for consistency and fairness
- Interview Day 1 – formal interviews, character assessment, investigation of specialist knowledge and security checks
- Interview Day 2 – final short list follow-up interviews and with presentation to all Directors/Governors plus final appointment

Financial Viability:

The post will be offered within standard national senior leadership terms and conditions. It is anticipated that the post can be adequately filled at the level assigned to other Heads of School within the Dunham Trust. This is L16, currently £[REDACTED]. However the unique nature of the post is recognised and wording of the advertisement would be such as to allow in an increase commensurate with ability to an exceptional or already well-remunerated candidate. It is not felt likely that such an increase will be needed but financial provision will be made to allow for salary to a maximum of L20, currently £[REDACTED]. Senior leaders within the Dunham Trust are not currently incentivised by performance related pay and there are no plans to introduce such a system

It is anticipated that the advertisement of the post of Head of Special Free School will attract a significant number of strong candidates for the following reasons:

- The excitement of developing a new school with a clear mission
- The high level of job satisfaction that comes from working within special needs
- The security of working within a successful MAT
- The challenge offered by extent of authority within the parameters of the Trust
- The location of the school
- The salary
- Prospects for career development

Job Description - Executive Head/Chief Executive: The Dunham Academy Trust **and Head of School, the Orchards Free Special School** – full version available

Both posts are governed by job descriptions that of the Head of School being based on those held by other Heads of School within the Trust. The job descriptions define core purpose, key responsibilities and accountability, that of the Executive Head defining CEO responsibilities with regard to financial and statutory requirements plus focus on

developing the Trust's mission and academic standards alongside vision, leadership and strategic planning.

Section G: Budget planning and affordability





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

[Jump to second choice site](#)

[Jump to third choice site](#)

[Jump to fourth choice site](#)

[Jump to section for independent schools](#)

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@education.gsi.gov.uk if	Trafford Council have agreed to donate a suitable site on extensive playing fields and unused open space owned by the Council adjacent to Barton Clough Primary School (see map Council Ownership around Barton Clough Primary School, Stretford)
---	---

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	
--	--

Your calculated building space using the EFA formula. See section H in the free schools criteria booklet.	1972
---	------

Any comments on your calculated building space:	
---	--

Preferred site

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

In which local authority is your preferred location? - this information is brought through from section B	Trafford
---	----------

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

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

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:	Trafford Local Authority have identified a site for us.
--	---

Please confirm the tenure:	Lease
----------------------------	-------

If other, please explain further:	
-----------------------------------	--

Please Include information on purchase or lease price if known:	No cost
---	---------

Who owns the site?	<Redacted>
--------------------	------------

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)	No
--	----

Name and contact details of owner:	<Redacted>
------------------------------------	------------

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

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

What kind of site is it?	<Redacted>
--------------------------	------------

What is the current use?	Other - please describe
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If government building or 'other' - please describe:	<Redacted>
--	------------

Why have you chosen this site? What makes it suitable for your free school?	c+A1
---	------

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. 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:	
--	--

Third choice site

Full address and postcode. 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. 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:	
---	--

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.

Annexes

CV		
1.		
2.		
3.		
4.	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪
5.a	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪
5.b	<p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪
6.	Brief comments on why your previous experience is relevant to the new school	<ul style="list-style-type: none"> ▪
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference name(s) and contact details	
CV		
1.	Name	
2.	Area of expertise (i.e. education or finance)	
3.	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> ▪ Name of school/organisation ▪ Position and responsibilities held ▪ Length of time in position. <p>(This should cover the last four years. If not, please include additional roles).</p>	
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ Date of qualification 	<ul style="list-style-type: none"> ▪

	<ul style="list-style-type: none"> ▪ Professional body membership number ▪ How your qualifications are maintained 	
5.a	For education only: If you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ NA
5.b	For education only: if you are in a teaching or head of department role in your latest school (where available): <ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪ NA
6.	Brief comments on why your previous experience is relevant to the new school	<ul style="list-style-type: none"> ▪ [REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	<ul style="list-style-type: none"> • [REDACTED]
8.	Reference name(s) and contact details	[REDACTED]

