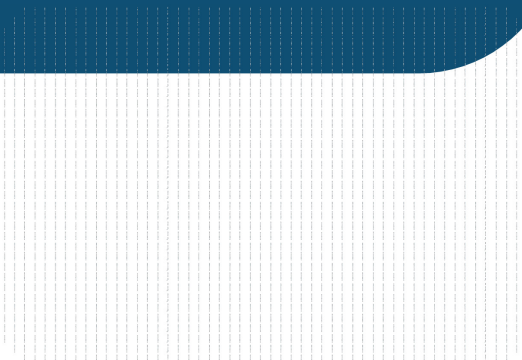


# Free Schools in 2014

## Application form

### Special Free Schools



## Completing your application

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

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

**Section A:** Applicant details and declaration

**Section B:** Outline of the school

**Section C:** Education vision

**Section D:** Education plan

**Section E:** Evidence of demand

**Section F:** Capacity and capability

**Section G:** Initial costs and financial viability

**Section H:** Premises

**Section I:** Due diligence and other checks

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

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

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

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

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

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

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

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

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

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

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

#### **Data Protection**

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

## Contents

Section A: Applicant details.....	6
Section B: Outline of the school.....	12
Section C: Education Vision.....	15
Section D: Education plan.....	28
Section E: Evidence of demand – part 1.....	84
Section E: Evidence of demand – part 2.....	85
Section F: Capacity and capability.....	97
Section G: Initial costs and financial viability.....	118
Section H: Premises.....	123

## Application checklist

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

## Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: Silverbank Park Silverbank Churchill Avenue Chatham ME5 0LB
3.	Email address: [REDACTED]
4.	Telephone number: 01634 683990
About your group	
5.	Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or directors, members of the project group, etc. <span style="float: right;"><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</span>
6.	If Yes, please provide more details:
7.	How you would describe your group: <ul style="list-style-type: none"> <li><input type="checkbox"/> A parent/community group</li> <li><input checked="" type="checkbox"/> A teacher-led group</li> <li><input type="checkbox"/> An existing Free School sponsor</li> <li><input type="checkbox"/> An academy chain</li> <li><input type="checkbox"/> A federation</li> <li><input type="checkbox"/> An independent school</li> <li><input type="checkbox"/> A state maintained school</li> <li><input type="checkbox"/> Something else</li> </ul>
8.	If 'Something else', please provide more details:
9.	Is your group seeking to open more than one Free School application in this round? <span style="float: right;"><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</span>
10.	If Yes, please provide more details:

11.	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
12.	<p>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:</p> <p>Appleyards were appointed on a commercial basis to advise and support the preparation of this application. The vision was developed by the school and Appleyards assisted in the following areas:</p> <p>Provided challenge to our ideas and vision</p> <p>Conversion of our vision and plan into an educational plan ensuring the detail needed to support our application was articulated into the format required.</p> <p>Set up the School Trust using the model DfE memorandum and articles</p> <p>Advised and supported in the development of our evidence of demand</p> <p>Advised on the format and content of our financial planning</p> <p>If the application is approved, we fully expect to appoint a company to project manage the set up of the school. We will tender for this work through the DfE framework.</p> <p>Strong links have already been established with Medway Local Authority who have provided considerable support for the writing of this application. It is recognised that this Free School is being established to meet the specific SEN needs in Medway and that the LA will be a part funder of the facility.</p> <p>If the application is approved, it is expected that Medway will be an active member of the Project Steering Group, and that they will provide an extensive range of pro-bono services to support the set up of the school. This will include, but not be limited to, educational support and financial expertise.</p>	
<b>Details of company limited by guarantee</b>		
13.	Company name: The Inspiration Learning Co.	
14.	Company address: Silverbank Park Silverbank Churchill Avenue Chatham ME5 0LB	
15.	Company registration number and date when company was incorporated:  8333589 17 <sup>th</sup> December 2012	

16.	Does the company run any existing schools, including any Free Schools?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
17.	If Yes, please provide details:	
<p><b>Company members</b></p> <p>The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</p>		
18.	Please confirm the total number of company members: 3	
19.	Please provide the name of each member below (add more rows if necessary):	
	1. Name: [REDACTED]	
	2. Name: [REDACTED]	
	3. Name: [REDACTED]	
	4. Name:	



**Company directors**

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

20. Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):

1. Name:  
[Redacted]

2. Name:  
[Redacted]

3. Name:  
[Redacted]

21. Please provide the name of the proposed chair of the governing body, if known:  
[Redacted]


**Related organisations**

22. Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.

Yes  
 No

23. If Yes, please provide the following information about each organisation:  
their name;  
their Companies House and/or Charity Commission number, if appropriate; and  
the role that it is envisaged they will play in relation to the Free School.

The Free School will have an informal link to Medway Local Authority. This Free School is being set up to address the specific SEN need of Medway. Medway has provided support for the writing of this application and is committed to part funding the places for the students.

24.	<p>Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc).</p> <p>None</p>
<b>Existing providers</b>	
25.	<p>Is your organisation an existing independent school wishing to convert to a Free School?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
26.	<p>Is your organisation an existing independent school wishing to establish/sponsor a new and separate Free School?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
27.	<p>Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
28.	<p>If Yes to any of the above three questions, please provide your six digit unique reference number here:</p>
29.	<p>If you are an existing independent, NMSS or state maintained school or an Academy, please state the SEN currently catered for, the age range and current number of pupils on roll and your capacity:</p>
30.	<p>If you are an existing independent or state maintained school, NMSS or an Academy, please provide the date of your most recent inspection and a link to the report on the OfSTED or other inspectorate website:</p>
31.	<p>If you are an existing independent, NMSS or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:</p>
32.	<p>If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:</p> <p>Group of experienced local headteachers:  </p>

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



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

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a Free School in accordance with the requirements outlined in the 'How to Apply' guidance and the funding agreement with the Secretary of State. I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

**Signed:** [REDACTED]

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

**Print name:** [REDACTED]

**Date:** 03/01/2013

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

## Section B: Outline of the school

1.	Proposed school name:	INSPIRE Special Free School	
2.	Proposed academic year of opening:	2014	
3.	Specify the proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input checked="" type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other  If Other, please specify:	
4.	The SEN designations for which the school will cater (please tick all that are appropriate):	NB: An outline of SEN designations can be found at <a href="#">Annex B of the special 'How to Apply' guidance.</a>  <input type="checkbox"/> Specific Learning Difficulty (SpLD) <input type="checkbox"/> Moderate Learning Difficulty (MLD) <input type="checkbox"/> Severe Learning Difficulty (SLD) <input type="checkbox"/> Profound and Multiple Learning Difficulty (PMLD) <input checked="" type="checkbox"/> Behaviour, Emotional and Social Difficulty (BESD) <input type="checkbox"/> Speech, Language and Communication Needs (SLCN) <input type="checkbox"/> Autistic Spectrum Disorder (ASD) <input type="checkbox"/> Visual Impairment (VI) <input type="checkbox"/> Hearing Impairment (HI) <input type="checkbox"/> Multi-Sensory Impairment (MSI) <input type="checkbox"/> Physical Disability (PD) <input type="checkbox"/> Other (please specify below)	
5.	Proposed maximum capacity of proposed special Free School	For statemented pupils	80
		For Non-statemented pupils	
6.	Date proposed school will reach expected capacity in all year groups:	September 2018	
7.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed	

8.	Will your proposed school include residential provision?  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
9.	If yes please provide more details here.	
10.	Do you intend your proposed school to have a faith ethos? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation/ethos.  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
11.	If Yes, please specify the faith, denomination, etc of the proposed school:	
12.	If you have a preferred site, please give details, including the post code:	██████████ Chatham Kent ██████████
13	Please tell us how you found this site:	The site is owned by Medway Council, ██████████, ██████████ and ██████████ currently operating on this site.
14	Is the site:	<input type="checkbox"/> a private building? <input checked="" type="checkbox"/> a public/government building? <input type="checkbox"/> don't know?
15	If you have <b>not</b> identified a site yet, please tell us the postcode of your preferred location:	
16.	Local authority in which the proposed school would be situated:	Medway
17.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	

18.	<p>This application form is designed to be used for special Free School applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a special Free School but does not fit the definitions of mainstream, 16-19 or alternative provision schools, you need to use the template that is the closest fit and explain how your school would differ. <b><i>If this applies to your application please briefly outline the main differences below.</i></b> You will also need to address these differences in more detail in the relevant sections of the application.</p>
-----	--

## Section C: Education Vision

### Putting the I in 'INSPIRE'

Medway has a vibrant range of educational provision comprising: selective grammar schools; Academies; Voluntary Aided; and Comprehensive schools. Within the special school sector Medway has 4 special schools; 16 special resource units attached to mainstream schools and 3 Pupil Referral Units. Together there are 85 schools in the primary sector and 17 schools in the secondary sector.

The standards across the special schools are good to outstanding. Standards in the specialist units are also good. However, the breadth of provision across the range of Special Educational Needs, gender and the primary / secondary age range is insufficient to meet the increasing demand for students whose main presenting need is BESD.

#### **The 4 Special Schools encompass provision for students with:**

- Severe and Profound Learning Difficulties for 4-19 year olds;
- Moderate Learning Difficulties and Complex Learning Needs; a primary school for 4-11 year olds and a secondary school for 11-19 year olds;
- Autistic Spectrum Disorder, Behavioural, Emotional and Social Difficulties and Medical Provision

**The Special Resource Units**, attached to mainstream schools, encompass provision for specialist education for children and young people with: Visual Impairment; Autistic Spectrum Disorder; Specific Learning Difficulties; Language and Communication; Moderate and Complex Learning Difficulties and Behaviour, Emotional and Social Difficulties.

Within this range of special educational provision there are coherent, clear pathways for educational progression across Medway for children and young people with statements of SEN, requiring a specialist placement: the exception being provision for BESD.

The Chalklands BESD resource unit for primary children is led and managed within the Williamson Trust, which also includes the St. Werburgh Centre for Autism (11-16), the Hundred of Hoo Academy; Joseph Williamson mathematical Academy and Elaine Junior Academy. There is currently no local secondary provision for children leaving Chalklands who cannot access full time mainstream secondary school education. There will be 7 children from Chalklands requiring a place in September 2013. Medway was able to place children at Rivermead Special School in Gillingham at secondary transfer. However, the nature of the presenting needs of young people at this school is changing, as reported by OfSTED, to meet the increasing number of children and young people on the Autistic Spectrum. As Rivermead is a school for children and young people aged 5-19, including arrangements for shared sixth form provision, it is no longer feasible for children with BESD as a main presenting need to be placed at Rivermead, assuming the school had some capacity.

In 2012, OfSTED inspectors reported that this small school provides a good standard of education for children with complex emotional and behavioural needs, although the majority of students have a statement of SEN mainly related to ASD'. The school

also manages the Medical referrals and tuition service. In this context large numbers of male students with statements of BESD have been referred to The Oaks in Silverbank Park. The Oaks is one of 3 Pupil Referral Units within Medway; 2 of which are co-located at Silverbank Park, alongside Medway's hub for therapeutic, counselling and specialist services. However, the placement of these students in a Pupil Referral Unit is not in keeping with the Code of Practice nor their entitlement to a more specialist educational placement. A recent OfSTED inspection highlighted the good quality provision at the co-located PRU site, The Rowans, for young people with BESD, who are on part time placements or short term programmes designed to enable them to reintegrate into mainstream schools, training and employment.

In 2011, OfSTED reported:

***'However, approximately one third of the students are admitted to Silverbank Park with no intended re-integration to mainstream or special schools and therefore do not meet the criteria for attending a PRU. The Local Authority is mindful of this and plans are already underway to ensure that only students that meet the criteria for attending the PRU are admitted to the Silverbank Park'.***

As a result, the stark inconsistencies in the quality of education across the site resulted in a less than satisfactory judgement for pupils' attainment and attendance, within an overall judgement of satisfactory. This is just not good enough for Medway's most vulnerable young people and their future success education and life.

There is also no appropriate pathway for the most challenging young people with BESD, unable to reintegrate into a mainstream secondary school, as they leave the specialist primary provision for children with BESD at Chalklands.

The BESD specialist provision for secondary aged girls is underdeveloped. There are 2 girls at The Oaks and 2 girls currently on individual programmes of tuition, because their main presenting need is their emotional difficulties. This is an opportunity to ensure programmes at INSPIRE engage girls, who may be long term non-attenders, become anxious or may self-harm, in appropriate full time programmes of education. They will have opportunities to develop specific social skills and leadership through engaging with programmes for child care, hair and beauty and participating in the vibrant co-curriculum opportunities for physical fitness and the Duke of Edinburgh Awards Scheme.

Whilst the Local Authority is providing high levels of co-ordinated support to the Pupil Referral Unit to enable them to work with students with challenging behaviour and those presenting with emotional and behavioural problems, the expertise required to educate these vulnerable children needs to be harnessed. Since the inspection, the acting head teacher, and the two assistant head teachers have resigned; two are moving to other substantive positions and one assistant head teacher is retiring. This places the already vulnerable provision in a difficult position. The Local Authority has acted quickly to establish an interim partnership with local schools and the dynamic Williamson Trust. A deputy head teacher from the Howard School will become Acting head teacher, ably supported by the experience and expertise of the head of the Werburgh Centre for Autistic children, the Inclusion Manager from the Williamson Trust and a range of other staff from Medway's Specialist Services. Parents have been consulted and are very clear that a more appropriate and permanent solution to the problems needs to be considered. In response the Local Authority are supporting this bid to open a Free Special School for young people with BESD, serving the



whole of Medway. Details of the letter and consultation with parents and carers are outlined in Section E of this document.

In summary, the current provision for students who have been assessed as having significant social, emotional and behavioural needs, have experienced failure in the education system and have been excluded or are at risk of exclusion from mainstream education, is not good enough in Medway. In the 2011 inspection report on Silverbank Park PRU, OfSTED identified a gap in provision for those young people who have no planned reintegration programme to a mainstream or special school. These 40 young people, age 11-16, many of whom have a statement of SEN, are currently inappropriately placed and educated in The Oaks at Silverbanks Pupil Referral Unit. The Will Adams Pupil Referral Unit in Medway educates 44 young people, aged 14 to 16, with behavioural, emotional and social difficulties. The recent OfSTED inspection in July 2012, judged the provision to be satisfactory. Attendance and engagement with learning is a key issue for the Will Adams Centre: OfSTED recommendation:

***'Improve students' attendance so that a greater proportion of students achieve at least average levels of attendance'***

OfSTED also report success for many students who meet national requirements for the Raising of the Participation Age:

***'A large majority of students demonstrate successful re-engagement with learning by going on to take up and sustain college placements when they leave school'***

The key question for us as sponsors is what happens to the minority of special needs students who don't manage to re-engage and need further support for accessing education and the continued support of specialist services to remove the barriers to learning beyond the age of 16?.

**Our proposed Free Special School, INSPIRE**, will change this by providing them with an innovative, dynamic approach to academic achievement and learning for life in a special school setting. INSPIRE will also respond to the legislation for Raising the Participation Age and extend the opportunities for those young people currently NEET at age 16, through the programmes of education, training and employment outlined in this document, giving them a lifeline to the future.

**INSPIRE**, will be a cutting edge special school for young people aged 11 to 19 with Social, Emotional and Behavioural difficulties, set on the vibrant Silverbank Park learning campus in the heart of Medway. The vision and aspirations for the art of the possible are created and shaped by the sponsors, who are outstanding leaders in the local and national field of education.

The three head teachers sponsoring this bid to lead an outstanding Free Special School all run local schools and Academy networks of schools which have outstanding reputations.

They have a unique range of experience and expertise of Special Educational Needs and are ideally placed to open a Free School that will serve the most vulnerable students with BESD.

Their combined reputations and records of success in the field of education are nationally recognised.

- [REDACTED]

### The Rationale for a new Special Free School

The sponsors have the expertise, skills and competencies to transform education at The Oaks and establish INSPIRE, a Special Free School that will provide an innovative approach to the curriculum. The compelling rationale for this proposal finds its locus in the following:

- ./ Full support from the Local Authority to meet a gap in provision for a Special BESD School in Medway, that will raise standards of achievement for the most vulnerable young people and shape their future, through creating a pathway to training and employment
- ./ The lack of coherence in the provision for young people with BESD across Medway: the new Free School will provide a continuum of educational provision in Chatham, providing a continuum in provision for those students not correctly placed in The Oaks, the parallel provision at Will Adams PRU in Gillingham or in Rivermead Special School, thus serving the local population more appropriately
- ./ To bring parity in the local provision to meet the needs of young people with BESD in Medway. There are currently 4 Special Schools and 4 Special Units for secondary age pupils. Rivermead is the only one of these that admits some of the young people with statements of SEN for BESD. In addition, the 2012 OfSTED report for Rivermead highlighted the increasing percentage of students with a statement for Autistic Spectrum Disorder as their main presenting need. Riverside also admits young people with mental health and medical needs. As the profile of the students changes, admission to Rivermead Special School becomes more uncertain and inappropriate to meet the needs of students who have significant emotional and behavioural disorders.
- ./ To redress the imbalance in specialist provision for primary and secondary age students with BESD and provide a continuum of excellent provision at secondary transfer for those young people who are unable to be reintegrated into mainstream schools. This is particularly pertinent to the local primary provision for children with BESD at the Chalklands Unit, which is part of the Williamson Trust, located on the same campus, under the executive head ship of one of our sponsors, [REDACTED].

- ./ To provide academic and vocational opportunities for young people 11-19 to find a route to success in employment or training, meeting the Government's ambitions for raising the participation age and reducing the NEET population in Medway.
- ./ This school will also provide an additional pathway to learning for students at Will Adams Centre, who at 16 are unable or not ready to access and sustain a placement at College. This may be around 6 to 8 male and female students from the 44 on role in any one year.
- ./ To extend the continuum of provision from mainstream and the PRU to establish a Special Free School with an educational offer that will motivate and inspire young people, creating ambition for the future. This will underpin the required improvement in unsatisfactory levels of attendance to drive progress and raise the current satisfactory levels of attainment to outstanding.
- ./ To address the gap in the current provision for girls to access personalised educational programmes. There are currently only 2 girls on the roll of 40 at The Oaks. The Local Authority currently commissions places for secondary age girls with BESD outside the LA boundaries. INSPIRE will redress this situation providing real choice for parents and saving the cost of travel and students' travel time.
- ./ INSPIRE will meet the aspirations of the SEN Green Paper and be perfectly placed to pioneer new approaches in response to the legislation imposed through The Children and Families Bill for implementation from 2014. As a Free School, INSPIRE will commission the services parents want for their children through a close partnership with health, care and education.

We will meet the challenges to provide a place where young people aged 11-19 who have a statement of Special Educational Needs or are seeking an assessment place for their social, emotional and behavioural special needs will have an outstanding experience of learning and development for life. From 2014, with the anticipated change in legislation, these students will be the subject of an integrated education, health and care plan or may be referred by a Local Authority for an assessment place. Operating a very different model from mainstream schools, the sponsors will continue to build on their excellent track record to ensure that every young person achieves, acquiring the core skills to make them literate and numerate, reducing the risk of young people becoming NEET.