CV		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> ▪ Name of school/organisation ▪ Position and responsibilities held ▪ Length of time in position. <p>(This should cover the last four years. If not, please include additional roles).</p>	[REDACTED]
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ Date of qualification ▪ Professional body membership number ▪ How your qualifications are maintained 	<ul style="list-style-type: none"> ▪ [REDACTED]
5.a	<p>For education only: If you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ The school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A* - C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications. ▪ If these results are not available, set out the track record of your school in terms of developing literacy and numeracy skills, qualifications achieved and preparing pupils for later life. ▪ School's best 8 value added scores for the years you were in post if 	<p>➤ [REDACTED]</p>

	applicable	
5.b	For education only: if you are in a teaching or head of department role in your latest school (where available): ▪	NA
6.	Brief comments on why your previous experience is relevant to the new school	▪ [REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	• [REDACTED]
8.	Reference name(s) and contact details	[REDACTED]

CV		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> ▪ Name of school/organisation ▪ Position and responsibilities held ▪ Length of time in position. <p>(This should cover the last four years. If not, please include additional roles).</p>	[REDACTED]
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ Date of qualification ▪ Professional body membership number ▪ How your qualifications are maintained 	<ul style="list-style-type: none"> ▪ [REDACTED]
5.a	<p>For education only: If you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ 	NA
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ 	NA
6.	Brief comments on why your previous experience is relevant to the new school	<ul style="list-style-type: none"> ▪ [REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	<ul style="list-style-type: none"> • [REDACTED]
8.	Reference name(s) and contact details	[REDACTED]

CV		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> ▪ Name of school/organisation ▪ Position and responsibilities held ▪ Length of time in position. <p>(this should cover the last four years. If not, please include additional roles).</p>	[REDACTED]
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ Date of qualification ▪ Professional body membership number ▪ How your qualifications are maintained 	[REDACTED]
5.a	<p>For education only: If you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ 	NA
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ 	NA
6.	Brief comments on why your previous experience is relevant to the new school	<ul style="list-style-type: none"> ▪ [REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference name(s) and contact details	Available on request

CV		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> ▪ Name of school/organisation ▪ Position and responsibilities held ▪ Length of time in position. <p>(This should cover the last four years. If not, please include additional roles).</p>	[REDACTED]
4.	For finance only: details of professional qualifications, including:	<ul style="list-style-type: none"> ▪ NA
5.a	For education only: If you are in a leadership position in your latest school (where available):	NA
5.b	For education only: if you are in a teaching or head of department role in your latest school (where available):	NA
6.	Brief comments on why your previous experience is relevant to the new school	<ul style="list-style-type: none"> ▪ [REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]
8.	Reference name(s) and contact details	[REDACTED]

CV		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ Name of school/organisation ▪ Position and responsibilities held ▪ Length of time in position. (this should cover the last four years. If not, please include additional roles).	[REDACTED]
		[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ Date of qualification ▪ Professional body membership number ▪ How your qualifications are maintained 	<ul style="list-style-type: none"> ▪ [REDACTED]
5.a	For education only: If you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> ▪ 	N/A
5.b	For education only: if you are in a teaching or head of department role in your latest school (where available):	N/A

6.	Brief comments on why your previous experience is relevant to the new school	▪ [REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	- [REDACTED]
8.	Reference name(s) and contact details	[REDACTED]

CV		
1.	Name	[REDACTED]
2.	Area of expertise	[REDACTED]
3.	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> ▪ Name of school/organisation ▪ Position and responsibilities held ▪ Length of time in position. <p>(This should cover the last four years. If not, please include additional roles).</p>	[REDACTED]
4.	For finance only: details of professional qualifications,	▪ [REDACTED]
5.a	For education only: If you are in a leadership position in your latest school (where available):	▪ [REDACTED]
5.b	For education only: if you are in a teaching or head of department role in your latest school (where available):	▪ NA
6.	Brief comments on why your previous experience is relevant to the new school	▪ [REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]
8.	Reference name(s) and contact details	[REDACTED]

CV		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> ▪ Name of school/organisation ▪ Position and responsibilities held ▪ Length of time in position. <p>(This should cover the last four years. If not, please include additional roles).</p>	[REDACTED]
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ Date of qualification ▪ Professional body membership number ▪ How your qualifications are maintained 	[REDACTED]
5.a	For education only: If you are in a leadership position in your latest school (where available):	[REDACTED]
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ If these results are not available, set out the track record of your subject/department/school in terms of developing literacy 	[REDACTED]

	and numeracy skills (where appropriate to your subject and department), qualifications achieved and preparing pupils for later life.	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference name(s) and contact details	██████████

CV		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ Name of school/organisation ▪ Position and responsibilities held ▪ Length of time in position. (This should cover the last four years. If not, please include additional roles).	██████████
		██████████
		██████████
		██████████
4.	For finance only: details of professional qualifications, including:	

5.a	For education only: If you are in a leadership position in your latest school (where available):	
5.b	For education only: if you are in a teaching or head of department role in your latest school (where available):	
6.	Brief comments on why your previous experience is relevant to the new school	<ul style="list-style-type: none"> • [REDACTED]
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]
8.	Reference name(s) and contact details	[REDACTED]

Job Description - Executive Head teacher/Chief Executive: The Dunham Academy Trust

Overview: In choosing the Executive Head teacher/Chief Executive for The Dunham Academy trust, we are looking for an outstanding leader, who is able to develop and articulate the vision, values and ethos for the Academy and who will inspire and empower others to share in achieving it. The candidate will be driven by a commitment to creating the best possible educational opportunities for the young people of Trafford and beyond, in order to raise aspirations and transform lives.

Accountable: through the Chair of the Local Governing Body to the Board of Directors of the Academy

Core purpose:

The Principal/ Chief Executive will:

- Secure the realisation of the education vision of the Academy as determined by the Governing Body
- Maximise the performance of all students through high quality learning and teaching which motivates, challenges and empowers
- Empower students to be active participants in their learning and to take personal responsibility for improving their life chances through their education experience
- Create a place of learning open to the whole community and develop the Academy as a wider resource accessible to the whole community offering a diverse range of extended and wrap around services
- Enhance opportunities through partnerships between parents/carers, students, staff, the local community, HE and FE partners, the LA, other schools, voluntary organisations, other public sector bodies and employers
- Develop effective relationships with primary and secondary schools, HE and FE providers and in collaboration with them make a positive contribution to the reorganisation and improvement of education services in local, national and international spheres
- Act as the Chief Executive and Accounting Officer of the Company

Key responsibilities:

1. To execute all the functions and responsibilities of the Chief Executive and Accounting Officer of the Academy Company (a Company Limited by Guarantee with charitable status) including those of financial planning and budget setting and managing a wide range of services
2. To ensure that the Academy meets all legislative and statutory requirements, including safeguarding and those required by Companies House, the Charity Commissioners and the DCSF
3. To enthusiastically lead the Academy's education work setting high professional standards and ensuring that the education vision is understood and embraced by staff, students, parents/carers and the wider community
4. To ensure the Academy's management and organisational structures are fit for purpose and facilitate continuous improvement

5. To deploy all resources, including staff and financial resources, in such a way that the Academy's education vision is delivered. This will include:
 - Maintaining effective financial control, securing value for money and managing budgets in accordance with those agreed by the Academy's Board of Directors and Local governing bodies
 - Maximising the Academy's resources by seeking additional funds from external sources
 - Co-ordinating and balancing the operation of constituent parts of the Academy Trust including management and direction of the individual Heads of School
 - Managing and regularly reviewing the use of available resources, including human resources, so as to improve students' learning and achievement
 - Recruiting and retaining staff of high quality and with appropriate qualifications
 - Ensuring effective performance management of all staff and effective workforce development
 - Utilising ICT to support personalised learning, curriculum development and delivery
 - Maintaining effective management and administrative processes and procedures and that these are written and understood by all staff and students
 - Ensuring the maintenance of the Academy's physical infrastructure and that it meets legislative requirements (e.g. on health and safety)
6. To lead, motivate, support, challenge and develop staff, ensuring effective induction, training, and performance management
7. To secure and sustain effective inclusive learning and teaching and in particular to:
 - Ensure a curriculum that meets statutory requirements and the Academy's education vision
 - Maintain effective behaviour management and the health, safety, welfare and emotional development of all students
 - Monitor and evaluate the quality of teaching and the standards of achievement
8. To ensure the effectiveness and efficiency of the Academy, providing information and advice to the Academy's Board of Directors and Local Governing Bodies, and developing self-evaluation and accountability
9. To work in partnership with parents, the community, and other schools and stakeholders
10. To undertake such other duties as are commensurate with the post and which may reasonably be required by the Academy's Board of Directors