### **Vision and Ethos**

INSPIRE will be a pioneering special school with a dynamic personalised curriculum, tailored to the needs of the individual, securing progress and success for every student. An unrelenting focus on making the core curriculum innovative and accessible will ensure our learners are numerate, literate, socially responsible and superbly prepared for the world of work.

At INSPIRE, students, staff, parents and partners will be given the opportunity to

develop as leaders, both within and beyond the school gate.

This unique provision draws inspiration from the research and practice around the power of leadership. National and international research identifies and re-iterates the power of leadership in schools and its impact on student achievement. The study by researchers from the Universities of Ontario and Toronto in 2004 showed that:

***‘Leadership is second only to teaching among school influences on student success and its impact is greatest in schools with the greatest needs’***

This is supported by Tim Water’s analysis of : ‘30 Years of Research on School Leadership and What it Tells us about Positive Leadership’ carried out in the USA IN 2003. He draws on this research to prove that a single style of leadership will not work. School leaders need to show and use a range of leadership traits and attributes, including; flexibility, hands on involvement and take a real interest in curriculum implementation. This fits exactly with the philosophy we have for INSPIRE. It matches to the seven ‘I’s of leadership set out below. For example, flexibility matches **Improvisation**; whilst **Involvement and Implementation** are crucial to success. It is possible to match the findings to each of our seven ‘I’s of leadership in INSPIRE.

The same findings are written into papers from NCSL and OfSTED, which reinforces the power of our model. The 2012 grade descriptors for outstanding Leadership and Management in schools can also be aligned to the seven ‘I’s, as demonstrated below. This will enable INSPIRE staff, students and partners to be aspiring to excellence that is embedded on a daily basis through seizing the leadership opportunities suited to their style of leadership. For example, there is room for the innovator, the inspirer and the implementer to take the lead in learning or working with parents and carers.

Michael Fullen takes this further in his writing about ‘Professional Learning Communities’ and echoes the findings of OfSTED’s report on the success of school federations. Fullen concludes that;

***‘We need to look further than the community of a single school...I will set out the moral imperative for leaders to share with and learn from others to effect change across a wider educational context’.***

He talks about the success of these communities to; **‘foster capacity building with accountability’.**

At INSPIRE, we have taken the opportunity through a powerful collaborative sponsorship model to make this a reality. These research findings give us the confidence and credibility to apply to set up a Free Special School, where our combined expertise and proven leadership can create a successful Learning Community, that permeates all aspects of our staff recruitment, professional development and performance management framework. A relentless focus on the quality of leadership across all aspects of the Free School is translated into the seven ‘I’s of leadership model by Leigh and Maynard in ‘The Perfect Leader’.

The vision for high quality teaching and learning, unleashing the full potential of the most challenging students and developing citizens of the future will be realised through applying Tom Peters’ philosophy around business success;

‘Excellent businesses provide two things: tough environments and very supportive environments’.

The INSPIRE Free School will create this tough but supportive ethos through emphasising the leadership role of students, parents and carers, staff, partner agencies, employers and the community. The importance of the role of each and every adult and young person connected to the school will be shaped and emphasised through the seven Is of effective Leadership. These are aligned with the 2012 OfSTED criteria for outstanding leadership and management to meet the aspirations for INSPIRE:

**1. Insight- Self- awareness /understanding others/seeing the situation**

**OfSTED:** All leaders and managers, including those involved in governance are highly ambitious and lead by example. They base their actions on a deep accurate understanding of the school's performance.

**2. Initiative-Taking responsibility /Risk / Direct action / Vitality**

**OfSTED:** Leaders focus relentlessly on improving teaching and learning and providing focused professional development for all staff. This is underpinned by robust performance management which encourages challenges and supports teachers' improvement

**3. Inspiration-Vision/ Communicating/ Passion /Trusting /Learning**

**OfSTED:** Staff model professional standards in all of their work and demand high levels of courtesy from staff and students

**4 .Involvement- Partnerships /Empowering families /Personal Investment /Feedback**

**OfSTED:** The school has successful strategies for engaging with parents and carers to the benefit of pupils.

**5. Improvisation-Creativity /Flexibility /Presence**

**OfSTED:** The pursuit of excellence in all school activities is demonstrated by an uncompromising and highly successful development for all pupils.

**6. Individuality-Style / Personalisation /Values /Integrity**

**OfSTED:** There are excellent policies which ensure that pupils have high levels of literacy or are making excellent progress in literacy.

**7. Implementation- Modelling/ Persevering /Achieving/ Succeeding/Celebrating**

**OfSTED:** The school's curriculum provides highly positive experiences and rich opportunities for high quality learning .It has a very positive impact on pupils' behaviour and makes a positive contribution to achievement, social, moral and cultural development.

This model provides the rationale for the curriculum model and the focus on leadership opportunities and learning for staff, students, parents, carers and other partners in the following sections of the application.

The exciting opportunity to learn, teach or work in this outstanding school, where all learners have an entitlement to a positive future will be reinforced through the aspirations shared by all stakeholders. This will be achieved through engaging and

involving students, staff, governors, parents, carers and partners to be, 'Leaders of Change'.

*For example, within this ethos, partner agencies will work together to make an initial assessment of the young person's needs, sharing this with the parents to ensure that the learning programme is personalised and the family are able to take the lead and exercise choice in the services they commission with a personal budget. This initial start for the young person allows them to voice their ambitions and fears, identifying achievable targets and eradicating the barriers to learning.*

*Young people will be inspired by the Careers' Den events, offering them a chance to realise the opportunities at their fingertips within INSPIRE. They will play a leading role in the process of identifying their strengths and talents, which will be nurtured and exploited to enable them to succeed.*

Staff are our most valuable asset and the development of their leadership is paramount to improving outcomes for young people in INSPIRE. Leadership in this context is about what you do and how you behave, taking responsibility for managing change and innovation to unleash the potential in yourself, other staff and students. This is further developed in the section on staff recruitment and development later in this application.

The curriculum offer will have an unrelenting focus on the core curriculum, using the most creative teaching and learning methods and resources to bring literacy and numeracy to life for the students. Initial assessments of prior learning and barriers to achievement will be crucial to creating the personalised programmes for each individual. As demonstrated in our analysis of data from the current cohort of students in The Oaks, literacy and numeracy levels are barriers to progress and to students functioning in life and work. The high percentage with levels of literacy below National Curriculum Level 1 is startling as outlined in section D1, The Rationale for the Curriculum.

In addition there will be a focus on developing within each individual the need for social responsibility and a positive sense of belonging to both the school and local community. The difficulties and challenges of each individual's behaviour will be at the core of this work with each learner looking to develop self-discipline and employ and transfer such positive social and emotional attributes with increasing success in a variety of settings.

The skills teaching will be set within the context of the young person's motivation for planning and leading their own learning.

*For example, a student who is a keen football fan may learn the language of sport, using television coverage, newspaper articles and debates on 'Fanzine Sites' to inspire written work and progress in reading. Local sports events and sporting figures can also be included in the programme, through real and virtual networks. The same literacy skills may be taught to a student who is interested in music using: music magazines; web sites; TV popular shows; concerts; composition; song writing, rapping and other lyrics to inspire creativity and interest. For both students the scaffolding tool kit for learning, teaching prompts and resource banks will be essential for success.*

The early assessment of English and mathematics against the National Curriculum standards will be necessarily detailed and accurate to plan the teaching programme and monitor progress against targets. The resource banks for teaching formal grammar, spelling and writing structures and scaffolding learning for students will be used consistently across the school to provide continuity and shared expectations. A wide range of ICT programmes and devices will be used to maximise access to learning and reflect the preferred learning style of each student.

The core curriculum, comprising English, mathematics, science, ICT, PSHCE [Personal Social Health & Cultural Education] and Physical Education will be tailored to match the individual's expertise, ability and prior learning.

**At Key Stage 3**, the core curriculum will be extended through a themed approach to planning and delivering an innovative programme for the Foundation subjects. Half termly themes will be designed to motivate and inspire students. These will range from music to horticulture and from drama to technology. Each project will be planned to include key experiences and active learning, involving key skills and knowledge that will capture, foster and develop talent in addition to motivating positive and socially responsible behaviours.

Students and staff will have the opportunity to design the project, maximise opportunities to engage outside experts to inspire learning.

*For example, a half termly music project could include: instrumental teaching, rapping sessions, music therapy, music writing and jamming sessions, using new technologies to create and write music or songs, biographies and critical appreciation reviews and listening to music, culminating in a performance showing the talents of the group. Leadership opportunities will be developed within the project, led by an artist in residence, designed to identify talent and engage some of the cohort in studying music to a higher level.*

*A range of articles and U tube performances can also be reviewed to develop the skill of writing a critique. The recent television focus on 'creating a choir' could also inspire team work and success, taking the project into the community.*

**At Key Stage 4** students will aspire to progress from the Key Stage 3 foundations to attain accreditation in a range of national qualifications, including Entry Level, GCSE, BTEC and NVQ. All students have an entitlement to experience of work related learning through work experience placements, vocational programmes, functional skills and employability training. The individual pathway for each learner enables them to gain access to apprenticeships, further training or return to mainstream education. The universal aim is to achieve the path to employment. This will be planned through careful consideration of the appropriate **Post 16** programme for each learner. Post 16 provision will be commissioned in partnership with local colleges, businesses and other schools to maximise the opportunities for the individual.

The 14 to 19 curriculum planning will have the flexibility to secure the appropriate pathway for all students, based on their stage of development, prior learning and readiness rather than adhering to the age related curriculum. Key to success here will be the learners having an opportunity to transfer their more socially responsible behaviours to work related and college settings and show that they have overcome the prior difficulties that may have blighted their learning and ability to mix with other

learners and adults.

In order to realise this vision, it will be crucial for the Free School to work in tandem with partner agencies: health and social care colleagues; the Medway Youth Trust and the police; building on strong partnerships for health, care, advice and guidance, recognised by OfSTED in the 2011 report on Silverbank Park. The Free School will take on a commissioning role to secure the right services for the right children and their families at the right time.

*For example, the Medway therapeutic services, including emotional health wellbeing and inclusion are co-located at Silverbank Park. The Head of Service is moving to a commissioning model for therapy services for young people with more complex special needs at Levels 2, 3 and 4. These services, free at the point of delivery, will be commissioned by the Free School to meet the needs of young people and their families. Families will take a lead in the decision making process around the commissioning process.*

*This will meet the requirements of the Green Paper to secure timely and appropriate multi agency specialist intervention to support young people and their families.*

Promoting leadership skills and developing self-esteem are two key ingredients for success. This will be promoted through a rich co-curriculum offer that realizes the highest expectations for all students to succeed in acquiring skills for life. The vital contribution of a wide range of partners to secure high quality opportunities within and beyond the school gate is an explicit aim for INSPIRE. The role of the Medway Youth Trust and the wide ranging list of local partners in providing opportunities for young people to volunteer and participate in high quality programmes for young leaders extends the positive approach to developing leadership skills and becoming a good citizen. This sits alongside a superb menu of opportunities including the outward bounds programmes and the rigorous Duke of Edinburgh Awards Scheme, which serve as examples of the way young people can change perceptions and learn to serve their community. This will be a key driver for the INSPIRE Free School to develop leadership skills in young people, contributing to targets for participation and accreditation.

Alongside this rich and varied offer, the school will create programmes and projects to involve parents, increasing their parenting capacity to act as advisors and positive role models through engaging them in the education and employment opportunities for their children.

Wherever our students turn, they will meet a new learning opportunity. Our job is to enable them to seize it.

## **Aspirations and Outcomes**

### **Leadership in Action.**

The focus of INSPIRE operating as a Free School will be guaranteed by the outstanding leadership credentials and track record of the sponsors. Together, they have an in depth knowledge of the local area, an understanding of the most complex families and the specialist experience of educating young people, with knowledge of outstanding practice in special schools for young people with social, emotional and behavioural difficulties. The links with Chalklands, the local primary BESD unit within the Williamson Trust provides an added incentive to create synergy for children transferring to INSPIRE, building trust and continuity for their families. The unique



and powerful combination of the Executive Head of the Williamson Trust, aligning with outstanding local head teachers from Bradfields Special School and Greenacre Boys School to sponsor this new Free School is compelling. Using their wealth of recent and relevant knowledge, they will forge and strengthen partnerships with employers, the voluntary sector and further education providers to achieve the aspirations for students. Innovative opportunities for work related learning and work placements, apprenticeships and accredited programmes will underpin the curriculum offer at INSPIRE and achieve the educational aims. All staff and partners will be part of a leadership team that delivers excellence and is held to account through robust Governance arrangements. The capacity and strategic role of the Governors will be modelled on the outstanding governance arrangements in The Williamson Trust. The Chair of the Trust is a National Leader of Governance and will use his expertise and experience to advise on and shape the leadership of governors for the Free school.

### **Educational Aspirations and Ambition**

The realisation of the aspirations and ambition to create an outstanding Free Special school will be judged and measured in tangible outcomes. The progress towards measurable targets, pupil and parent/carer perceptions, the popularity of the school and the views of partners in the community include a wide range of indicators. However, the unrelenting focus on leadership for success will ultimately be judged by OfSTED. The ambition is to transform the opportunities for students with a main presenting need of BESD across Medway and market a new Free School to enhance the future, academic and vocational achievement for these young people. This will build on the strengths of the current practice in multi- agency support for the potential vulnerable cohort and radically invigorate the curriculum to make rapid progress towards the ambitious targets, earning an outstanding judgement of Good to Great within the first 2 years of operation.

### **The Educational Aims and Targets**

#### **1. To play a leading role as good citizens in all walks of life**

This is about the future lives of young people within and beyond the school gate, not the fabric of the school buildings and the timetable. Young people will achieve fulfilment on accredited programmes, be prepared for life and understand how to contribute positively to their local community and wider society.

**Targets: The Trust Governors will focus discussion on literacy and numeracy/ Work experience and placements / Rights and Responsibilities/ Volunteering /crime /analysis of transition success**

- a. **70% of students to make 3 levels progress KS 2-4 in mathematics and English by 2015 rising to 80% by 2016**
- b. **65% of students to have sustained a successful work placement by 2015, rising to 85% by 2016**
- c. **80% of students to be part of a successful volunteering programme by 2015, rising to 85% in 2016**
- d. **To ensure the highest standards possible in all you do**

This means matching a creative and innovative curriculum to the needs analysis of the individual, with the core skills framework at the heart of high standards. The powerful ICT environment will provide the platform for creating and driving success. This is set within a context of recognition and celebration to promote self-esteem, success and achievement within the 'art of the Possible'. The relentless focus on the core curriculum will be reinforced through a thematic approach to other accredited learning opportunities, embracing the full National Curriculum.

**Target: The Trust Governors will focus discussion on academic and vocational qualifications (GCSE passes in English and maths and 5+A\*-C/AS and A level points), progress levels, ICT qualifications/ Quality of teaching through lesson observations**

- a. 80% good and outstanding lessons in 2015 increasing to 90% by 2016
- b. 85% of Year 11 students to have a recognised qualification in English, mathematics by 2016
- c. 50% of eligible students to have 5 GCSE passes or equivalent by 2015, increasing to 55% by 2016
- d. 80% of KS4 students to have a recognised ICT qualification BY 2016
- e. To provide all students with challenge, excitement and success in a curriculum for life

This means extending the school day to encompass wide ranging and motivating extra-curricular opportunities, including; youth services, Duke of Edinburgh awards, local Air, Navy and Army Cadet Forces, Scouts and Girl Guides, volunteering, outward bounds camps and expeditions and bringing inspirational curriculum opportunities into the school, including artists and musicians in residence, horticulturalists, motor mechanics and inspirational work experience careers' dens.

**Target: The Trust Governors will focus discussion on attendance targets, extra-curricular participation and awards – sports leaders etc/ student and parent/carer feedback, analysis of teacher appraisal outcomes.**

- a. Parent/carer feedback improves by 10% from 2014 to 2015
- b. 87% attendance at Key Stage 3 by 2015, increasing to 90% by 2016
- c. 85% attendance at Key Stage 4 by 2015, increasing to 90% by 2016
- d. 80% of students have gained a certificated award for work in the co-curriculum by 2016 increasing to 90% in 2016
- e. To promote tolerance, respect and courtesy towards others

This means providing and developing leadership opportunities through a house system; sports development, volunteering projects and a 'PSHE in Action' curriculum that changes attitudes within a tough but supportive school ethos.

**Target: The Trust Governors will focus discussion on analysis of serious incidents, behaviour system rewards, conflict resolution, restorative justice, exclusions, analysis of grades for lesson observations on quality of behaviour for learning, feedback judgements from work placements,**

### **business mentors and local community, YOT analysis of criminal activity**

- a. **10% reduction in behavioural incidents from 2015 to 2016 and from 2016 to 2017**
- b. **85% of lesson grades for the quality of behaviour are good or better by 2015**
- c. **YOT data shows a 10% reduction in reoffending rates for the cohort known to YOT by 2015 and a further 10% by 2016**
- d. **To focus on the health and well - being of the individual**

This means addressing key barriers to learning including counselling, drug and alcohol abuse and mental health issues, through a multi -agency approach. It means working with the families within a therapeutic environment to address systemic challenges facing young people.

The sponsors will require all staff and partners to have high expectations and a strong belief in what the dynamic ethos and culture at INSPIRE can achieve to ensure all students make discernible progress and enhance their life chances. We will protect and safeguard all students and adults.

**Target: The Trust Governors will focus discussion on a reduction in smoking drug and alcohol use, sexual health data, student survey, parent/carer survey response, safeguarding reports and judgements, engagement of Troubled Families and developing parenting skills.**

- a. **10% reduction in alcohol and drug abuse from student survey and specialist services by 2015 and a further 10% by 2016**
- b. **85% successful engagement of Troubled Families identified by Medway Team**
- c. **OfSTED judgement of good to outstanding for safeguarding by 2015**

**In summary**, the unequivocal rationale for creating a pioneering Special Free School in Chatham has the endorsement of the Local Authority, young people and their parents as evidenced in the outcomes of the consultation in section E of this application. INSPIRE will be led by inspirational sponsors with a clear vision and understanding of outstanding provision for the most vulnerable young people and their families. The attendance and educational outcomes for the current cohort for 2014 will improve dramatically through a well-designed bespoke curriculum offer that motivates and inspires them to select a pathway to further training and employment.

The students of the future and their families will be part of the leadership of an innovative approach to education, taking the initiative in designing motivational learning programmes and seizing opportunities within and beyond the school community. Standards of teaching and learning will improve to outstanding and open the door to success for the most vulnerable students.

The robust support from partners and service providers for the visionary approach to the commissioning model will be a vital cog in the machinery of success.

## Section D: Education plan – part 1

In the table below, please provide the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time. We would expect a special Free School to reach full capacity by the fourth year of its operation. Please add additional rows/columns if appropriate. If you are an existing independent school wishing to become a Free School, please use the first column to show how many pupils you currently have.

	Current number of pupils (if applicable)	2014	2015	2016	2017	2018
Reception						
Year 1						
Year 2						
Year 3						
Year 4						
Year 5						
Year 6						
Year 7		8	9	10	10	10
Year 8		8	8	9	10	11
Year 9		8	9	9	10	11
Year 10		8	10	11	11	12
Year 11		8	10	11	11	12
Year 12		8	9	11	12	12
Year 13			8	9	11	12
Totals		48	63	70	74	80

### D1. Curriculum Rationale - Size and Build - up of Pupil Numbers

INSPIRE will be a Free School for 80 young people aged 11 to 19 with Social, Emotional and Behavioural Difficulties. There is a gap in secondary special School provision for the most vulnerable young people with BESD in Medway to provide choice for parents within their locality. Whilst the specialist provision for primary age children meets current demand and needs, the secondary specialist BESD provision is restricted to the Independent sector and out of borough provision, which neither represents value for money nor a choice of high quality educational placements for parents of these young people. The Green Paper sets out the importance of choice for parents and carers and their right to high quality educational provision. The initial intake will include the majority of young people currently educated at The Oaks. It will also provide education for girls currently placed on individual programmes as identified in the earlier sections of this application. The 2011 OfSTED inspection report for the Silverbank PRU highlighted the need for the 40 young people admitted

to The Oaks, with no intended reintegration to mainstream or special schools, to access educational provision more appropriate to their needs. INSPIRE provides an excellent link with the primary BESD provision at Chalklands, located within the Williamson Trust and the same family of schools. The expansion to include 16-19 year olds will provide increased continuity for young people into training, employment and the world of work. It also provides an appropriate response to the legal requirements for increased participation in education or training. 14 to 19 provision will be flexible, with a strong commissioning arm, designed to provide a wide range of personalised programmes that are stage, rather than age appropriate to meet the needs of the individual rather than the system. The reason for this is drawn from the baseline profile of the students currently attending The Oaks and the success of a themed approach to the curriculum evidenced from OfSTED reports on other good and outstanding special schools.

### **The Potential Student Profile.**

Students enter The Oaks with a wide range of baseline attainment for Key Stage 2. Data was incomplete for the 40 students but nevertheless gives a real picture of the level of challenge for delivering a motivational curriculum offer.

The evidence gained from the baseline data obtained shows;

Starting points for students range from P levels to National Curriculum Level 5 in mathematics and science

Starting points for students range from P levels to National Curriculum Level 4 in English

In English KS2 base line assessments, 35% of students achieve below National Curriculum Level 1(P levels), 18% at Level 3 and 47% at Level 4.

In mathematics KS2 base line assessments, 9% of students achieve at P levels, 5% at Level 2, 48% at Level 3, 29% at Level 4 and 9% at Level 5.

In science KS2 base line assessments, 6% of students achieve at P levels, 6% at Level 2, 19% at Level 3, 50% at Level 4 and 19% at Level 5

This profile of an anticipated cohort matches the experience the lead sponsor has had of leading a successful BESD school and informs the rationale for the INSPIRE curriculum and organisation as outlined in this application.

**This characterises and drives the 3 key features of our curriculum and pupil organisation, namely:**

- ./ The relentless focus on personalised approaches to literacy and numeracy to accelerate progress for all students;**
- ./ The themed approach to the delivery of the foundation curriculum;**
- ./ The 'stage not age' organisation and grouping of KS3 students, developed into pathways and personalised programmes at KS4**

**The relentless focus on progress in literacy and numeracy for the individual** will equip students with the skills for life, work and leisure. In the outstanding Pupil Referral Service and BESD base in Oldham, they make the environment a model for the 'language of work', introducing students to the health and safety notices, staff bulletins, general and specific signs and information charts. This gives students confidence and enables them to understand the work environment and access the information they need to know to function effectively on a work experience placement. Similarly the football fan will need to be able to read the

ticket, access information from the programme and the FANZINE web site to feel 'part of the band of supporters'. It is this experience that drives the very personalised and motivating approach to literacy and numeracy as outlined in the curriculum sections. We will set an age related context for learning basic reading and writing skills. A student with lower levels of literacy will then enter the work place more confidently and be less anxious and aggressive when levels of frustration are managed in this way. This will be an essential component of the curriculum with the implementation of the RPA and the need to secure effective transitions to further training and employment.

They will also have audio and picture clues and symbols as scaffolds for learning. The expertise from Bradfields Special School and from the St Werburgh Centre for Autism will contribute to the debate and shared resources across the sponsors' community of learning, yielding the benefits outlined by Michael Fullen and his research on the power of this shared leadership model.

**The themed approach to the delivery of the foundation curriculum** is inspired by the wide ranging skills, knowledge and understanding of the cohort. We believe that this approach will give students access to the curriculum without setting up the barriers of working at an age appropriate level and inbuilt failure that would be experienced through separate subject lessons. It will have an inspiring launch that covers the Key Stage and enables the development to come from the strengths of the students. Access to the theme of 'Our Environment' for example could engage students in the outdoor environment, bird watching and gardening, survival training or healthy hiking expeditions. The assessment of prior learning will enable teachers to set work and teach skills at appropriate levels, using the areas of the syllabus that motivate the students, which will form a platform for further learning. This practical approach will be enriched by differentiated tasks and resources to give students access to the skills knowledge and content of the Key Stage 3 National Curriculum programmes of study. The agricultural revolution will be more easily explained and studied through first-hand experience of the way crops grow and the scientific concept of photosynthesis, set alongside the technological advancements in machinery and tools.

**The 'stage not age' organisation and grouping of KS3 students, developed into pathways and personalised programmes at KS4** is essential to the teaching and learning. The range of ability and students' emotional and behavioural needs will inform the student grouping. This organisation allows for far more flexibility to account for student motivation, personality clashes, prior learning and ability. It also makes it possible for the head teacher and staff to consider the most effective learning sets. This will not necessarily be focused on any one criteria, such as literacy levels, as mixed age and ability groups can be very positive in supporting paired learning and broadening debate and discussion. Behaviour and friendship groups are equally important in deciding on the class organisation at Key Stage 3. There may be siblings in the same key stage or students who come from rival estates and should not initially be placed in an 'explosive' situation which will detract from learning. We see this organisation as a key to success, that provides the rationale for all agencies being involved in the initial assessment working with the student and parents and carers who know their child well. It will be possible for the student to articulate

their preferences and barriers to learning, which will then be taken into account as class groups are set and dynamics considered with new admissions.

The projected increase in the number of students is a crucial factor in the curriculum rationale for the INSPIRE Free School. It enables us to provide a broad based curriculum offer that is affordable and meets the needs of all students, representing excellent value for money. It also informs the staffing structure which needs to be robust in terms of meeting the educational and pastoral needs of students. The staffing structure also needs to be designed to safeguard all students in the context of their physical environment and emotional development.

**The table demonstrates the projected intake** based on: the current role at The Oaks; the role at the Primary BESD provision at the nearby Chalklands Unit, which is part of the Williamson Trust, and predictions from the increasing demand for BESD placements in this area.

Key Stage	2014	2015	2016	2017	2018
Key Stage 3	24	26	28	30	32
Key Stage 4	16	20	22	22	24
Post 16	8	17	20	23	36

### **The Curriculum and the INSPIRE Learning Model**

The rationale for a curriculum that promotes and develops leadership in all students, adults and partners is founded in the evidence based research and experience of what works for the most vulnerable pupils with Social, Emotional and Behavioural difficulties, as outlined in the Vision and Rationale in Section C. The previous section describes the anticipated pupil profile and how that has informed the curriculum design. Students will require challenge and support to acquire skills and make progress in literacy and numeracy that will give them access to a broader curriculum for life and a pathway to the world of work. They require leadership through specialist help, support and mentoring to recognise and overcome emotional challenges that present barriers to learning. They relish taking on a leadership role that increases their worth and self-esteem.

### **Key Principles to Meet Our Ambitions**

The key ambitions set out in our vision are underpinned by some detailed principles to ensure these young people experience success and achieve accreditation in the academic sphere as well as in the co-curriculum.

#### **1. To play a leading role as good citizens in all walks of life**

##### **Principles:**

- ./ Enable students to take responsibility, develop personal leadership, organising themselves, make choices and explain the reasons for these positive choices
- ./ Ensure the care and support aspects of provision complement the academic rigour to reinforce the preparation for responsible adult life
- ./ Teach skills in the use and application of ICT to access information and make informed choices for personal study and in life

- ./ Gain experience of the world of work and be fully prepared for both short and long term placements through innovative strategies
- 2. An unrelenting drive to raise standards of literacy and numeracy delivered through; discrete subjects, the themed curriculum, vocational pathways, the PSHCE scheme of work and the co-curriculum**
- 3. To ensure the highest standards possible in all you do**  
**Principles:**
- ./ High quality governance arrangements to provide robust leadership and challenge to the Free School
  - ./ A curriculum planned to meet the needs of the individual pupils, embedded into the key principles of assessment, recording, accreditation and reporting progress to students, parents and governors
  - ./ Well planned lessons, effective teaching methods, suitable activities and exemplary organisation to promote progress and attainment
  - ./ Outstanding teaching and a range of assessment strategies that enable pupils to acquire knowledge and make accelerated progress from where they are to increase their understanding and develop subject skills
  - ./ A broad and balanced curriculum with a range of subjects, differentiated in content and approaches to meet the needs of students, their prior learning, motivation and capabilities
  - ./ The INSPIRE curriculum will focus on eradicating the biggest barriers to learning –poor standards of literacy and numeracy.
  - ./ A core curriculum encompassing; English, mathematics, science, ICT, PSHCE and Physical Education, with an integrated and full immersion strategy to ‘literacy and numeracy for life’ and the ‘world of work’
  - ./ A personalised curriculum based on rigorous assessment data and in depth knowledge of the students’ individual learning styles that will unlock barriers to success.
  - ./ A rigorous staff performance management framework for raising standards of achievement
- 4. To provide all students with challenge, excitement and success in a curriculum for life**  
**Principles:**
- ./ High quality teaching, learning and assessment that encourage pupils to apply themselves intellectually, physically or creatively to think for themselves and become absorbed in both the core and co-curriculum
  - ./ Access to the appropriate National Curriculum, vocational pathways, work experience and a strong, vibrant co-curriculum offer as an entitlement for all students
  - ./ A wide range of opportunities in the academic and co-curriculum that provide experience and preparation for the responsibilities and experiences of adult life, taking particular account of the aspirations and interests of individual students
  - ./ Students will have a significant impact on how they learn and in designing the curriculum offer, developing as leaders in control of their own learning and aspirations.



## **5. To promote tolerance, respect and courtesy towards others**

### **Principles:**

- ./ Access to individual guidance, preparation and direct experience of the world of work, underpinned by up to date information on training, education and careers advice
- ./ Systematic introduction and preparation for the world of work and a tolerant society, developing ethical and moral responses and attitudes based on experience and debate
- ./ A focus on nurturing, developing and monitoring the impact of leadership qualities for the individual student, members of staff, parents, carers and partners
- ./ A robust behaviour policy, with a motivational reward system, that is understood and supported by students, parents, carers and partners

## **6. To focus on the health and well-being of the individual**

### **Principles:**

- ./ Meet the educational needs of the Statement of Educational Needs in Part 3 and guarantee access to the health and well-being requirements set out in the statement
- ./ An innovative PSHCE curriculum reinforced through a leadership programme that permeates the co-curriculum
- ./ Specialist advice and treatment services that are easily accessible for students to remove the barriers to learning
- ./ Safeguarding policies, processes and procedures that involve all partners to safeguard adults and young people
- ./ Involving students, parents, carers and families as equal partners in addressing the challenges and removing barriers to learning

### **Breadth of the Curriculum**

The INSPIRE curriculum will have the appropriate breadth and depth to engage and meet the needs of the individual, based on a detailed multi agency initial needs assessment. The Medway assessment tools will be used to ensure the assessment includes wide ranging social, health and educational needs. These include the Medway profile data on the social habits and behaviour profiles of young people; PASS questionnaire to assess student attitudes and self-esteem (Students' Attitudes to Self and School); and SDQ Profiles (Strengths and Difficulties Questionnaire) to inform the curriculum design.

It will be delivered within and beyond the school gates through the school based teaching and an equally crucial co-curriculum entitlement to accredited activities provided through Medway Youth Trust and other partners, including Duke of Edinburgh, Sports Leadership, Volunteering projects, horticulture, First Aid and Fitness. The development of leadership and team building opportunities is integral to the design of all these accredited programmes.

At Key Stage 3, students will have an entitlement to the core National Curriculum of English, mathematics, science, ICT and PSHCE, extended to include a wide ranging physical education offer. The National Curriculum Foundation subjects will be planned and taught through a half termly themed curriculum, enabling students to work through their strengths. They will develop subject specific skills and

understanding across the full range of foundation programmes of study from their individual knowledge base determined by prior learning and experience.

The 14-19 curriculum will build on this platform to increase flexibility within a personalised programme that meets the needs of the individual, whilst maintaining entitlement to the broad areas of learning outlined in the OfSTED framework: linguistic; mathematical; scientific; technological; human and social; physical; aesthetic and creative.

This more personalised curriculum will follow the appropriate pathway to further training and employment through access to; a vocational curriculum; apprenticeships; work related learning; work experience placements and a stronger co-curriculum plan. The links and partnerships that will make this possible are detailed in the next section of this document.

### **Balance of the Curriculum**

The balance of the curriculum at INSPIRE will be dictated by the Initial Assessment of each student’s ability and achievement in English, mathematics and ICT as well as their talents, aspirations, motivations and barriers to learning.

Research shows that an unrelenting focus on progression and the achievement of learning goals across the curriculum offer is highly dependent on the students’ levels of literacy and numeracy on entry, underpinned by skill levels in a wide range of technologies. This in turn requires all staff to be highly trained to plan for and seize opportunities to teach these essential skills in every aspect of the students’ educational school based programme and the co-curriculum. In this respect the environment at INSPIRE will be the third teacher. It will immerse students in language for the world of work and provide access to the skills for life, using excellent resources to give students confidence to function effectively in their daily life and leisure activities. This is expanded further in the next section of this document, with examples of the curriculum entitlement and organisation for different age groups and individuals on personalised programmes.

### **Curriculum Delivery and Pedagogy**

The ambition to create and deliver a curriculum that develops the talents, interests and leadership of the young people, their teachers, tutors, parents and carers relies on empowering each and every one of them to take the opportunity to lead, maximising and understanding the potential impact of our seven ‘I’s model.

### **Putting the I in INSPIRE - A Leadership Model**

***‘Our deepest fear is that we are inadequate. Our deepest fear is that we are powerful beyond measure. It is our light not our darkness that most frightens us. As we let our own light shine we unconsciously give other people permission to do the same. As we are liberated from our own fear, our presence automatically liberates others’ (Nelson Mandela 1994)***

<b>Insight</b>	<b>Initiative</b>	<b>Inspiration</b>
<b>Students:</b> Become aware of the emotions that affect	<b>Students:</b> Learn to take responsibility for	<b>Students:</b> Immerse themselves in what moves

<p>their behaviour and manage them</p> <p><b>Staff:</b> Accurately see events, circumstances and people, making sense of them</p> <p><b>Parents / Carers:</b> Understanding what works for their child and how they can sustain it</p>	<p>themselves and their actions</p> <p><b>Staff:</b> Seize opportunities to lead, learn and role model, encouraging others to take responsibility</p> <p><b>Parents/ Carers:</b> Take responsibility through being accountable and participating in the life of the school</p>	<p>them and engage in successful learning</p> <p><b>Staff:</b> To inspire others you first need to inspire yourself</p> <p><b>Parents/Carers :</b> Translate the vision into something you can understand and achieve</p>
<p><b>Involvement</b></p> <p><b>Students:</b> Involve themselves in finding the pathway to achieve their ambitions for the future</p> <p><b>Staff:</b> Take the leadership role in empowering the student and their family to become involved in celebrating success and identifying the next steps</p> <p><b>Parents / Carers:</b> Describe and demonstrate how they can personally impact on positive outcomes for their child and achieve success</p>		
<p style="text-align: center;"><b>Improvisation</b></p> <p><b>Students:</b> Tap into their creativity to reflect on their achievements and future aspirations</p> <p><b>Staff:</b> Encourage innovation and weld resources into new combinations to foster originality and match the curriculum to the student</p> <p><b>Parents/ Carers:</b> Focus on learning from mistakes rather than attributing blame</p>	<p style="text-align: center;"><b>Individuality</b></p> <p><b>Students:</b> Experience a personalised curriculum in which they become their own best teacher</p> <p><b>Staff:</b> Possess a clear sense of their own personal identity and what can be achieved through their leadership</p> <p><b>Parents/Carers:</b> Accept yourself and your child with all your strengths and weaknesses and work hard to achieve</p>	<p style="text-align: center;"><b>Implementation</b></p> <p><b>Students:</b> Talk about what you want to achieve endlessly and turn your words into deeds</p> <p><b>Staff:</b> Model behaviour, demand feedback, persevere and celebrate success</p> <p><b>Parents/ Carers:</b> Be open to suggestions, listen, contribute and follow through on actions, reviewing success</p>

### Curriculum Delivery and Pedagogy

The consistency of high quality teaching and learning hinges on an agreed approach to the pedagogy that will enable students to engage and accelerate their learning. This is enshrined in The INSPIRE Learning Model that provides a clear blueprint for students, staff, parents and carers, enabling them to take a leadership role in learning that drives progress and achievement for all. Within the boundaries of a BESD school, repetition and understanding of a clear pattern of learning reinforces expectations and gives students growing confidence in managing their academic and social learning situations.

The INSPIRE learning model will be the vehicle for delivering the academic and vocational curriculum to ensure young people gain access to the knowledge, skills and understanding they require to progress to further training and employment. The specific focus and emphasis on literacy and numeracy is embedded in the model to include the development of higher order thinking skills, using and applying higher order questioning to secure understanding, accelerate progress and foster independent learning across the curriculum.

It also embeds the development of the social responsibility and a sense of belonging to both the school and the community within each individual. The learning model seeks to assess and address the difficulties and challenges of each individual's behaviour to support them in becoming more confident and self-disciplined, increasingly able to employ these positive attributes in a variety of settings.

### Putting the I in INSPIRE - A Learning Model

The 5 Is Learning Model is drawn from the Leadership model to maximise student **Involvement**, plan for **Individuality** in a curriculum that is **Implemented** through **Inspirational** teaching and learning, with the **Insight** to look forward to the aspirational future for all young people. It will be vitally important to use and apply this model to every learning situation within the school, college or work place. The 'teacher' in this model is the adult delivering the learning to students or indeed the powerful ICT programme that supports independent learning.

#### The 5Is Learning Model:

- 1. Involvement** - Rigour in teaching, learning and assessment to empower students, encouraging them to become involved in the learning programme, taking the leadership role in mapping their future curriculum design;
- 2. Individuality** – A differentiated curriculum and programme of study that starts with an assessment of prior learning and takes account of styles of learning, personal experience and motivational interests;
- 3. Implementation** – Validation of prior learning, progress and attainment through positive and constructive feedback that recognises and celebrates effort, perseverance and achievement;
- 4. Inspiration** – Inspirational teaching and learning that translates the vision into well planned work, supported with excellent resources to meet the learning objectives and motivate the learners;
- 5. Insight** – High expectations that demonstrate an understanding of the student, the situation and their aspirations for their learning and the future.