General

The Principal and Chief Executive will be expected to:

- Inspire, lead and set unambiguous expectations of staff and students

- Lead the strategic planning, use and development of the Academy's physical, human and financial resources so as to secure the optimum educational and social benefits for students
- Develop high motivation and aspirations for all students so that they attain the highest possible levels of achievement
- Secure effective partnership working with other schools, education and training organisations, and other stakeholders
- Develop the Academy's specialisms
- Secure positive relationships with local communities
- Address the needs of students with special needs

Working with the Academy's Board of Directors

The Principal / Chief Executive will work with the Academy's Board of Directors and the Governors of the Local Boards of Governance of each component part of the Trust to ensure that:

- The vision, values and ethos of the Academy are embedded into strategic and operational planning and are evident in the daily life of the Academy
- The expectations and aspirations of parents/carers and of students are raised
- The Academy meets the needs of all its students
- The Academy develops effective and efficient practices, policies and procedures
- The Academy remains in sound financial health
- The Academy's specialisms are developed and valued
- The Academy exercises sound governance
- The interests of the Academy are actively promoted locally, regionally, nationally and, where appropriate, internationally.

Head of School: Job description - The Orchards Special Free Primary School

Responsible to the Executive Headteacher

Job purpose

- Provide inspirational and professional leadership which secures an outstanding education for children in the Orchard.
- Lead the support and mentoring programme to ensure children across the federation have access to high quality teaching and mentoring programmes to fulfil the standards.
- Work in genuine partnership as a member or attendee of governing body meetings and PTA, the Local Authority and other stakeholders to fulfil the aims of the school.

Shaping the future

- Work with the Executive Head teacher to ensure the highest priority is given to safeguarding and promoting the welfare of children in the school.

- Ensure that the resources of the school are fully exploited to best raise the standards for pupils.

- Work with the community to translate the school's vision into agreed operational plans which will promote and sustain school improvement.

- Line manage all school staff on a day-to-day basis.
- Be responsible for the performance management of teachers in the school.

- Ensure the school's vision is clearly articulated, shared, understood and implemented.

- Demonstrate the vision and the values in everyday work practices.

- Motivate and work with others to create a shared culture and positive atmosphere.

- Ensure creativity, innovation and the use of appropriate new technologies to achieve excellence.

- Ensure that strategic planning is led by the aspirations and values of the school and is based upon rigorous school self-evaluation.

- Research and keep abreast of current initiatives and analyse appropriate implementation when it is for the benefit for the children within the federation.

Learning and teaching

- Have a proven track record of outstanding teaching which clearly reflects current thinking.

- Ensure a constant and continuous focus on pupil achievement, using data and benchmarks to monitor progress.

- Ensure that personal learning is at the centre of strategic planning and resource management.

- Ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.

- Demonstrate and articulate high expectations and set challenging targets.

- Implement strategies which secure high standards of behaviour and attendance.

- Design, organise and implement a diverse curriculum and lead with leader for learning on the assessment framework.

- Monitor, evaluate and review classroom practices and promote improvement strategies.

- Challenge under-performance at all levels and ensure effective follow-up.

- Take a strategic role in ensuring that the teaching and mentoring programme is successful for all learners across the federation.

Communication and relationships

- Build a collaborative learning culture within the school and actively engage with other schools, particularly within the federation, to build an effective learning community.

- Implement the agreed policies for staff induction, professional development and performance review.

- Treat people fairly, equitably and with dignity and respect to create and maintain a positive culture.

- Manage own workload and that of others to allow for an appropriate work/life balance.

- Develop and maintain a culture of high expectations for self and others, and take appropriate action when performance is unsatisfactory.

- Review own practice regularly, setting personal targets and taking responsibility for own personal development.

Managing the school

- In partnership with the Executive Head teacher, produce clear, evidence based improvement plans for the development of the school and its facilities.

- In partnership with the Executive Head teacher and Governors, recruit, retain and deploy staff in line with safeguarding procedures.

- Appropriately manage the workload of staff to achieve the vision of the school.

- Attend meetings of the Governing body and PTA.

- Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.

- Ensure that the range, quality and use of available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money.

Head of School: Job description - The Orchards Special Free Primary School

Responsible to the Executive Headteacher

Strengthening the community

- Build a culture and curriculum which takes into account the richness and diversity of the local community.