#### Step1. Involvement

Are students ready to learn?

Are emotional and behavioural barriers to learning resolved and managed to enable learning?

Are the learning objectives clear and understood by the students and adults?

Is the learning set within the context of the bigger picture for the subject?

Does the context for learning reflect the interests and aspirations of the learner?

Are the students able to articulate their learning intentions?

Are students clear on what success will look like for them?

Are students and their parents or carers taking opportunities to become involved

in designing the curriculum to achieve their aspirations?

### **Step 2. Individuality**

Is work differentiated to enable all students to make progress from previous learning?

Are the individual's literacy and numeracy targets in all curriculum planning?

Are the triggers for anti-social responses identified and a focus put on remedying the unacceptable behaviours?

Does the planning identify and reflect the student's preferred learning style?

Is the context of the work matched to the interests and motivations of the student?

Is low level disruptive behaviour managed appropriately and challenged in a positive way to re-engage students in learning?

Are there clear strategies for managing the individual's emotional needs?

Does the learning environment provide high quality differentiated resources to scaffold learning?

Is the teacher using differentiated questioning effectively to develop higher order thinking and promote progress for all abilities?

Are strategies for collaborative working planned and used effectively and appropriately to promote social responsibility within the learning situation?

### **Step 3. Implementation**

Is the teacher assessing learning and promoting progress from where students started?

Are the interventions and teaching points timely and effective in moving learning forward?

Is the students' work shared and celebrated to reinforce expectations for high quality work?

Do the adults constantly reinforce what students are learning and need to achieve?

Are adults monitoring, checking and assessing progress throughout the activity?

Is intervention timely and appropriate to maintain concentration and promote progress towards learning objectives?

Are students encouraged to be resilient and feel safe to explore, anticipate, try and seek solutions without a feel of failure or rebuke?

Are the students helped to assess their work and that of their peers against learning objectives and personal targets?

Are the students able to articulate their learning referring back to the big picture and prior attainment?

Is effort and perseverance being recognised and rewarded to make problem solving a positive learning strategy?

Is peer assessment systematically focused on clear criteria and explicit steps to improve?

### **Step 4. Inspiration**

Is teaching informed and inspired by research, action learning and the INSPIRE professional development programme?

Is the learning context motivating and engaging for the learners?

Is the pace and variety of learning underpinned by excellent resources, including new technologies?

Is explicit questioning promoting understanding, explanation and analysis?  
Is the learning made accessible to students with low levels of literacy and numeracy?  
Does the plenary or individual review session enable students to demonstrate and celebrate what they have learned and achieved?  
Are the adults promoting problem solving skills and shared solutions as an integral part of flexible thinking and learning?  
Are students supported to sort out problems, any confusion and challenges encountered during the lesson?  
Are students encouraged to accept and explain their mistakes as part of the learning?  
Is the teacher using a different range of styles and strategies to enable all learners to engage and demonstrate their thinking?  
How are 'Challenge the Teacher' sessions used to develop higher order thinking and questioning skills, using what they have learned?

### **Step 5. Insight**

How does the teacher connect and praise students' attitudes and learning to their future aspirations?  
How does 'marking' affirm progress and attainment against individual targets, clearly setting out the next steps?  
Is the selected learning pathway flexible enough to meet the needs of the individual?  
Are students, parents and carers involved in designing the learning pathway?  
Are the appropriate support mechanisms in place to provide timely specialist advice services and support to students, parents and carers?  
How is the student's individual portfolio of accreditation and achievement used as motivation for further learning?

The Performance Management framework will review staff performance and student outcomes against the impact of this Learning Model as set later in this application.

### **Type of Curriculum**

Our curriculum rationale is driven by the needs of the cohort of young people with significant social, emotional and behavioural needs, who have become disillusioned with the education system, experienced failure and rejection and for the most part, have lost their motivation for learning. The INSPIRE curriculum will 'fit' the students rather than the students be moulded to 'fit the school'. Our combined expertise and experience of leading a wide range of different schools, learning from research and listening to the views of young people and their parents and carers has shaped the flexible curriculum offer for INSPIRE.

We know that the majority of our students will want an alternative to conventional main stream schooling, with 10 subjects delivered in 30 periods over 5 days a week from 9 to 3.30

**They have aspirations; they want to succeed; they want more practical qualifications and they want employment.**

**In response, we will listen to their aspirations; we will teach them key skills; we will help them to remove barriers to learning; we will motivate them through inspiring activities; we will develop their sense of social responsibility**

**and we will find an appropriate pathway to progress, achievement and employability**

## **The Curriculum Framework**

### **The core curriculum**

**At Key Stage 3**, the core curriculum will be extended through a themed approach to planning and delivering an innovative programme for the Foundation subjects. Half termly themes will be designed to motivate and inspire students. These will range from music to horticulture and from drama to technology. Each project will be planned to include key experiences and active learning, involving key skills and knowledge that will capture, foster and develop talent.

Students and staff will have the opportunity to design the project, maximise opportunities to engage outside experts to inspire learning.

*For example, a half termly music project could include; instrumental teaching, rapping sessions, music therapy, music writing and jamming sessions, using new technologies to create and write music or songs, biographies and critical appreciation reviews and listening to music, culminating in a performance showing the talents of the group. Leadership opportunities will be developed within the project, led by an artist in residence, designed to identify talent and engage some of the cohort in studying music to a higher level.*

*A range of articles and U tube performances can also be reviewed to develop the skill of writing a critique. The recent television focus on 'creating a choir' could also inspire team work and success, taking the project into the community. Students could also study the history of music and explore the traditional music from across the world to give an insight into the humanities curriculum.'*

**The 14 to 19 curriculum** will have the flexibility to secure the appropriate pathway for all students, rather than adhering to the age related curriculum. This will be based on an assessment of their:

- . / stage of development,
- . / emotional and behavioural needs,
- . / basic skill levels,
- . / prior learning,
- . / social responsibility,
- . / personal motivation,
- . / readiness for the world of work.

Students will aspire to progress from the Key Stage 3 foundations to attain accreditation in a range of national qualifications, including Entry Level, GCSE, BTEC, ASDAN COPE and NVQ. These qualifications and accredited courses will change in line with the national developments and an aspiration to enable some students to achieve the English Baccalaureate, studying a modern foreign language at a mainstream school or through distance learning to achieve a 'C' grade in the full range of subjects required.

All students have an entitlement to experience of work related learning through work experience placements, vocational programmes, functional skills and employability training. The individual pathway for each learner enables them to gain access to apprenticeships, further training or return to mainstream education for all or part of their education programme. The universal aim is to achieve the path to employment. This will be planned through careful consideration of the appropriate **Post 16** programme for each learner.

**Key Stage 4 and Post 16** provision will be delivered on site and commissioned in partnership with local colleges, businesses and other schools to maximise the opportunities for the individual.

Students who are newly enrolled at INSPIRE, after the secondary transition age of 11, will be entitled to a full multi agency assessment of their academic, social, health and emotional needs to influence and inform their personalised programme.

### The co-curriculum

The curriculum entitlement is designed to provide students with an education for life and work. This crucial preparation for life, development of skills and leadership opportunities is reinforced through the strength of the proposed co-curriculum. The co-curriculum, detailed in the next section of this report will maximise the contribution of a wide range of partners to extend the students' learning into the community.

*For example The Medway Youth Trust will engage young people within their local community area at evenings and weekends, involving them in positive learning activities and accredited schemes such as Duke of Edinburgh and Sports Leaders, involvement in charity, fund raising and voluntary projects.*

An important aspect of the core and co-curriculum is the vital contribution of social care, health and police in developing the PSHCE curriculum within and beyond the school gate, as outlined in the next section. They will impact on the wellbeing of the young person and support their parents and carers in taking a more effective leadership role in influencing their child's future.

### INSPIRE – A Curriculum Framework for Accreditation

<b>Key Stage 3 Curriculum Framework supported by specialist services</b>		
<b>Core Curriculum</b>	<b>Themed Curriculum</b>	<b>Co-Curriculum</b>
<b>English National Curriculum</b>  <b>maths National Curriculum</b>  <b>ICT National Curriculum</b>  <b>science National Curriculum</b>	<b>Half Termly Themes covering the areas of learning, teaching skills, knowledge and understanding:</b>  <b>Human and Social Aesthetic and Creative Technologies</b>  <b>Embedding literacy and</b>	<b>A Menu of Positive Activities Including:</b> <b>Medway Youth Programme</b> <b>First Aid Courses</b> <b>Sports clubs</b> <b>Volunteering</b> <b>Guides, Scouts &amp; Army, Navy, Air Cadet Force</b> <b>horticulture</b>



Physical Education  Personal, Social, Health and Cultural Programme	numeracy within all themes.	art, Music and dance Amateur dramatics Recreational activities including: hiking, fishing, cycling and sports club membership
---	-----------------------------	---

14-19 Curriculum Framework supported by specialist services and partners			
Core Curriculum	Academic Pathway	Vocational Pathway	Co-Curriculum
English  mathematics  ICT Curriculum  science  Personal, Social, Health and Cultural Programme  Employability and the World of Work –including work experience and work placements	‘A’ Level courses commissioned for able students. Access to GCSE level courses through Adult qualifications, Foundation and Entry level courses in Functional Skills. GCSE core - courses studied at INSPIRE Other GCSEs at partner mainstream schools and Colleges to follow specialism / E. Baccalaureate. ICT extended to GCSE, ECDL and new course accreditation.	A range of College courses including; mechanics, hair and beauty, photography, construction, fitness Instructing, retail; catering & hospitality; horticulture; childcare. Apprenticeships and extended work placements with local businesses, the Council, NHS etc.	A Menu of Positive Activities Including: Medway Youth Programme First Aid Courses Sports clubs Volunteering Guides, Scouts, Army, Navy and Air Cadet Force Recreational activities including: hiking, fishing, cycling and sports club membership Supported part time employment placements during leisure time horticulture art, Music and dance Amateur dramatics

### Qualifications

Qualifications are an essential measure of the success in achieving our vision, set out in Section C:

‘INSPIRE will be a pioneering special school with a dynamic personalised curriculum, tailored to the needs of the individual, securing progress and success for every student. An unrelenting focus on making the core curriculum innovative and accessible will ensure our learners are numerate, literate and superbly prepared for the world of work.  
At INSPIRE, students, staff, parents and partners will be given the opportunity

## **to develop as leaders, both within and beyond the school gate.'**

Placing progress and success at the heart of an educational offer designed to prepare young people for life and employability provides the rationale for a curriculum that emphasises the importance of tangible, measurable achievements. In this context the emphasis is on the assessment that defines and determines the appropriate programme for each student to enable them to access the curriculum. The curriculum continuity and progress in the key skills is vitally important to the opportunities for progression.

At Key Stage 3 Students will develop their competency in communication, oracy and numeracy at every opportunity, through planned formal and informal learning. ICT competencies and skills will become part of the curriculum delivery to provide access and achievement within the programmes of study for the National Curriculum.

This will provide all students with the platform to complete formal qualifications in English, mathematics and ICT in the senior school. This may be at Entry Levels for some students, whilst others will achieve GCSE. More able students and those who have conquered their emotional and behavioural barriers to learning will have the opportunity to achieve the E Baccalaureate through studying some subjects, including a modern foreign language in another school or college. Talented students will have the chance to pursue their interest and passion for a subject through GCSE and A-level, commissioned from other schools, providers or specialist teachers. Every opportunity will be seized to personalise the curriculum and expand the range of qualifications to meet individual needs.

The 14-19 progression routes will be flexible to accommodate both academic and vocational pathways. Making full use of the partnership with local schools and the commissioning arrangements with Mid Kent College and local businesses will be crucial to giving students access to their preferred pathway. The range of possible courses and opportunities will be expanded from those already 'tried and tested' within the Medway Family of schools, reflecting changes to the currency of accredited courses within the National Framework over the next two to three years.

### **Flexibility - An approach to accreditation at stage rather than age**

Our vision to create a dynamic personalised curriculum, securing progress and success for every student will require flexibility and innovation in all aspects of the curriculum delivery and accreditation. We will apply this flexibility to the qualifications and accreditation framework at INSPIRE.

The initial needs assessment of each young person will identify strengths and areas for development that will then be embedded into their curriculum programme. The curriculum will foster and develop creativity and talents or extensive prior experience and success in a particular subject area. Opportunities to accredit this strength will be maximised. Students may take examinations early to motivate them and shape their learning pathway.

Similarly, students with very low levels of literacy and/or numeracy may excel at art, ICT or photography, playing the guitar or swimming. They will be given opportunities to achieve accreditation through a recognised certification process at as early a stage as possible, whilst also being taught English and mathematics at a lower than age related level of the National Curriculum.

*It may be that a student from a bilingual family could sit a GCSE examination in his or her mother tongue in Year 10 and graduate to further study on the A level syllabus, whilst still working from the Key Stage 3 Programmes of Study in English and mathematics at an appropriate level.*

*Similarly a student who shows an aptitude for photography may be working on an accredited programme at Mid Kent College but learning the basic numeracy skills at Level 3 of the National Curriculum, working towards a more intensive Entry Level programme of study.*

We believe that success breeds success, supporting the development of self-esteem and confidence, enabling the young person to recognise their strengths and weaknesses in setting realistic aspirations for their future.

In addition to this flexibility, we will maximise the potential for success by taking full advantage of the Examination Board regulations for pupils with Special Educational Needs. This includes the provision of additional time or the use of an amanuensis. This will be a part of the initial assessment process to ensure that the required evidence is gathered and more importantly that students have experience of these special arrangements in practice and mock examinations.

As sponsors, our staff and examination officers have extensive knowledge and expertise in matching the course and the accreditation to the student, ranging from the lower attaining students to those with specific talents in the Special School, St Werbergh Centre for Autistic Spectrum Disorder, and main stream settings. We will draw on our collective intelligence from across The Williamson Trust family of schools, including the St Werbergh Centre, Green Acres and Bradfield Special School. This is enhanced by the designated Teaching School within the Williamson Trust, which will ensure our staff benefit from the latest research and information on teaching and learning and how this impacts on the evolving development of the National Qualifications Framework.

The administration of such an individual offer will become less onerous as it becomes part of the multi-agency assessment process and is embedded as an entitlement for students in the teaching and learning practice of all staff. We will ensure that all staff are trained to manage the flexibility as outlined in the section on Staffing and Professional Development. We will appoint some primary trained members of staff to ensure we have immediate access to an effective and intensive approach to teaching the early stages of literacy, oracy and numeracy in a motivating and inspiring way to accelerate progress. These primary trained colleagues may also be more proficient at taking the lead in the design and implementation of the Themed Curriculum for Key Stage 3 Further detail is given later in this section of the document.

## **Curriculum and Organisation of Learning**

### **Curriculum Models**

The curriculum framework, set out in the previous section D1 places an unrelenting

focus on the core subjects, particularly literacy and numeracy, underpinned by skills and competencies in a range of ICT.

**At Key Stage 3**, the core curriculum will be extended through a themed approach to planning and delivering an innovative programme for the Foundation subjects. Half termly themes will be designed to motivate and inspire students. This allows the focus on literacy and numeracy to be translated into additional teaching time within the timetable rather than focusing on delivering the full programme of study in individual lessons in all National Curriculum Foundation subjects.

### **INSPIRE CURRICULUM FRAMEWORK FOR KEY STAGE 3**

<b>Subjects and Learning Areas</b>	<b>Time in 50 min periods per week</b>	<b>Personalised Flexibility</b>
<b>Core Curriculum</b>		
mathematics / numeracy	5	
English / literacy	6	Includes individual and small group tutorials
science	4	
ICT	2	
Physical Education	3	Supplemented with lunch time/co-curriculum teaching
P.S.H.C.E.	3	
Assembly –Live for Learning	N/A	30 minutes allocated daily for assembly/review and readiness for learning.
<b>Themed Curriculum Areas</b>	<b>Time averaged across themes</b>	<b>Annual coverage of 6 themes</b>
Human and Social/R.E	7 per week with a focus on the balance between the areas of learning. A clear emphasis on literacy/ numeracy & communication	Talent discovery and nurture More focus on music or art/drama to meet students' motivations/assessment of strengths/future pathway
Aesthetic and Creative Technologies		
Co Curriculum	1 Hour daily from 3.10-4.10. and lunch time opportunities	Opportunities for individual to access sports leaders /music/gardening/outdoor pursuits/fitness/competitions

#### **Personalising the Key Stage 3 Curriculum Model**

At Key Stage 3 the unrelenting focus on literacy and numeracy is translated into an integrated and personal approach to developing skills, knowledge and understanding through subject focused lessons, individual and small group tutorials and the

integrated approach to literacy and numeracy across the curriculum. All teachers will be teachers of literacy and numeracy, using a shared resource base to immerse students in literacy for life. They will be highly trained in embedding the basic skills into innovative learning. It is the context not the structure that provides flexibility and personalisation for the students.

This rationale is informed by research, proven experience and from talking to young people about what has disengaged them from learning in mainstream. A curriculum that teaches and reinforces literacy and numeracy skills in a range of different contexts, for a range of different purposes is more likely to accelerate progress for individuals and lead to tangible success in achieving goals. This rationale for contextualising learning for individual students will also be applied to the subject specific English and mathematics lessons as exemplified in Section C of this document and detailed in the next section on curriculum content, for example:

*An avid football fan will be learning to read the Fanzine, articles on their team's performance and using DVDs, short TV clips of matches to develop questioning, analysis and review. They will be able to contribute an article or opinion as they hone their literacy skills or make a commentary on the 'clip', becoming the commentator.*

It is in this context that the Co Curriculum provides crucial teaching and learning opportunities that develop the students' competence in aspects of literacy and numeracy, not least verbal communication and technical vocabulary, related to gardening, sport or the health and care of animals.

This approach will also support the assessment process for key requirements in the statements of Special Educational Needs which often refer to learning styles and contextualising the learning to promote progress towards acquiring basic skills in National Curriculum English and mathematics. The impact of this teaching and learning strategy is detailed in Section D4 of this document.

**The 14-19 curriculum** framework outlined in the previous section of this document will provide future learning pathways to meet our aspirations for all young people to; 'play a leading role as good citizens in all walks of life by achieving the highest possible standards in all they do'.

The core curriculum will be the passport to achieving success in both the academic and vocational pathways. It is crucial for students to be supported in taking a lead in designing this route to the future, both in the pastoral and academic strands of the provision. They will be motivated and inspired but must recognise and overcome their barriers to success. This may be as simple as the need to gain basic skills in literacy or as complex as overcoming an addiction to drugs or alcohol, living with domestic violence and abuse at home or indeed being made homeless.

Within the complexity of this context, the role of inter-agency assessment, support and specialist advice, guidance and specialist treatment is a key part of the wider curriculum. This is further detailed and explained in the next paragraph on curriculum content for PSHCE, in Section D4 and through the Behaviour for Learning policy and Rewards scheme.

## INSPIRE CURRICULUM FRAMEWORK FOR 14-19

The Framework for Key Stage 4, set out in the previous section, has a robust curriculum offer, with progression at its heart and persistence as its backbone. We are seeking to raise aspirations through engaging students in leading their learning, setting and meeting goals to further training and employment.

We will have two groups of students:

Key Stage 3 students from INSPIRE, who have had access to and made progress in a broad based curriculum of knowledge, skills and competencies; we know the students and their families well and have encouraged them to take a lead in learning;

Students joining INSPIRE at the start of Key Stage 4 or mid-way through the 14 – 19 programme, who have experienced failure and have significant social, emotional and behavioural needs.

This provides a rationale for moving away from the age related curriculum to meet the emotional and learning needs of the student, working with other agencies, their parents and carers.

The curriculum pathways within the framework are familiar but the approach we will take at INSPIRE is characterised by innovation, involvement and inspiration to include a strong and vibrant co-curriculum offer as detailed in the next section on curriculum content.

<b>14-19 Curriculum Framework supported by specialist services and partners, with flexibility for individual tutorials and mentoring.</b>			
<b>Core Curriculum For all students</b>	<b>The Academic Pathway Menu</b>	<b>The Vocational Pathway Menu</b>	<b>Co-Curriculum Menu</b>
<b>English</b> <b>Flexibility to teach from KS2 to KS3 curriculum towards Accreditation from Entry Level to GCSE mathematics</b> <b>Flexibility to teach from KS2 and KS3 Curriculum towards Accreditation from Entry Level to GCSE ICT Curriculum Accredited Functional</b>	<b>‘A’ Level courses commissioned for able students.</b>  <b>Access to GCSE level courses through Adult qualifications, Foundation and Entry level courses in Functional Skills.</b>  <b>GCSE core - courses studied at INSPIRE</b>  <b>Other GCSEs at partner mainstream schools and Colleges to follow</b>	<b>A range of commissioned vocational courses including;</b> <b>Functional Skills English/maths/ICT at EL/L1/L2</b> <b>BTEC Work skills</b> <b>Emergency First Aid</b> <b>Fitness and Physical Activity</b> <b>Fitness</b> <b>Instructing</b> <b>Citizenship</b> <b>Building</b> <b>Hair and Beauty</b> <b>Childcare</b> <b>Catering</b> <b>horticulture-</b>	<b>A Menu of Positive Activities Including:</b> <b>Medway Youth Programme and other providers:</b> <b>Princes Trust -12 week course</b> <b>Ready Steady Learn-qualification</b> <b>National Citizen - 8 week programme</b> <b>Duke of Edinburgh Award Scheme</b> <b>Positive Youth Activities</b> <b>Horizons motivational group programme</b>

<b>skills to GCSE Personal, Social, Health and Cultural Programme with specialist IAG and services Employability and the World of Work – including work experience</b>	<b>specialism / E. Baccalaureate.</b>  <b>This offer will also include science lessons at INSPIRE and emerging new courses within the National Framework</b>	<b>Hadlow Agricultural College</b>  <b>Apprenticeships and extended work placements with local businesses, the Council, NHS etc.</b>	<b>Sports Leaders Sporting Activities Volunteer programmes Horticultural events and programmes in liaison with Hadlow Agricultural College</b>
--	--	--	--

The Curriculum offer is translated into individual and group programmes to demonstrate the personalisation required for the 14 – 19 cohort of around 44 students. The increase in numbers makes this curriculum organisation more viable, with whole day sessions allocated to off- site programmes within the vocational pathway. It also dictates the staffing structure to ensure groups of INSPIRE students have a learning tutor or mentor with them to lead and support them in meeting the expectations of the learning setting or workplace.

Students have access and entitlement to a broad and balanced curriculum through this framework. However, the decision to offer science but not to make this compulsory for all students at Key Stage 4 is informed by the challenges of preparing students for the world of work and the unrelenting focus on their competency in literacy and numeracy. For many students who are likely to have low levels of literacy and /or numeracy, the academic rigour will be applied to ensuring they make rapid progress in this area, whilst enjoying the motivational opportunities this curriculum framework affords. Many students will also be receiving specialist advice, support and guidance around a range of social, emotional and health issues, which takes time from their day.

On consideration of an appropriate science curriculum for the 14 to 19 age group, we recognise that this would take time and resources from the key drivers of preparing young people for life and work, both academically and emotionally.

Within the INSPIRE framework and rationale, the menu does offer a science based programme, if this is relevant and appropriate to a group from within the cohort. Our flexibility will be evident in response to the changing cohorts of students and the possibility of meeting an unexpected demand for science through partner arrangements, including the use of specialist teachers and technicians to work alongside INSPIRE staff . The other significant issue would be the access to laboratories, health and safety and technical support for delivering the intense and demanding practical experiments within the INSPIRE building.

## Delivering Personalised Flexible Programmes

The examples below translate the curriculum framework into reality for some of the students we may educate at INSPIRE. The 3 examples are designed to demonstrate the way in which we will work to gain insight and address the needs of individual students through the menu of opportunities available to them through the core curriculum, vocational or academic pathway and the vibrant co-curriculum. These all combine to motivate the students and engage them in things they are interested in pursuing.

### Examples of Individual Programmes for 14-19

#### Student A. Age 15 Vocational Pathway

Student A will be at INSPIRE for 3 days weekly, with 1 day studying a vocational course at Mid Kent College and 1 day work placement with a local hairdresser. She also takes advantage of the co-curriculum opportunities (two evenings and at the weekend) at her local Youth Centre to support her Bronze Duke of Edinborough award.

She is really motivated by appearance and the world of health and beauty. Set in this context, she is able to engage with the context of literacy for life and basic functional skills in mathematics to be able to function competently in the salon and calculate her shopping spree bills.

The fitness instruction may lead to a qualification at Level 2 through CYQ.

The Duke of Edinburgh Bronze Award is a challenge she has set herself, inspired by a close friend. Early mornings were a problem but the expectations at the salon have reinforced the work ethic. PSHE focuses on her support for controlling alcohol consumption and consequent aggressive behaviour, with appropriate specialist support.

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
9.45-10.00	Learning launch	Vocational Course in Hair and Beauty Off site	Learning Launch	Work Placement in Hair Salon locally	Learning Launch	Duke of Edinburgh practice Expedition  15 mile walk and skills for first aid, cooking, navigation and team building
10-10.50	English		maths		PSHCE	
10.50-11.40	ICT		English /Drama		ICT	
11.40-12.30	Fitness Instruction		maths		maths	
12.30-1.10	Lunch		Lunch		Lunch	
1.10-2.00	maths		ICT		World of Work	
2.00-2.50	PSHE Special IAG		Fitness Instruction		English	
2.50-3.10	Assembly		Assembly/Group Review		Personal Mentor	
3.10-4.00	World of work		PSHCE		Fitness Instruction	



<b>Evening</b>	Local Youth Club Activity Health clinic		D of E volunteering at a local old people's care home			
----------------	---	--	---	--	--	--

### Student B. Age 16 Vocational Pathway

Student B will be at INSPIRE for 3 days weekly, with 1 day studying a vocational course at Mid Kent College and 1 day work placement with a local building firm as a trial pre apprenticeship. He is also very passionate about football and can play brilliantly when not too aggressive. This provides an outlet for emotional tension and focuses his aspirations on gaining Sports Leader accreditation. In addition it shows him that controlled behaviour results in better sporting performance and the benefits of team play and peer reliability. Student B is excellent at mathematics and extremely interested in science, linked to motor vehicles, but experiences difficulties with low levels of literacy. English lessons are contextualised around sport and the language of the construction industry to support his College course and potential apprenticeship. Personal Mentoring is a key aspect of his curriculum to remove barriers to learning.

<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Weekend</b>
<b>9.45-10.00</b>	Learning Launch	Mid Kent College Construction	Learning Launch	Work placement With local building firm for planned apprenticeship	Learning Launch	Football Training /matches
<b>10-10.50</b>	English E1		ICT		PSHCE	
<b>10.50-11.40</b>	maths GCSE		English E1		maths GCSE	
<b>11.40-12.30</b>			maths GCSE		Literacy Tutorial	
<b>12.30-1.10</b>	Lunch/ Football club		Lunch		Lunch/ Football club	
<b>1.10-2.00</b>	science		Fitness		World of Work	
<b>2.00-2.50</b>	PSHCE		science		English E1	
<b>2.50-3.10</b>	Personal Mentor		Personal Mentor		Personal Mentor	
<b>3.10-4.00</b>	World of Work		PSHCE		science	
<b>Evening</b>	Football Training		Club Football			

### Student C. Age 17 Academic Pathway

Student C will be at INSPIRE for 5 days a week studying an academic pathway, below his age related expectations. He is a complex introvert with low self-esteem,

excellent at mathematics and focused on anything to do with technology. His written language skills are also well developed but his oral communication is poor. The personalised programme establishes a routine around success, with high levels of personal mentoring to support his fear of failure. The introduction of a physical dimension will be planned for as an extension of the horticultural programme. The aspirational goal is the E Bacalaureate.

<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Weekend</b>
<b>9.45-10.00</b>	Personal Mentor	Learning Launch	Personal Mentor	Learning Launch	Personal Mentor	Part time opportunity in Garden Centre— focus of the world of work lessons-to motivate and prepare for the paid employment opportunity
<b>10-10.50</b>	English GCSE	ICT GCSE	Language Lab French	maths GCSE/ICT	PSHCE	
<b>10.50-11.40</b>	maths GCSE	Language Lab French	English GCSE	Language Lab French	maths GCSE/ICT	
<b>11.40-12.30</b>		Individual Tutorial/ English	maths GCSE	English GCSE		
<b>12.30-1.10</b>	Lunch	Lunch/ICT	Lunch	Lunch/ICT	Lunch	
<b>1.10-2.00</b>	science	science	ICT GCSE	science	World of Work	
<b>2.00-2.50</b>	ICT GCSE	maths GCSE	science	World of Work	English GCSE	
<b>2.50-3.10</b>	PSHCE	Personal Mentor	World of Work/ Oral skills	French Lab	Language Lab French	
<b>3.10-4.00</b>	World of Work	Outdoor horticulture	PSHCE	Outdoor horticulture	science	
<b>Evening</b>						

## Content of the Curriculum and Programmes of Study

The curriculum framework for accreditation is set out clearly in the preceding sections of this document. Students will follow the National Curriculum at Key Stage 3, focusing on narrowing the gap and raising standards in the basic skills for numeracy and literacy. Students will be carefully assessed and monitored to measure progress against the national levels of achievement and age related expectations.

The Foundation subjects will be delivered through a themed curriculum that has the flexibility to focus on the development of skills, knowledge and understanding within a motivational context. Students will be able to contribute and lead on the design of the themed curriculum to reflect their interests and motivations.

It will be crucial for staff to use the themed curriculum to develop different aspects of multiple Intelligences and the different styles of learning that underpin this

development.

*For example, a themed curriculum that focuses primarily on Linguistic Intelligence could be inspired by a 'Poet in Residence', working with students on a range of poetry, writing and responding to this; with access to clips of responses from other eminent critics and evaluating them. This could lead to the work of poets around themes such as 'war', 'spiritual writing' or 'nature' and the history, R.E or biology links to knowledge and understanding in these subjects. The theme could be extended to the use of rhyme, rhythm and genre in other forms of writing. Students will have an opportunity to learn an instrument, compose with percussion and using technology to compare and contrast the impact on sound and appeal. Surveys of popular music and graphic displays on the results, the production of an anthology of poetry and the lead into PSHCE curriculum, exploring bullying, violence and the ethics of war serve as examples within this theme. The dramatization and performance aspects of any of these genres will promote progress in language and communication skills. A visit to a local school's dramatic performance or to the theatre or a concert may be an option within this theme.*

The potential of the themed curriculum to enthuse and engage students is immense. Some of the benefits with young people who have a range of experience, skills and knowledge across the National Curriculum foundation subjects include:

- ./ Access to a broad and balanced curriculum that promotes spiritual, moral, cultural and mental development;
- ./ Preparation for the experiences of life and leisure activities, such as music, poetry nature and developing an informed opinion;
- ./ A foundation to the pathway for the next stage in learning and employment; such as a love of animals or gardening;
- ./ Provides flexibility in the choice of themes to match students' interests and motivations;
- ./ Develops multiple intelligences and enables students to experience different learning styles;
- ./ Teaches skills, knowledge and understanding across the Foundation subjects of the National Curriculum , highlighting the talents and strengths students may have in a particular subject, accelerating progress;
- ./ Provides the opportunity for diversity and independent work within the overall theme to meet key learning objectives.
- ./ Enables pupils admitted mid-year to access the curriculum and make progress.
- ./ Allows students to lead the programme and achieve success.
- ./ Focuses on planned and assessed learning objectives for literacy and numeracy across the themed curriculum

### **An Example of an Annual Themed Curriculum Plan for Key Stage 3**

**This shows an example of the breadth and depth of the themed curriculum for Key Stage 3, drawing on students' interests in media stars from sport through to film, music and media.**

**Theme — A Star**

HUMANITIES	Objective	Knowledge	Skills	Values	Tasks	Resources
History	To understand what makes a historical 'star by studying a number of key historical individuals. To decide the criteria by which you can judge them. In history this is called 'understanding significance'.	To learn about key figures in history and their impact on the world	Assessing and analysing information Hypothesising and understanding versions of events	Assessing the bias of reporting and versions of the same event Valuing different opinions	<ol style="list-style-type: none"> <li>1. What is historical significance</li> <li>2. A significant experience</li> <li>3. Biography of a historical figure</li> </ol>	Activity task sheets on historical significance Websites/DVD clips Accessible texts from picture books to text
Geography	To be able to develop a variety of map skills as well as using maps to explore wider issues in relation to festivals and the impact on stars appearance, such as environmental impacts and flooding.	Mapping requires reading, using and understanding symbols Environmental disasters and their impact- natural and man-made causes, facts and figures Specialist vocabulary	Organisational skills Using mapping skills Analysing and summarising Assessing , calculating and quantifying the costs of natural disasters	Valuing different opinions and beliefs linked to festivals Valuing the environment and 'Green' agenda Respecting the force of nature	<ol style="list-style-type: none"> <li>1. Creating a leaflet</li> <li>2. Designing a festival in school</li> <li>3. Assessing flood damage from news/recent TV clips and interviews and the impact on appearance fees</li> <li>4. Using a map to find a route in Silverbank Park</li> <li>5. Design a map</li> </ol>	Mapping a Festival Environment Agency Flood Map Glastonbury : Getting Here Sustainable Green Festival T in the Park Newspaper articles/TV clips
RE	To investigate people who have been influential in their area or field. To discover	Appreciate martyrs and heroes within	Researching and synthesising	Valuing diversity Valuing	<ol style="list-style-type: none"> <li>1. Debate</li> <li>2. Resource and Research –key</li> </ol>	Reference to Texts /DVDs /TV

	their inspirations, their aspirations and the origins of their star quality. To understand why Buddha was inspiring	different religions Comparative religions and lifestyles/traditions/beliefs	Using different techniques to display knowledge-media/drama	traditions and different lifestyles/beliefs /respecting	3. Use a range of media to show your research-photos/short video/poster/draft	clips on implications of religious beliefs Interviews and visits to explore religious impact on life Pictures/texts at different levels Writing scaffolds for Biography
Citizenship	To understand the impact of the media on star status	Reality versus star quality Knowledge of the hard work required to become successful Know how sport stars train and work to succeed	Understand fact and fiction Skills of media reporting and selling papers Skills of creating an image	The power of press reporting Values of privacy Legal rights and human rights Understand work ethic	1.Comparing and developing a news /media report using a range of techniques 2.Debating star behaviour and reporting 3.Create an image for a 'star'	Resource Pack Web sites/magazines/papers Interviews with stars-drama
ARTS						
art	•What a portrait is by researching a range of artists	To learn a range of artists names and	-Portraiture -Face -Shape	What is inspiration?	1. Researching Portraits 2. Inspirational	*Evaluation *Vocabulary List

	<p>work</p> <ul style="list-style-type: none"> <li>•The skills needed to create a proportioned face</li> <li>•To develop your observational drawing skills and mixed media skills</li> <li>•How to create a final piece using a range of research</li> </ul>	<p>dates and understand different styles of portraiture.</p>	<ul style="list-style-type: none"> <li>-Proportion</li> <li>-Measuring and marking on paper</li> <li>-Tone</li> <li>-3 dimensional drawing</li> </ul>	<p>Research people who are inspirational.</p>	<p>People</p> <p>3. Self Portrait</p>	<p>*Portraits</p> <p>*National Portrait Gallery</p>
<p>Music</p>	<p>To study several stars and the style of music</p> <p>We will look at;</p> <ul style="list-style-type: none"> <li>•1950's - Elvis Presley - Rock n Roll</li> <li>•1960's - John Lennon - The Beatles</li> <li>•1970's - David Bowie - Glam Rock</li> <li>•1980's - Madonna - Electronic Pop</li> <li>•1990's - Tupac - Rap</li> <li>•2000's - Lady Gaga - Modern Pop</li> </ul>	<p>Gaining knowledge through research.</p> <p>A brief history of Indian music.</p> <p>How does Bollywood connect to western culture?</p> <p>What is Rock and Roll?</p> <p>Historical context of 20<sup>th</sup> century music.</p>	<p>Key skills for performance.</p> <p>Learning how to play a melody using chords.</p> <p>Performing to an audience.</p>	<p>The spiritual aspect of Indian music.</p> <p>Appreciation of music from another culture.</p>	<ol style="list-style-type: none"> <li>1. Research Task</li> <li>2. Create Your Own Rock Star</li> <li>3. Performance Diary</li> <li>4. Making music to a theme-perform</li> </ol>	<p>*Vocabulary</p> <p>*Work Book</p> <p>Music Instruments</p> <p>Visiting musician in residence</p>

Drama	<p>*To explore how comedy has developed and changed over the last 60 years, from radio and black &amp; white TV comedy through to modern sketch and solo (Stand Up) comedians of today</p> <p>*To discover how comedy reflects real life, be it through jokes, funny observations or a TV sitcom setting</p> <p>*To look at the important skills a comedy performer needs in order to obtain and keep the audience's interest and attention</p>	<p>Conventions of comedy.</p> <p>Comedy genres.</p> <p>Historical context of comedy.</p>	<p>Comic timing.</p> <p>Comic physicality and developing vocal skills. Script writing.</p> <p>Performance reflection.</p>	<p>Appropriate material.</p> <p>The concept of 'A Star'.</p>	<ol style="list-style-type: none"> <li>1. Research Comedy genres</li> <li>2. Write a short comedy</li> <li>3. Performance Diary</li> <li>4. Stars of Comedy</li> </ol>	<p>Performance Diary</p> <p>Literacy - scaffolding for the task with prompts</p>
Dance	<p>To learn and develop new skills that will enable you to produce a performance piece.</p>	<p>What are the basic requirements of a musical?</p> <p>How to rehearse and refine a</p>	<ul style="list-style-type: none"> <li>-Posture</li> <li>-Energy</li> <li>-Timing</li> <li>-Dynamics</li> <li>-Spacing</li> <li>-Strength</li> <li>-Fitness</li> <li>-Character</li> </ul>	<p>Team work.</p> <p>Use of movement to express creative idea.</p>	<ol style="list-style-type: none"> <li>1. Musicals Research</li> <li>2. Personal Training Programme</li> <li>3. Dance Log book</li> </ol>	<p>Dance Booklet</p>

		performance. Training to be a dancer.				
TECHNOLOGY						
Product Design	Investigating some star designs	Health and safety in workshops. What is good design? How materials can be joined successfully	Designing with constraints. Working with plastics Evaluating existing products	Respect for others work. Appreciating good quality products.	1. Safety in the Workshop and Researching Designers 2. Designing Products 3. Planning and Making a Desk Tidy	Desk Tidy Workshop International Design Meeting Analysis-scaffolding for tasks



The 14-19 curriculum is more flexible, with a key focus on accreditation, training and employment. The flexibility and qualifications framework is set out earlier in this section.