- Create and promote positive strategies for challenging racial and other prejudice and dealing with racial harassment.

- Ensure learning experiences for pupils are linked into and integrated with the wider community.

- Ensure a range of community-based learning experiences.

- Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families in partnership with the leader for pupil voice, health and well-being.

- Create and maintain an effective partnership with parents and carers to support and improve pupil achievement and personal development, particularly attendance.

- Seek opportunities to invite parents and carers, community figures, businesses or other organizations into the school to enhance and enrich the school and its value to the wider community.

- Contribute to the development of the education system by, for example, sharing effective practice, working in partnerships with other schools and promoting innovative initiatives.

- Co-operate and work with relevant agencies to protect and safeguard the welfare of children.

Securing accountability

- Fulfil commitments arising from contractual accountability to the governing body.

- Develop an ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.

- Ensure individual staff accountabilities are clearly defined, understood and agreed, and are subject to rigorous review and evaluation.

- Work with the governing body to enable it to meet its responsibilities.

- Ensure that staff understand and carry out their responsibilities for encouraging good attendance, take a lead in following up poor attendance, particularly those with office staff and EHS and refer as appropriate.

- Develop and present a coherent, understandable and accurate account of the performance of the school with particular reference to the experience of the children to a range of audiences, including governors, parents and carers.

- Reflect on personal contribution to school achievements and take account of feedback from others.

Signed:
Date:
Review

Person Specification

The Orchards Special Free Primary school

	ESSENTIAL	DESIRABLE
Professional qualifications Shaping the future	<ul style="list-style-type: none"> Is a qualified teacher (eg. QTS, QTS, S&A or other 1st degree with PGCE) Shows evidence of significant and relevant continued professional learning Is able to articulate a strong, clear vision for high quality primary education which maximises the potential of the school/academy Can articulate ways of building, communicating and implementing a shared vision Has experience of school self-evaluation and can describe effective strategies for understanding this Demonstrates understanding of the strategic planning process Has experience of leading significant change which has impacted upon pupil outcomes Demonstrates a passion for school improvement 	<ul style="list-style-type: none"> Has completed training in preparation for a senior leadership and management position Has first hand experience and involvement in school improvement planning
Leading teaching and learning	<ul style="list-style-type: none"> Demonstrates personal enthusiasm for teaching and learning Is an outstanding classroom practitioner who can model the principles of effective teaching and learning to a high standard Has an excellent understanding of assessment and how it can be used to plan curricular interventions to accelerate pupil progress Understands the importance of ICT in learning and its future implications Can articulate strategies for improving the quality of teaching of colleagues Has day to day working knowledge of the National Curriculum in KS1/ KS2 and the Foundation Stage curriculum. Has experience of working in partnership with senior staff to monitor, evaluate and improve teaching and learning 	<ul style="list-style-type: none"> Has successful experience of teaching in more than one school Has experience of curriculum design and management Has experience of using research evidence to inform teaching and learning Has experience of coaching with adult or young learners
Developing self and working with others	<ul style="list-style-type: none"> Understands the importance of working in partnership with colleagues Demonstrates commitment to shared leadership and effective team work Has experience of working alongside colleagues to improve their classroom practice Understands the relationship between managing performance, professional development and school improvement Can articulate strategies to develop professional learning of individuals and teams Acts on feedback or self evaluation in order to improve own performance Demonstrates high expectations for self and others 	<ul style="list-style-type: none"> Has experience of giving effective feedback and acting to improve the performance of others Has experience of dealing with conflict and managing challenging situations
Managing the organisation	<ul style="list-style-type: none"> Demonstrates understanding of the need to develop and sustain a safe, secure and healthy school environment Able to prioritise, plan and organise own workload and that of others Able to identify, establish and sustain appropriate management structures and systems Displays the ability to think creatively to anticipate and solve problems 	<ul style="list-style-type: none"> Has experience of project management for planning and implementing change Has successfully developed, implemented, monitored and evaluated school policies Has experience of implementing the performance management process