It is clear that students will be following the programmes of study or syllabus for each course and programme selected on their pathway. We will maximise opportunities to help students achieve the highest levels they can in literacy and numeracy, ensuring that the context of all their learning is related to their aspirations and future goals.

The curriculum balance will be different for individuals and some groups of students, taking account of college courses and work experience or placements, as well as their motivations.

For some students, aspects of their personal and health care will impact on curriculum coverage and progress, for example, attendance and behaviour, drugs, alcohol and crime related activities. The comprehensive PSHCE curriculum, the role of learning mentors, the Youth Trust services and specialist treatment appointments may also require a review of individual programmes to maximise access to the curriculum, meeting DfE requirements for education.

The statement of Special Educational Needs is also of paramount importance to achievement.

### **The Importance of Physical Education and the Co-curriculum**

The importance of physical education, outdoor education and the wider co-curriculum cannot be underestimated. Our students will have wide ranging skills and interests, which can be met through our partnerships with a range of agencies in the Silverbank Park area, including the Royal Engineers and the Medway Youth Trust Programmes.

Starting from the assessment of the young person and their motivation, we will be able to access a range of activities in curriculum time and the core curriculum time, after school and during weekends.

The current menu includes:

- ./ Camping
- ./ Canoeing
- ./ Army Assault Courses
- ./ Forest School
- ./ Map Skills
- ./ Mini golf/pitch and putt
- ./ Orienteering
- ./ Shelter Building
- ./ Skateboarding
- ./ Raft Building
- ./ Pioneering
- ./ Horse Riding
- ./ Kayaking
- ./ Horticultural pursuits
- ./ Trim Trail

- ./ Swimming
- ./ Team Games
- ./ Motor Boating

This range of activities and programmes is further supplemented by the Medway Youth Trust targeted support, advice, guidance and and careers services. These include:

- ./ Targeted support for NEET prevention and reduction programmes in school
- ./ ESF funded NEET prevention activities in the community and in schools
- ./ Princes Trust Team-12 week qualification for 16-19 year olds at INSPIRE
- ./ Ready Steady Learn-13 week qualification for 16-19 year old young parents, who may be at INSPIRE
- ./ Youth Contract National Flagship Programme for 16-17 year olds
- ./ National Citizen Service-8 week programme for 16-17 year olds at INSPIRE
- ./ Individual bursary to commission programmes for LAC
- ./ Attendance and support in Annual Reviews and Learning Disability Assessments to shape a programme in the curriculum and co-curriculum for young people
- ./ Individual support for transition and College/Training Courses to sustain attendance and success
- ./ Vibrant programmes for young people across Medway in 5 Youth Centres

The Free School will work in partnership with these organisations to commission the programmes for groups and individuals that will contribute to their health, well-being and success.

The ambition is to set expectations high for our young people and expect that the menu of opportunities will create an educational offer for life. This will comprise:

1. A Curriculum Pathway
2. A pastoral specialist support package to remove barriers to learning
3. An exciting co-curriculum programme that extends beyond the school day

Our excellent track record of success with the learners, healthy working relationships with the local authority and local partners will enable us to maintain as well as develop our programmes and referrals process to commission the appropriate programmes for our students.

## School Timetable and Calendar

The school year will be 'in line' with that of the sponsoring partner Academies and family of schools to maximise the liaison, shared resources, access to

facilities and learning opportunities. This also fits with the colleges' arrangements for commissioned courses and vocational programmes. Work placements and apprenticeships will be arranged to meet the requirements of the employer and the student. These could sometimes span term time and holidays, particularly for older students preparing for the world of work.

**The INSPIRE school year:**

- ./ 195 days for staff, with 5 Professional Development Days.
- ./ 190 days, with 380 half day sessions, for students;
- ./ 3 terms in line with other schools in the family with 3 one week half term holidays;
- ./ Key Stage 3 – 8.45 - 4.00 including a co-curriculum entitlement at lunch time and a compulsory co-curriculum programme from 3-4p.m.
- ./ 14-19 students- 9.45 - 4.00 for days at INSPIRE, including a co-curriculum programme at lunch time **and** a range of days of varying length at College and in work placements, according to the personalised programme
- ./ A wide ranging co-curriculum offer of accredited activities and courses as outlined earlier in this section, to be accessed by students in the evening and at weekends, matched to their interests and future pathway.

## Organisation of Pupils

The organisation of pupils by 'stage rather than age' will enable the school to assess the needs of individual students and group them accordingly for the core curriculum, introducing more flexibility through the Themed Curriculum programme, to maximise the talents and interests of the individuals, reducing the gaps in skills, knowledge and understanding.

This organisation will also allow the school to maximise the teacher/student ratios and personalise the pastoral care to meet the needs of students and their families, accessing therapeutic support and specialist services. It will also foster the development of the Class Tutor role to support the teacher and the learning in each class.

INSPIRE will develop as the school grows to its full capacity of 80 students, with the extension of school based learning and training for students up to the age of 19. This facilitates the progression routes for 16 and 17 year olds, transferring to INSPIRE from The Oaks or other 11 to 16 BESD provision in 2014.

The commissioning model proposed to strengthen the personalisation of vocational and academic pathways at 14-19, is reflected in the organisation chart below. Although students will be attending a range of courses and programmes, experience shows they need and benefit from a 'Home' or 'Class' base to give them continuity, emotional support and access to specialist services as required. Within this structure the students find their 'Champion'. The Class Tutors role will be flexible and reflect the needs of students and the range of services available from other partners such as the Medway Youth Trust.

*For example, the NEET funded programme and the targeted youth support could ensure that students are supported in their work placements or 'off site' learning by a mentor from the Youth Trust, thus avoiding duplication and releasing the pressure on the INSPIRE in house staff'*

This approach is supported through discussions with the Youth Trust, who are focused on the same outcomes and aspirations for the young people, likely to be attending INSPIRE.

### **Organisation For Pupils at INSPIRE - An 80 place Free School for pupils age 11-19, with BESD.**

<b>Age and Key Stage</b>	<b>Organisation</b>	<b>Teaching and learning</b>
<b>33 pupils at Key Stage 3 Aged 11-14</b>	<b>5 mixed age classes of 6 to 7 pupils grouped for core curriculum and home base. Flexible teaching and learning across the Themed Curriculum using staff expertise and external specialists in music, DT etc</b>	<b>Class teacher and class tutor Support from other agencies and mentors for groups/individuals, including the Silverbank Park therapeutic services. Fitness Instructor and commissioned subject specialists/programmes</b>
<b>44 pupils at Key Stages 4 and 5 Aged 14-19.</b>	<b>5 mixed age class bases for 8 to 9 pupils on personalised programmes. Commissioned/shared programmes for GCSE foundation subjects, Vocational Programmes and Co curriculum menu</b>	<b>Class teacher and class tutor Support from tutors/Youth mentors at INSPIRE and for day courses/work placements. Specialist services and IAG from Youth/Business Mentors, Silverbank Park services and health.</b>
<b>3 assessment places for pupils as demand dictates</b>	<b>These places may not be full at any one time, and the age of pupils will vary according to demand</b>	<b>Arrangements to find the best learning environment in the key stage for each of the pupils during the assessment period.</b>

## **Staffing Structure**

Outstanding leadership is identified by OfSTED and widely acknowledged in

business as the most crucial factor to achieving success. INSPIRE will be led by an outstanding head teacher, appointed and mentored by one of the sponsors, bringing the reality of excellence into the BESD context.

██████████ ██████████  
This will be enriched through the experience of ██████████, ██████████, ██████████ will bring the outstanding strategic governance framework from The Trust to secure the crucial role of governors in the appointment and performance management of staff is developed and embedded at INSPIRE. ██████████.

As local head teachers of schools located in the vicinity of The Silverbank Park campus, they bring knowledge and authenticity to the creation and leadership of a new centre for excellence for the most challenging young people.

This should engage and attract the very best staff to the new Free School, confident in the leadership and development opportunities they will receive.

The sponsors and their Governing Bodies have vast experience and expertise in recruiting excellent staff and for managing contracts and service level agreements for facilities management and other services. This expertise will be used to inform the advertising, job descriptions and contractual conditions for staff recruitment. In terms of facilities management and technical support, they will draw on their individual arrangements to look for value for money services and facilities management within INSPIRE, maximising the economies of scale for extending contracts and service level agreements where possible. They will also train and develop the expertise of the Board of Governors to secure the role of INSPIRE as a commissioner for services from other agencies to directly meet the needs of the Free School and its students.

### **Staff Selection**

The rigour of the staff selection process will focus on the leadership qualities and potential of the candidates. The sponsors will be looking for staff who can demonstrate their abilities through the 7 Is of Leadership.

The appointments for teaching and non-teaching staff will ensure they develop a team of staff who are able to meet the highest standards and demands:

To have **insight** into the young people and their learning styles; to take the **initiative** and manage risk around the young person, their family and the school; to **inspire** through teaching and learning and acting as a role model; to be fully **involved** in every aspect of the school partnership for learning to support and empower the young person and their family; to **improvise** in creating opportunities and providing flexible programmes that launch their pathway for the future; to show **integrity** in partnership working and relationships at all levels to underpin a curriculum offer for the **individual**; and to implement the shared vision, celebrating success and planning future

success along the learning journey.

All class teachers and the senior team will be qualified teachers with specialist skills, qualification or expertise and knowledge in teaching young people with SEN, particularly those with BESD. The teaching tutors and instructors working alongside the qualified teachers will be trained or have proven expertise and experience in teaching young people with behaviour, emotional and social difficulties. The commissioned programmes at local schools and colleges will be taught by staff with qualified teacher status, working with learning mentors and tutors from INSPIRE.

### The Staffing Structure

Staff	Qualifications & experience	Role and responsibility
<b>Senior Leadership Team Head teacher</b>	QTS and NPQH Experience & expertise in BESD at leadership level	Leadership and Management of INSPIRE. Performance Management and quality. Admissions and parent partnership. Accountability to the Sponsors/Governors
<b>Deputy Head Teacher</b>	QTS Experience/proven expertise in BESD settings/schools	Deputising for the head Curriculum leader and LAC Corporate parenting lead Business links and Pathways Core Subject specialism
<b>Assistant Head teacher</b>	QTS Specialist qualification/training in BESD	SENCO/Pastoral Lead to secure all needs in SEN statements are met Curriculum specialist subject
<b>Assistant Head teacher</b>	QTS or senior leader in health/therapy/social care Experience of leadership of multi-agency services	Leader of specialist therapies And services to manage team around the child/family with all providers/agencies
<b>2 Support Champions</b>	Lead professionals in health, social care, youth service qualification or with QTS to promote pastoral care and behaviour for learning Behaviour	Trouble Shooters for Key Stage 3 and 14-19 teaching teams. To engage and safeguard young people disrupting learning or experiencing crisis.

<p><b>10 Class Teachers</b>  <b>2 Primary Trained</b>  <b>8 Secondary Trained</b></p>	<p>QTS. Relevant experience in BESD and curriculum strength.</p>	<p>Lead and manage the 'Home Base' Team to 'Champion Students'.  <b>Areas of expertise to cover leadership of:</b>  Primary Literacy  Primary Numeracy  Secondary English/Drama  Secondary mathematics  ICT  PSHE/Humanities science  Technologies  Themed Curriculum  Vocational Pathways/College Links /Transition and the World of Work  P.E./LifeSkills/Co Curriculum</p>
<p><b>10 Tutors</b>  <b>Includes 2 HLTAs.</b>  <b>Comprising a range of skilled professionals from TAs and Fitness Instructors to Learning Mentors and ICT technicians</b></p>	<p>Qualifications to meet the needs of the area of skill. This enables the governors to appoint a powerful team skilled to deliver 'in class' support and lead in a key area of skill, such as fitness or technical ICT support.</p>	<p>A team to work alongside teachers and 'Champion Students' with a flexible timetable to deploy their skills across the school and raise standards of achievement.  This team will include 2 HLTAs for Literacy and numeracy to support the focus on literacy and numeracy</p>
<p><b>Multi Agency Team around the School:</b>  <b>School nurse</b>  <b>Therapy services</b>  <b>Speech and Language</b>  <b>Youth Mentors</b>  <b>Co Curriculum Instructors and teachers</b>  <b>Psycho-Dynamic Behaviour Service</b>  <b>Drug and Alcohol Team</b>  <b>Troubled Families - lead worker for home-</b></p>	<p>This team will have the professional qualifications required within their field.  The range of professionals supporting the school will cover these services, most of which are free at the point of delivery to BESD students.  Within the new Medway framework for commissioning INSPIRE will be negotiating  Key people to be based</p>	<p>Roles and responsibilities to be set out within the professional remit to support students and their families in meeting the statement requirements and emerging social, behavioural and emotional needs.</p>

<b>school support</b> <b>Attendance lead</b> <b>School Counsellor</b> <b>Local Community</b> <b>Police Officer</b>	in school for all or part of the week as appropriate. If there are gaps in the provision, we will adjust the staffing model to include key functions, such as the Troubled Families lead worker This is currently funded nationally and we would not want to duplicate the role.	
<b>The Bursar and the administrative team</b> <b>A bursar and Exam Officer</b>  <b>Administrative Assistant, receptionist and Secretary</b>  <b>Premises Manager</b>	Relevant NCSL/SBM qualification, skills and experience in accounting, with training as Exams officer available.  Office management skills and word processing /ICT skills/experience in school Experience and expertise of contract and site management to safeguard challenging pupils on site	To secure financial probity, manage, monitor and report expenditure to provide Value for money. A member of SLT Lead the examination process. Effectively lead and manage the day to day organisation of the school. Lead and deliver effective contract and site management

The staffing framework and structure maximises the links between the students' social and emotional wellbeing and their learning. Each class base or 'Home base' will be staffed by a Qualified Teacher and a Class Tutor to provide high quality teaching and pastoral care. These staff will work in partnership to be the leaders of learning and 'champions' for their young people.

Teachers will lead:

- Planning and preparation of courses and lessons for pupils;
- Meeting the needs on individual statements of SEN;
- Differentiating learning and delivering lessons;
- Assessing the development, progress and attainment of each individual;
- Agreeing, setting and monitoring the achievement of learning goals;
- Reporting on the development, progress and attainment of pupils.

The tutors will lead:

- In class support to promote behaviour for learning;
- Focused support strategies for learning, particularly literacy and numeracy;



Promoting, monitoring and pursuing issues of attendance and time keeping;

Support for students while off site in college/school/work place settings;

Emotional, personal and social day to day welfare in line with

### **Phased Staffing In Line With Planned Pupil Numbers.**

The staffing structure above reflects the organisation of staff to lead and manage a Free School of 80 students, aged from 11-19.

The structure is designed to bring simplicity and maximum flexibility to the appointment of staff, where there is initial uncertainty in the number and age range of the student profile for INSPIRE in 2014-2015.

This is achieved through:

Mixed age classes in Key Stage 3, able to accommodate between 6 and 7 pupils, allowing for a planned number of classes to match the actual number of pupils in September 2014. The maximum anticipated would yield 5 classes of 7 pupils, including 2 assessment placements. However, if the initial KS3 cohort is lower, INSPIRE can open with 4 classes of 7 and reduce the staffing by a class teacher and a tutor.

Mixed age classes in Post 16 are able to accommodate between 8 and 9 pupils allowing for a reduction of one or two classes or home bases initially and a reduction in class teachers and tutors, if required.

Combinations of: 4 classes of 9 students; 5 classes of 8 or 5 classes of 8 and 1 of 9 pupils demonstrate this flexibility across the Key Stage. The Raising Participation Age Regulations that allow for a systematic approach to increasing the age range from 2014, with Lower VIth students to 2015 with a full complement of Lower V1th and Upper VIth students. This then follows through to allow students additional time to prepare or retake courses in a final year within the 16-19 age range. In terms of the staffing model, 'Home Base' tutors can be systematically appointed to reflect the legislation and increased student funding.

A commissioning model of opportunities and external courses for students Post 14 in INSPIRE correlates the cost of the course and the tutor/learning mentor to the income per student. This gradual implementation of the RPA legislation dovetails with the proposed opening of the Post 16 provision in INSPIRE. Planning in 2013-2014 will facilitate effective planning and efficiencies.

A requirement to appoint and train all staff in literacy and numeracy enables the head teacher to deploy staff more flexibly to meet individual needs across the Key Stages in the first 2 years to mitigate against unexpectedly low numbers in any year group or Key Stage.

Additional flexibility will also be achieved through maximising the shared resources across the family of schools and joint commissioning to achieve value for money in back office functions, school meals contracts and CPD programmes or subject specialist advice, planning and guidance. Sponsors will explore, establish and confirm opportunities during the planning prior to opening.

## Anticipated Staff Structure for 2014

The staffing structure reflecting the above:

Head teacher

Senior Leadership Team

1 or 2 Support Champions –depending on numbers

6 or 7 Class Teachers—increasing with RPA to 9 in 2015 and 10 by 2018

6 or 7 Tutors –increasing to 9 in 2015 and 10 by 2018.

Bursar/examinations officer and Administrative Team of 2, increasing to 3 by 2015

Premises Manager

Multi agency team

Commissioning framework for staff to deliver fewer courses and placements initially , increasing with RPA to fully functional by 2016 for 14 to 19 age group.

Table to show the staffing growth from 2014 -2018 Role	2014	2015	2016	2017	2018
Head teacher	1	1	1	1	1
Deputy	1	1	1	1	1
Assistant Head	2	2	2	2	2
Support Champion	1	2	2	2	2
Teacher	6	8	9	10	10
Tutor	6	8	9	10	10
Sports Instructor	1	1	1	1	1
Bursar	1	1	1	1	1
Admin Asst/receptionist	1	1.5	2	2	2
Secretary	1	1	1	1	1
Premises Manager	1	1	1	1	1
Therapist	1	1	1	1	1
School Nurse	0.5	1	1	1	1
Cleaner	1	1	1	1	1
Catering Staff	0.5	1	1	1	1
1Multi agency Team	As detailed above this team will be formed from the agencies working with the most vulnerable young people and the Troubled Families Initiative in Medway.				
Post 16	Commissioned programmes from a range of partners as detailed above.				

## Leadership In Learning

INSPIRE staff will all be leaders of learning, provided with opportunities to develop their own skills and talents and to share their learning across the family of schools.

All staff will be given the opportunity to learn from The Teaching School, conduct action research and gain accreditation for school based work through Christchurch Canterbury.

The school will aspire to achieving Research Status [SSAT Model] in placing CPD and research at the core of its staff CPD and school ethos. This will be in recognition of the immense and ground breaking work currently underway where neuro-scientists and educationalists are working together to better understand: the functions of the brain; their impairments and the implicit impact on learning and behaviour; and the current/developing strategies to ensure practice in schools is at the frontier of educational practice.

This is exemplified by the nationally recognised work of the Medway Youth Trust in assessing and monitoring the qualitative indicators of behaviour in young people.

In order to support high quality learning a Virtual Learning Platform will be established to house:

- ./ exemplars of excellent planning
- ./ assessment tools to record learning and progress
- ./ shared resources that demonstrate effective use of leadership in the learning model
- ./ web based resources and web sites to support teachers' research and planning
- ./ exemplars of how literacy and numeracy can be taught successfully through the thematic curriculum offer
- ./ classroom resources that bring a continuity of approach to inspire learning and teaching to accelerate progress
- ./ exemplars of effective marking and peer review against individual pupil targets

The INSPIRE Virtual Resource Base will provide a strategy for; introducing, embedding and sustaining the Leadership in Learning Model to raise aspirations and improve the quality of teaching across the school. It will also be an excellent resource for new teachers and support the induction and performance review process for all staff and adults working with children in the classroom. The resources will be a part of the Continuing Professional Development Programme and can be used creatively to support children and parents in their understanding of the curriculum offer.

## Meeting the Needs of all Pupils

The sponsors have extensive expertise and experience in leading and managing schools for pupils with a wide range of Special Educational Needs across the primary and secondary sectors. Their combined practice shows their success in implementing the legislation and guidance, informed by

research and innovative policies to meet the requirements of the:  
Equality Act; The SEN Code of Practice; The Disability Discrimination Act;  
The SEN Toolkit and individual Statements of SEN.

This practice is informed by;

- In depth knowledge of SEN, particularly BESD;
- Curriculum flexibility and innovation;
- Partnership with parents, carers and students;
- Active listening and respect for the range of Additional Educational Needs;
- Specialist guidance, advice and training for all staff to be involved in creating and implementing the SEN policy;
- The importance of the role of the SENCO;
- Managing emotions and appropriate staff response;
- The importance of the physical learning environment;
- A single assessment of needs, shared goals and review of progress;
- Maximising the strengths of the student to influence actions within and beyond the school gate.

The sponsors are ideally placed to design and implement an outstanding framework for education delivery in INSPIRE as demonstrated in the previous sections on curriculum pathways, partnership and staffing.

### **Understanding Different Needs**

The INSPIRE students will have a statement of SEN, with BESD as the main presenting need. We recognise the range of other associated needs from the knowledge of students currently at The Oaks, wrongly placed according to OfSTED, our expertise in the field and the findings of national research.

These Additional Educational needs for prospective students at INSPIRE include:

- Low levels of literacy and numeracy;
- Poor communication and interaction;
- Significant emotional needs, exhibited as 'acting out' or 'acting in'
- Low self-esteem and vulnerability to depression, self-harm and possible suicide;
- Marked and persistent inability to concentrate, showing frustration or distress in the learning situation;
- Delay in the development of life and social skills;
- Poor organisational and co-ordination skills that significantly hamper educational learning and progress.
- Looked After Children who have the highest priority for their Additional Needs.

### **Different Needs, Key Partners and Agencies.**

There will be young people and families with a range of needs and some for whom BESD is the Additional Need on their statement as well as being on the Autistic Spectrum for example. INSPIRE intends to fill the gap in the profile of specialist provision in Medway rather than duplicate. It is therefore clear that

these young people with ASD as their main need will have access to the Riverside Special School (higher ability students) in Gillingham and Bradfields Community Special School (MLD/SLD) in Chatham.

The INSPIRE cohort will also require access to a range of additional therapies and specialist services to meet their needs and remove barriers to learning, as outlined in detail in previous sections of this report..

These include access to Counselling services on site from trained professionals who will be able to get to the root of the difficulties, understand the barriers to learning and rebuild self-esteem and confidence with the young person.

Services for young people and their families will also be essential when they are facing emotional traumas, such as domestic violence and alcohol and drug addiction. The Medway Silverbank Park Therapeutic services include the Troubled Family initiative. In this context, they will know some families and can support and target the programme for Family Functional Therapy, in partnership with the staff at INSPIRE.

The staff structure appropriately places the responsibility for leadership and management of the corporate parenting role with the deputy head teacher, alongside the curriculum leadership. This emphasises the importance of securing success in terms of attainment, progress and future pathways for these vulnerable young people.

Other examples of significant importance to all students and staff include the provision of psycho dynamic behaviour therapy. This will be commissioned through Paul Dicks Associates to deliver an action learning programme that will take behaviour to outstanding.

The multi-agency strategy for ensuring young people have access to a 'one stop' shop from assessment through to transition at 19. This system will ensure continuity, communication and confidence for the young person and their family as they make their journey to the future.

The CAMHS team will be crucial to improving the mental health of many of the INSPIRE students and their families. In terms of physical health, the school will use the PSHCE curriculum and local health professionals, Youth Service advisors and the school nurse to teach and promote the key shared messages and drive young people towards healthy lifestyles through the co-curriculum.

The sponsors have extensive first-hand experience and insight into the work of key partners and agencies and already work closely in partnership, particularly through Bradfields Special Community School and Chalklands specialist primary resource base within the family of schools. They are confident that the proposed arrangements will work effectively as the majority of services already work with the potential students and their families at The Oaks and through the Targeted support of the Troubled Families Initiative.

The themed curriculum is designed, alongside the co-curriculum, to maximise the personalised curriculum and to give students access to the breadth and range of the National Curriculum, required in most statements of Special Educational Needs. It is also the vehicle for maximising the motivational drive to learn and identifying students' individual talents. This enables them to be identified as gifted and talented, further their skills and studies to focus on a future work placement or pathway. It also opens the door to the wealth of qualifications and accredited courses for all students, raising aspirations and

self-esteem.

The themed curriculum also maximises the use of talents, expertise and interests of staff, visiting specialist and artists in residence through innovative planning. In this context the impact of high quality teaching and learning will be enhanced to engage and inspire students and develop their talents. These talents and strengths can then be accredited as set out in the earlier sections of this document.

'Hidden Patterns', a nationally recognised model for collecting qualitative data, will be used by staff at INSPIRE, working closely with Medway Youth Trust to capture and develop young people's talents and interests. This can be fed through the planning for the Themed Curriculum and the Pathways to learning for the 14 to 19 age group. This approach meets and exemplifies the New Standards for Teachers from September 2012. In particular, It will help teachers' **to adapt teaching to respond to the strengths and needs of all pupils**'.

### **The Classroom Environment**

Our vision for teaching and learning will be realised through making the best use of the environment in school, outside and in different partner institutions. As explained in the earlier sections on curriculum and personalised programmes, we will match pupils' interests, strengths and motivations to the inspire learning and prepare young people for employment and the world of work.

*In the classroom, this means creating a learning environment that supports learning and gives young people experience of 'Literacy for life'. The school will have displays that immerse students in the language of the work and recreational environment to foster and encourage confidence and independence. They will have newspapers, magazines, electronic devices to access websites and an internal telephone system to rehearse and hone their communication skills. Through the themed curriculum this can be developed half termly to create a bespoke room with the 'literacy and numeracy of music' or the 'world of art', media, pop idols or 'sport'. A business hub will set the fluctuations in the stock market or the interest rates across banking institutions, leading to a social enterprise or student challenge'*

Through this strategy, the environment becomes the third teacher and involves students in leading aspects of the curriculum design to raise standards in literacy and numeracy that are both relevant and engaging. The staff expertise and professional development is outlined in the earlier section, to demonstrate the importance of all staff being teachers of literacy, numeracy and ICT.

Within this classroom environment, students will have their own work station base to give them space and privacy when emotions are high or to reflect their individual learning style and avoid conflict. Learning spaces will be flexible to accommodate individuals, groups and each Key Stage for the 'Ready to Learn' / 'Launching Learning' sessions.

Accommodation will reflect the needs of students and families working with partners and other agencies, with smaller rooms for counselling, mentoring and family therapy or conferences. These rooms will also be rich in literacy with advice, information and guidance made easily accessible to students and families with low levels of literacy.

In the outdoor environment, students may be working on a horticultural project or undertaking a Duke of Edinburgh hike. They will have been well prepared with the skills of map reading, cooking outside and erecting a tent to enable them to succeed on the expedition.

Similarly, in work placements and other partner educational institutions, INSPIRE staff will work in partnership to look at the expectations and level of basic skills required to survive and succeed, bringing this into the planned curriculum at INSPIRE.

*For example, the café system at INSPIRE will teach students how to read menus, calculate prices, exchange money and follow simple instructions around health and safety on display. In short they will be comfortable in the College Refectory, the work canteen and the student common room'.*

The curriculum includes a strong focus on 'The World of Work and Employability' to teach more specific skills and behaviours so that students are more easily able to understand and have had experience of; interviews and induction, expectations around dress code, language punctuality and absence, courtesy, use and abuse of ICT systems and health and safety. This is the key to success within the pathways on offer to all INSPIRE students in order to create their future. Anger management and counselling, support and treatment for addictions are also a crucial part of this preparation for achieving the successful inclusion of all students in education and the wider world.

### **Integration and Transition**

The INSPIRE vision to teach and enable young people to become 'leaders' in learning and life is the key to successful transition and integration.

In 4 key areas the strategies aim to foster:

- ./ **Employment, useful work and valued activity**, through the personalised curriculum, the strong co-curriculum, the learning environment, preparation for working and surviving outside school and equipping young people with appropriate levels of language, literacy and numeracy to function effectively.
- ./ **Personal autonomy, independent living and adult status**, through the unrelenting focus on improving literacy and numeracy skills in an applied context within the curriculum as exemplified in the earlier sections and interpreted into individual timetables. Translating the Behaviour for Learning into Behaviour for life. Ensuring the 'World of Work curriculum and PSHCE programme involve partners, business partners and other agencies to address the transition to adult status and independent living with students and their families.
- ./ **Social Interaction, community participation, leisure and recreation**, through the seamless links between the core curriculum and the co-curriculum delivered as an integral part of the school day for Key Stage 3 and a personalised pathway to accreditation for 14 to 19 students. Driving the ambition and aspirations of young people by discovering and nurturing their talents within and beyond the school gate, using the initial multi agency assessment and sophisticated Hidden Curriculum intelligence across agencies.

- ./ **Adult roles within the family**, through an innovative PSHCE programme, specialist services, advice and guidance and creative teaching and learning through the curriculum pathways outlined earlier in this document. The importance of working with families to create stronger role models within the student's own home life is an important strategy for INSPIRE.

The sponsors have an excellent reputation and record of achieving these aims for the young people within their own schools. They will apply their extensive knowledge and use the research based learning strategy to continue to enhance the curriculum opportunities for INSPIRE and exceed the requirements in the new Teachers' Standards to **'set high expectations which inspire, motivate and challenge pupils.'**

## Pupil Achievement

### Vision and Ethos

INSPIRE will be a pioneering special school with a dynamic personalised curriculum, tailored to the needs of the individual, securing progress and success for every student. An unrelenting focus on making the core curriculum innovative and accessible will ensure our learners are numerate, literate, socially responsible and superbly prepared for the world of work. At INSPIRE, students, staff, parents, carers and partners will be given the opportunity to develop as leaders, both within and beyond the school gate.

### Educational Aspirations and Ambition

The realisation of the aspirations and ambition to create an outstanding Free Special school will be judged and measured in tangible outcomes. The progress towards measurable targets, pupil and parent/carer perceptions, the popularity of the school and the views of partners in the community include a wide range of indicators. However, the unrelenting focus on leadership for success will ultimately be judged by OfSTED. The ambition is to transform the opportunities for students with a main presenting need of BESD across Medway and market a new Free School to enhance the future, academic and vocational achievement for these young people. This will build on the strengths of the current practice in multi-agency support for the potential vulnerable cohort and radically invigorate the curriculum to make rapid progress towards the ambitious targets, earning an outstanding judgement of Good to Great within the first 2 years of operation.

### The Educational Aims and Targets

#### 1. To play a leading role as good citizens in all walks of life

This is about the future lives of young people within and beyond the school



gate, not the fabric of the school buildings and the timetable. Young people will achieve fulfilment on accredited programmes, be prepared for life and understand how to contribute positively to their local community and wider society.

**Targets: The Trust Governors will focus discussion on literacy and numeracy/Work experience and placements/Rights and Responsibilities/Volunteering/crime /analysis of transition success**

- a. 70% of students to make 3 levels progress KS 2-4 in mathematics and English by 2015 rising to 80% by 2016
- b. 65% of students to have sustained a successful work placement by 2015, rising to 85% by 2016
- c. 80% of students to be part of a successful volunteering programme by 2015, rising to 85% in 2016
- d. To ensure the highest standards possible in all you do

This means matching a creative and innovative curriculum to the needs analysis of the individual, with the core skills framework at the heart of high standards. The powerful ICT environment will provide the platform for creating and driving success. This is set within a context of recognition and celebration to promote self-esteem, success and achievement within the 'art of the Possible' The relentless focus on the core curriculum will be reinforced through a thematic approach to other accredited learning opportunities, embracing the full National Curriculum.

**Target: The Trust Governors will focus discussion on academic and vocational qualifications (GCSE passes in English and maths and 5+A\*-C/AS and A level points), progress levels, ICT qualifications/ Quality of teaching through lesson observations**

- a. 80% good and outstanding lessons in 2015 increasing to 90% by 2016
- b. 85% of Year 11 students to have a recognised qualification in English, mathematics by 2016
- c. 50% of eligible students to have 5 GCSE passes or equivalent by 2015, increasing to 55% by 2016
- d. 80% of KS4 students to have a recognised ICT qualification BY 2016
- e. To provide all students with challenge, excitement and success in a curriculum for life
- f.

This means extending the school day to encompass wide ranging and motivating extra-curricular opportunities, including: youth services, Duke of Edinburgh awards, local Air, Navy and Army Cadet Forces, Scouts and Girl Guides, volunteering, outward bounds camps and expeditions and bringing inspirational curriculum opportunities into the school, including artists and musicians in residence, horticulturalists, motor mechanics and inspirational work experience careers' dens.

**Target: The Trust Governors will focus discussion on attendance targets, extra-curricular participation and awards – sports leaders etc/ student and parent/carer feedback, analysis of teacher appraisal outcomes.**

- a. Parent/carer feedback improves by 10% from 2014 to 2015
- b. 87% attendance at Key Stage 3 by 2015, increasing to 90% by 2016
- c. 85% attendance at Key Stage 4 by 2015, increasing to 90% by 2016
- d. 80% of students have gained a certificated award for work in the co-curriculum by 2016 increasing to 90% in 2016
- e. To promote tolerance, respect and courtesy towards others

This means providing and developing leadership opportunities through a house system; sports development, volunteering projects and a 'PSHE in Action' curriculum that changes attitudes within a tough but supportive school ethos.

**Target: The Trust Governors will focus discussion on analysis of serious incidents, behaviour system rewards, conflict resolution, restorative justice, exclusions, analysis of grades for lesson observations on quality of behaviour for learning, feedback judgements from work placements, business mentors and local community, YOT analysis of criminal activity**

- a. 10% reduction in behavioural incidents from 2015 to 2016 and from 2016 to 2017
- b. 85% of lesson grades for the quality of behaviour are good or better by 2015
- c. YOT data shows a 10% reduction in reoffending rates for the cohort known to YOT by 2015 and a further 10% by 2016
- d. To focus on the health and well-being of the individual

This means addressing key barriers to learning, including; counselling, drug and alcohol abuse and mental health issues, through a multi-agency approach. It means working with the families within a therapeutic environment to address systemic challenges facing young people. The sponsors will require all staff and partners to have high expectations and a strong belief in what the dynamic ethos and culture at INSPIRE can achieve to ensure all students make discernible progress and enhance their life chances. We will protect and safeguard all students and adults.

**Target: The Trust Governors will focus discussion on a reduction in smoking drug and alcohol use, sexual health data, student survey, parent/carer survey response, safeguarding reports and judgements, engagement of Troubled Families and developing parenting skills.**

- d. 10% reduction in alcohol and drug abuse from student survey and specialist services by 2015 and a further 10% by 2016
- e. 85% successful engagement of Troubled Families identified by Medway Team

## f. OfSTED judgement of good to outstanding for safeguarding by 2015

### Monitoring and Review

As eminent head teachers the sponsor members of the Trust are experts in the field of data collection for monitoring and measuring progress in their own schools. Their success in raising standards of achievement relies on insight into a range of absolute and progress measures. The suggested areas for discussion will provide a basis for collecting and collating data that is already systematically analysed and reported in the family of schools. [REDACTED], [REDACTED], has extensive expertise in the BESD sector to advise on and develop measures to reflect the more sophisticated targets for serious incidents and student feedback, in addition to the development of sustainable leadership practices in BESD provision.

The sponsors will use the expertise of [REDACTED] to train and develop the skills and competencies of the governors in receiving, analysing and understanding the implications of the data, measurement and progress. The [REDACTED] is currently a national leader in Governance and will be well placed to secure outstanding leadership within the governing body of INSPIRE, reflected in the first OfSTED inspection judgement.

The processes and procedures for data collection and reporting are established within the sponsor's schools. At INSPIRE, they have been used to design the staffing structure and roles and responsibilities detailed in the earlier section.

The head teacher has responsibility for standards, Quality of teaching and learning, parents and carers.

The roles of the Senior Leadership Team are defined to take overall responsibility for Curriculum and Standards; Pastoral and SENCO role; Therapy and Partner agencies.

*'Within this context, for example, the deputy head teacher has full responsibility for the curriculum and for using the assessment and recording system to monitor and analyse pupil achievement and progress. This will be a global overview with records on individual pupils completed by class teachers, with their tutors. The SENCO will ensure that the individual requirements and shared targets to meet the statement are implemented, monitored and reviewed, sharing this with parents and carers and other agencies.'*

The targets for behaviour, including attendance and lateness will be collected and monitored for individuals by the class teachers and tutors, following up on a daily basis to form a caring and challenging relationship with the student and the family. These will be harnessed across Key Stage meetings led by the Support Champions and reported to SLT weekly, the drive being to meet in a solution focussed forum of each Key Stage team and identify what is working and replicate it the next day.

The range of information and data will inform an 'alerts' system that draws up a list of young people causing some concern. A tightly constructed multi-

agency group will review these young people fortnightly to look for collaborative and innovative solutions to improve provision for the young person. This will also ensure that relevant information on health or social care changes is shared on record.

All data analysis will feed into the head teacher's termly report to Governors with strategic performance measures and progress feeding up to The Trust Board.