Person Specification

The Orchards Special Free Primary School

	ESSENTIAL	DESIRABLE
Strengthening community cohesion	<ul style="list-style-type: none"> Has successfully used a range of strategies to encourage parents to support their children's learning and realise the school's vision Shows a commitment to a multi-agency approach for the well-being of pupils and their families Has the capacity to build partnerships and community consensus on values, beliefs and shared responsibilities Is able to listen to, reflect and act on feedback from stakeholders as appropriate Shows a commitment to the wider curriculum beyond school and the opportunities it provides for pupils and the school community 	<ul style="list-style-type: none"> Has experience of working collaboratively with other schools or communities to improve outcomes
Personal skills and attributes	<ul style="list-style-type: none"> Demonstrates a genuine empathy with children Is able to communicate effectively and concisely Is a good listener Is flexible and consistent with strength of character Is capable of making reasoned judgements Is approachable and has integrity Has a presence that inspires confidence and trust Is able to motivate and inspire Is able and willing to delegate appropriate responsibilities Has confidence in others to take a leadership role 	
Securing accountability	<ul style="list-style-type: none"> Has a good understanding of the role of the governing body and can explain how the Head of School will assist governors to discharge their responsibilities effectively Has a good understanding of the role of the Local Authority and external bodies such as Ofsted Has a good understanding of the need to be accountable to parents for the education of their child and can articulate strategies that would enable parents to be involved in the life of the school Has previous experience of challenging and supporting others in order to achieve specific targets Demonstrates understanding of individual, team and whole school accountability for pupil learning outcomes Has a good understanding of available data sets and how they might be used to benchmark the school's performance and as a tool for target setting 	<ul style="list-style-type: none"> Has experience of reporting attainment and progress to a range of audiences (eg. a subject leader's report to governors)

Trafford Council
Trafford Town Hall
Talbot Road
Stretford
Manchester, M32 0TH

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

Dear Sir, Madam

Confirmation of support for The Orchards Special Free School

We confirm that Trafford Local Authority supports The Orchards Special Free School's application. We understand that The Orchards Special Free School is a primary school, 4 - 11 aged pupils with statements/EHC plans, for complex learning needs in the North of the Borough of Trafford which is proposed to open in 2016.

We confirm that we agree there is a need for the type of proposed provision in the local area and we will consider naming The Orchards Special Free School in line with our statutory duties in appropriate pupils' statements of SEN (EHC plans). We anticipate naming The Orchards Special Free School on the Statement of Special Education Needs of approximately 40 pupils for the first academic year following the school's opening and on 56 pupils in the second year.

Funding for The Orchards School will be in line with Trafford Council's funding methodology and resource allocation system for special schools. This is currently under review but we anticipate a top up funding of circa [REDACTED] per day pupil.

Signature:

Print name: [REDACTED]

Date: 29th September 2014

Letter of Support from the Trafford Parent Forum

29th September 2014

TO WHOM IT MAY CONCERN

SUPPORTING EVIDENCE FOR A THIRD SPECIAL PRIMARY SCHOOL IN TRAFFORD

When Trafford's SEN Review highlighted the prospect of a huge increase in demand for places in the borough's special primary schools, the initial proposal was to accommodate that demand by increasing the size of the 2 existing special primary schools, Pictor and Delamere.

The Forums Treasurer, [REDACTED].

In informal discussions with other parents, their concerns seemed to mirror [REDACTED]. Consequently, Trafford Parents Forum organised a meeting at Pictor, but open to Delamere parents as well, to discuss the proposal.

It was a very well attended meeting (40 - 50 parents) and the main concern expressed was that a significant increase in pupil numbers could seriously damage those very qualities that made those 2 special schools such a precious resource in Trafford's SEN provision. The overwhelming parental response was that Trafford should build on excellence and establish a 3rd school, preferably in the North of the borough, to offer, to those additional pupil numbers, the same quality of care that we had enjoyed and cherished.

Subsequent meetings and surveys, organised by Trafford Parents Forum, all reinforced the parental response that the best way forward would be the 3rd school option.

Trafford's [REDACTED], was extremely diligent in seeking parental input, listened to their views, based, as they were, on the parents' up close and personal experience of the 2 existing schools.

Trafford Parents Forum has put a lot of time and effort into garnering the views of as many parents as possible and believes that the 3rd school option has the overwhelming support of the parent body.

Yours sincerely

[REDACTED] Trafford Parents Forum

Post title: Deputy Headteacher

School:

Pay range:

Line manager: The headteacher and governing body

Supervisory responsibilities:

Main purpose of the job

- Carry out the duties of this post in line with the remit outlined in the current *School Teachers' Pay and Conditions Document* including the conditions of employment for deputy headteachers and the school's own policy
 - Under the overall direction of the headteacher play a lead role:
 - in formulating the aims, objectives of the schools and establishing the policies through which they are to be achieved
 - be responsible for the standards and curriculum of all pupils including monitoring of progress towards achievement
 - proactively manage staff and resources
 - Take full responsibility for the school in the absence of the head of School
 - Carry out the professional duties of a teacher as required
 - Take responsibility for child protection issues as appropriate
 - Take responsibility for promoting and safeguarding the welfare of children and young people within the school
-

Duties and responsibilities

Shaping the future

- In partnership with the head of school and governors establish and implement an ambitious vision and ethos for the future of the school
- Play a leading role in the school improvement and school self-evaluation planning process
- In partnership with the head of school manage school resources
- Devise, implement and monitor action plans and other policy developments
- Lead by example to motivate and work with others
- In partnership with the head of school of school, lead by example when implementing and managing change initiatives
- Promote a culture of inclusion within the school community where all views are valued and taken in to account

Leading teaching and learning

- Be an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all members of the school community
- Work with the head of school to raise standards through staff performance management
- Lead the development and delivery of training and support for staff

- Lead the development and review of all aspects of the curriculum including planning, recording and reporting, assessment for learning and the development of a creative and appropriate curriculum for all pupils
- Work in partnership with the head of school in managing the school through strategic planning and the formulation of policy and delivery of strategy, ensuring management decisions are implemented
- With the head of school, lead the processes involved in monitoring, evaluating and challenging the quality of teaching and learning taking place throughout the school, including lesson observations to ensure consistency and quality
- Ensure the systematic teaching of basic skills and recording of impact is consistently high across the school
- Develop, review systems to ensure robust evaluation of school performance, progress data and actions to secure improvements comparable to appropriate national standards
- Ensure through leading by example the active involvement of pupils and staff in their own learning

Developing self and others

- Support the development of collaborative approaches to learning within the school and beyond
- Organise and support the induction of staff new to the school and those being trained within the school
- Act as an induction co-ordinator for NQTs and have responsibility for students on teaching practice and those undertaking work experience, as appropriate
- Participate as required in the selection and appointment of teaching and support staff, including overseeing the work of supply staff/trainees/volunteers in the school in the absence of the headteacher
- Be an excellent role model for both staff and pupils in terms of being reflective and demonstrating a desire to improve and learn
- Take responsibility and accountability for identified areas of leadership, including statistical analysis of pupil groups, progress data and target setting
- Work with the head of school to deliver an appropriate programme of professional development for all staff including quality coaching and mentoring, in line with the school improvement plan and performance management
- Lead the annual appraisal process for all identified support and teaching staff

Managing the organisation

- Lead regular reviews of all school systems to ensure statutory requirements are being met and improved on where appropriate
- Ensure the effective dissemination of information, the maintenance of and ongoing improvements to agreed systems for internal communication
- Working with the head of school, undertake key activities related to professional, personnel/HR issues
- Manage HR and other leadership processes as appropriate e.g. sickness absence, disciplinary, capability
- Ensure a consistent approach to standards of behaviour, attendance and punctuality are implemented across the school
- Be a proactive and effective member of the senior leadership team
- Ensure the day-to-day effective organisation and running of the school including the deployment of staff as appropriate
- To undertake any professional duties, reasonably delegated by the headteacher

Securing accountability

- Lead and support the staff and governing body in fulfilling their responsibilities with regard to the school's performance and standards
- Support the head of school in reporting the school's performance to its community and partners
- Promote and protect the health and safety welfare of pupils and staff
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school

Strengthening community

- Work with the head of school in developing the policies and practice, which promote inclusion, equality and the extended services that the school offers
- Develop and maintain contact with all specialist support services as appropriate
- Promote the positive involvement of parents/carers in school life
- Organise and conduct meetings where appropriate with parents and carers to ensure positive outcomes for all parties
- Strengthen partnership and community working
- Promote positive relationships and work with colleagues in other schools and external agencies

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but it will be reviewed annually as part of the appraisal process or as appropriate

Signature of Post holder _____ **Date** / /

Signature of Executive Principal _____ **Date** / /