During 2013/2014 the sponsor schools will share their systems, discuss and design the most appropriate measures and systems for delivering coordinated reports to the Trust Board to steer the direction of the Free School.

The head teacher carries the most important responsibility for Safeguarding young people and the staff in INSPIRE. The head teacher will report and share data with a nominated lead governor for safeguarding. This governor will also hold the ICT responsibility and the data sharing, safeguarding protocols.

Systems like the Hidden Patterns records held by the Youth Trust will also be used to analyse and support curriculum design and monitor changes in behaviour amongst students.

Parents and carers will be encouraged to take an active lead in their child's programme, progress and achievement. It will be easy for the school to establish e links with parents and carers through web based systems and text messages, as well as through written communication and by telephone or mobile. However, the success of the real communication will depend on each client. Once this is established the school will ensure that the preferred method of communication is used and developed to create a real partnership. The school will report to parents and carers termly in a formal way with opportunities to meet staff and discuss their child. Annually this will be part of The Annual Review of the student's statement to review specific learning, health and social needs.

Reports to parents/carers on statutory assessments will be published in line with the regulations, with appropriate advice and guidance on future pathways.

In addition to this, parents and carers will be invited to celebrate success and share in the accreditation ceremonies, as well as to social events, fund raising events and displays of work. As part of the strategy to reach out to the community, parents and carers, the school will aim to display work and have a presence in local shops, cafes and community facilities.

Specific meetings and reviews will be held in response to incidents involving students or when students encounter difficulties or levels of progress. We believe in dealing with issues as they arise to avoid any escalation.

## **Staff Development**

Outstanding leadership is identified by OfSTED and widely acknowledged in business as the most crucial factor to achieving success. INSPIRE will be led by an outstanding head teacher, appointed and mentored by one of the sponsors, bringing the reality of excellence into the BESD context.

██████████, ██████████ has first-hand experience and expertise of leading three highly successful Special Schools, including two BESD Special Schools.

The head teacher will establish INSPIRE as a cutting edge school for staff development, embedding CPD and learning for all at the heart of the school. INSPIRE staff will all be leaders of learning, provided with opportunities to develop their own skills and talents and to share their learning across the family of schools.

All staff will be given the opportunity to learn from The Teaching School, conduct action research and gain accreditation for school based work through Christchurch Canterbury.

The school will aspire to achieving Research Status [SSAT Model] in placing CPD and research at the core of its staff CPD and school ethos.

The previous section outlines the myriad of opportunities within the family of schools to share expertise and develop outstanding teaching practice. Opportunities are equally afforded to all non-teaching staff within specific fields of school management and leadership

The Performance Management Framework will be implemented to use the new Teachers' Standards to set challenging targets and monitor performance, against the key aim of making the education and well-being of their pupils their first concern.

## Admissions

It is our intention to admit 77 young people 11-19, with a statement of Special Educational Needs for BESD as a main presenting need. The criteria and expected profile of students is detailed in the previous section on defining BESD.

However, the sponsors are also proposing to make 3 assessment places available to the Local Authority. We are aware that sometimes children are left without a school place when the decision has been made to exclude them or another placement cannot be found. Looked After Children may also be moving into a foster placement and require the completion of an assessment of their Special Educational Needs, where behavioural, social and emotional difficulties are already well documented. It is very difficult and indeed almost impossible for Educational Psychologists to assess the barriers to and performance against national standards in an artificial context. This explains the rationale for this proposal. It will safeguard some very vulnerable children without a school place and reduce the time they spend outside an educational setting.

This does not impact on the number of full time places proposed for the 77 students with a statement of SEN, placed within the Code of Conduct arrangements for children with statements of Special educational needs. The Local Authority has affirmed its intention to commission places under the new SEN arrangements and funding regulations, as detailed in the letter of support for this Free School. As described earlier in this document, students will have a statement of Special Educational Needs with BESD as a main presenting need. This will fit within the range of provision across Medway as described in the initial statements in this application on vision and rationale.

## Pupil Behaviour, Attendance and Well-being

INSPIRE will be a pioneering special school with a dynamic personalised curriculum, tailored to the needs of the individual, securing progress and success for every student. An unrelenting focus on making the core curriculum innovative and accessible will ensure our learners are numerate, literate, socially responsible and superbly prepared for the world of work. At INSPIRE, students, staff, parents and partners will be given the opportunity to develop as leaders, both within and beyond the school gate.

This vision will underpin and drive the highest possible standards in behaviour, attendance and well-being as detailed through this document. The sponsors have extensive expertise and experience in developing a curriculum that engages and inspires students to want to be learning in a school that is ; 'Great by Choice'.

### Behaviour

The INSPIRE Free School will create a tough but supportive ethos through emphasising the leadership role of students, parents and carers, staff, partner agencies, employers and the community. The importance of the role of each and every adult and young person connected to the school will be shaped and emphasised through the seven Is of effective Leadership:

1. Insight- Self- awareness /understanding others/seeing the situation
2. Initiative-Taking responsibility /Risk / Direct action / Vitality
3. Inspiration-Vision/ Communicating/ Passion /Trusting /Learning
- 4 .Involvement- Partnerships /Empowering families /Personal Investment /Feedback
5. Improvisation-Creativity /Flexibility /Presence
6. Individuality-Style / Personalisation /Values /Integrity
7. Implementation- Modelling/ Persevering /Achieving/ Succeeding/Celebrating

The exciting opportunity to learn, teach or work in this outstanding school, where all learners have an entitlement to a positive future will be reinforced through the aspirations shared by all stakeholders. This will be achieved through engaging and involving students, staff, governors, parents, carers and partners to be 'Leaders of Change'.

In creating a 'Behaviour for Learning policy' that exemplifies the views and aspirations of all students and partners, we will remove the barriers to learning and promote high standards of behaviour within and outside the school gate. High standards of behaviour will be instrumental to achieving the 5 key aims for young people at INSPIRE.

**To play a leading role as good citizens in all walks of life**  
**To ensure the highest standards in all we do**  
**To provide all students with challenge, excitement and success in a curriculum for life**

**To promote tolerance, respect and courtesy towards others**  
**To focus on the health and well-being of the individual**

These overarching aims interlink to provide the strong proven correlation between stimulating teaching and good behaviour. The way in which the curriculum is designed to engage all students and be flexible to their interests and motivations is clearly outlined in the previous section. This will be particularly evident in the breadth and strength of the Themed Curriculum at Key Stage 3. It also opens a myriad of possibilities through the powerful co-curriculum framework across the school, to take expectations for high standards of behaviour beyond the school gate.

It is clear that many young people will be experiencing significant barriers to learning. In involving the young person and their parents or carers in the initial assessment process and working from strengths and interests in learning, we will create a platform for positive behaviour for learning. Specialist services will be instrumental in advising and working with families to support the implementation of the behaviour for learning policy.

The policy will be characterised by:

**A well designed curriculum with individual personalised programmes to meet students' needs and preferred learning styles**  
**Clear rules and routines for behaviour in the classroom and beyond**

**High expectations for all aspects of behaviour with clear rewards and sanctions**

**An enticing rewards system that creates opportunities to gain rewards as an individual and for a 'house system'**

**A focus on positive reinforcement of the young person and their aspirations**

**An opportunity to learn through making mistakes and develop resilience**

**A fair and consistent response to young people across the school**  
**Positive behaviour management that re-engages young people in learning quickly and purposefully**

**A staffing framework that champions students and addresses low level disruption positively to avoid disruption for other students**

**A partnership with parents and carers to build trust and a culture of respect**

**Leadership in positive behaviour strategies role modelled by all staff**

**An aim and intention to avoid permanent exclusion at all costs**

The staffing structure set out earlier in Section D demonstrates how the two 'Support Champions' can respond to incidents or low level disruption and address the issues before they escalate. They will also be trained and experienced in dealing with more critical issues and have time to investigate, support and re-focus or challenge students without the class being disrupted.

Within this system, all incidents will be recorded to an agreed standard and monitored regularly, reporting to the SLT and the Governors against the school target. Students experiencing significant problems in meeting the behaviour standards will be included in the fortnightly review meeting, referred to earlier in this section, to formulate a strategy for working with the student on an appropriate action plan.

The Rewards and Sanctions framework will ensure equity by:

**Allocating all students points at the start of the week**

**Enabling them to earn further daily points through; attendance, punctuality, learning approach, behaviour and special recommendation**

**Resulting in the loss of points through not adhering to agreed routines and expectations**

**Use of points to purchase refreshments on site at break and lunch time, for equipment for learning and opportunities for special recreational activities**

**Celebration of success to motivate and enthuse students**

**Support from the Class Tutor to champion endeavour and support the student in gaining points**

**Using the points reward system as a monitoring tool to show the effectiveness of the educational programme**

The Governors will be responsible for monitoring the impact of the policy developed under the leadership of the head teacher and for monitoring the impact.

One key measure will be the number of incidents related to the safeguarding of students and staff. In this respect the allegations of abuse by staff will be investigated to protect the students but show fair and consistent procedures for staff concerned. Similarly allegations or incidents of abusive behaviour by students towards staff or other pupils will be taken seriously and investigated quickly. Sanctions will be in line with the policy, with exclusion as the last resort in recognition of the harm this can do to a young person's future life chances. In all events the opportunity to use conflict resolution and restorative justice will exemplify the code of rights and responsibilities and the acceptable norms of society.

### **Attendance**

We believe attendance to be one of the crucial issues in readiness for learning. Our aim and aspiration is for students to 'want' to come to school; to want to learn and to be inspired to achieve their goals. For staff it is to ensure they feel valued and 'want' to come to school to be part of the learning and achievement.

In both instances the goals will be high and the aspirations met by motivating staff and pupils to want to be part of a unique innovative and flexible learning experience, where students and staff gain recognition for their work.

The targets for attendance for students and staff will be met by high expectations and rigorous monitoring, supported and challenged by the governors.



The attendance policy for INSPIRE will be modelled on the success of what works in the family of schools to ensure consistency and equality across schools and for families. All attendance targets will be above the national averages for similar schools, reinforced by stringent measures for following up on lateness and attendance with students and their families.

The Free School will introduce Penalty Notices if required after exhausting all other strategies to ensure parents and carers understand the importance of excellent punctuality and attendance. For our students this will be linked to teaching sessions on, 'the world of work' to reinforce the importance of high expectations and self-discipline.

The Free School will work closely with the Education Welfare Service to follow up absence and punctuality within the school's policy for rewards and sanctions.

### **Well Being**

The key aims and aspirations for INSPIRE include a robust focus on the health and well-being of young people and their families, with related targets to measure the impact of the service delivery.

#### **Aim 5: To focus on the health and well-being of the individual**

This means addressing key barriers to learning, including; counselling, drug and alcohol abuse and mental health issues, through a multi-agency approach. It means working with the families within a therapeutic environment to address systemic challenges facing young people.

The sponsors will require all staff and partners to have high expectations and a strong belief in what the dynamic ethos and culture at INSPIRE can achieve to ensure all students make discernible progress and enhance their life chances. We will protect and safeguard all students and adults.

**Target: The Trust Governors will focus discussion on a reduction in smoking drug and alcohol use, sexual health data, student survey, parental survey response, safeguarding reports and judgements, engagement of Troubled Families as indicated in the previous section, responsive to the needs and data available on student behaviour and health**

In response to this key aim and focus on measurable targets, the sponsors have designed an appropriate staff structure and secured intrinsic partnerships with key agencies to deliver specialist services. Crucially, INSPIRE staff will work relentlessly from the initial multi-agency shared assessment process to remove the barriers to securing an appropriate pathway to a better future for all our students. The well-being agenda will extend to students and their families, to provide timely and effective intervention and support at the right time and in the right place.

The sponsors will design a robust Safeguarding Policy, led by the head teacher and implemented through a rigorous training programme for all staff and partners, closely monitored through the governors. In this special school environment, the key components will include:

./ Pupil voice

- ./ Data collection and data sharing protocols
- ./ Personal data and information collection
- ./ Robust staff recruitment procedures and screening procedures for all agencies and partners working with students
- ./ Rights and responsibilities of students and staff
- ./ Addressing allegations and incidents of safeguarding young people, including bullying, racism, misuse of mobile phones, lap tops and other technologies
- ./ Clear processes, policies and protocols for all aspects of safeguarding staff and pupils from recruitment through to allegations and investigations
- ./ Safeguarding protocols for e safety including all technologies, cyber bullying and sexual offences
- ./ The curriculum focus on self-protection, health and anti-bullying policies
- ./ Confidential disclosure and whistle blowing procedures to address serious issues confidentially
- ./ An integrated approach to the taught curriculum that gives students experience of developing resilience and personal safety
- ./ Involving students, parents, carers and families as equal partners in addressing the challenges and removing barriers to learning

The sponsors will use their own tried and tested models to inform and influence the policies for the well-being and safeguarding of young people, parents, carers and their families.

## **Ethos**

INSPIRE will be a pioneering special school with a dynamic personalised curriculum, tailored to the needs of the individual, securing progress and success for every student. An unrelenting focus on making the core curriculum innovative and accessible will ensure our learners are numerate, literate, socially responsible and superbly prepared for the world of work. At INSPIRE, students, staff, parents and partners will be given the opportunity to develop as leaders, both within and beyond the school gate.

This unique provision draws inspiration from the research and practice around the power of leadership. The vision for high quality teaching and learning, unleashing the full potential of the most challenging students and developing citizens of the future will be realised through applying Tom Peters' philosophy around business success;

'Excellent businesses provide two things: tough environments and very supportive environments'.

The INSPIRE Free School will create this tough but supportive ethos through emphasising the leadership role of students, parents and carers, staff, partner agencies, employers and the community. The importance of the role of each and every adult and young person connected to the school will be shaped and

emphasised through the seven Is of effective Leadership:

1. Insight- Self- awareness /understanding others/seeing the situation
2. Initiative-Taking responsibility /Risk / Direct action / Vitality
3. Inspiration-Vision/ Communicating/ Passion /Trusting /Learning
- 4 .Involvement- Partnerships /Empowering families /Personal Investment /Feedback
5. Improvisation-Creativity /Flexibility /Presence
6. Individuality-Style / Personalisation /Values /Integrity
7. Implementation- Modelling/ Persevering /Achieving/ Succeeding/Celebrating

The exciting opportunity to learn, teach or work in this outstanding school, where all learners have an entitlement to a positive future will be reinforced through the aspirations shared by all stakeholders. This will be achieved through engaging and involving students, staff, governors, parents, carers and partners to be 'Leaders of Change'.

*For example, within this ethos, partner agencies will work together to make an initial assessment of the young person's needs, sharing this with the parents to ensure that the learning programme is personalised and the family are able to take the lead and exercise choice in the services they commission with a personal budget. This initial start for the young person allows them to voice their ambitions and fears, identifying achievable targets and eradicating the barriers to learning.*

*Young people will be inspired by the Careers' Den events, offering them a chance to realise the opportunities at their fingertips within INSPIRE. They will play a leading role in the process of identifying their strengths and talents, which will be nurtured and exploited to enable them to succeed.*

Staff are our most valuable asset and the development of their leadership paramount to improving outcomes for young people in INSPIRE. Leadership in this context is about what you do and how you behave, taking responsibility for managing change and innovation to unleash the potential in yourself, other staff and students.

At INSPIRE we will foster an ethos of success through this model of collaborative and individual leadership for staff, students, parents and carers.

## Section E: Evidence of demand – part 1

Table 1: For pupils with statements of SEN

If your school is new provision:

In **column A** please provide the proposed number of places for children with statements in each year group.

In **column B** please provide the number of children of the relevant ages local authorities would anticipate naming your school in their statements.

In **column C** please provide the number of children of the relevant ages whose parents have indicated that they would request your school to be named in their child's statement.

Please leave **column D** blank.

If your school is an existing independent school or NMSS applying to become a special Free School:

In **column A** please provide the proposed number of places in each year group.

In **column B** please provide the number of children already on roll at your school with statements of SEN.

In **column C** please provide the number of children with statements of SEN of the relevant ages, who are not currently on roll but local authorities anticipate naming your school in their statements.

In **column D** please provide the number of children with statements of SEN of the relevant ages, who are not currently on roll but whose parents have indicated that they would request your school to be named in their child's statement.

	2014				2015			
	A	B	C	D	A	B	C	D
<b>Reception</b>								
<b>Year 1</b>								
<b>Year 2</b>								
<b>Year 3</b>								
<b>Year 4</b>								
<b>Year 5</b>								
<b>Year 6</b>								
<b>Year 7</b>	8	8	7		9	9	0	
<b>Year 8</b>	8	8	8		8	8	7	
<b>Year 9</b>	8	8	8		9	9	8	
<b>Year 10</b>	8	8	8		10	10	8	
<b>Year 11</b>	8	8	8		10	10	8	
<b>Year 12</b>	8	8	8		9	9	8	
<b>Year 13</b>					8	8	8	
<b>Totals</b>	48	48	40		63	63	47	

## Section E: Evidence of demand – part 2

### Executive Summary

INSPIRE will be a Free School for 80 young people aged 11 to 19 with Social, Emotional and Behavioural Difficulties. There is a gap in secondary special School provision for the most vulnerable young people with BESD in Medway to provide choice for parents within their locality. Whilst the specialist provision for primary age children meets current demand and needs, the secondary specialist BESD provision is restricted to the Independent sector and out of borough provision, which neither represents value for money nor a choice of high quality educational placements for parents of these young people. The Green Paper sets out the importance of choice for parents and carers, this new provision will address the issue of choice.

The current provision for students who have been assessed as having significant social, emotional and behavioural needs, have experienced failure in the education system and have been excluded or are at risk of exclusion from mainstream education, is not good enough in the Chatham area of Medway. In the 2011 inspection report on Silverbank Park PRU, OfSTED identified a gap in provision for those young people who have no planned

reintegration programme to a mainstream or special school *“approximately one third of the students are admitted to Silverbank Park with no intended reintegration to mainstream or special schools and therefore do not meet the criteria for attending a PRU. The local authority is mindful of this and plans are already underway to ensure that only students that meet the criteria for attending a PRU are admitted to Silverbank Park.”*

These 32 young people with SEN statements of BESD are currently inappropriately placed and educated in The Oaks at Silverbank Pupil Referral Unit.

Therefore, the Local Authority and the Trust have recognised there is an urgent need in Medway for a Special School which can provide long term educational options for young people with EBD SEN statements. The proposal is an attempt to address this need.

INSPIRE will change this by providing an innovative, dynamic approach to academic achievement and learning for life in a special school setting.

## **Outline**

This section is divided into specific areas which we feel are relevant to demonstrate the evidence of demand for INSPIRE. Firstly we will examine the current context of BESD provision in Medway and the surrounding area. We believe that there is not sufficient provision in Medway for young people with BESD needs without significant expense and travel times.

## **Context and background**

### **The need for your school locally**

Medway Local Authority support the formation of this school, and to this end have provided figures to the Trust regarding existing numbers of children with Statements of Special Educational Needs, defined as BESD, in the county. There are 70 children in Medway aged 11-18 with Statements of Special Educational Need with BESD as the first priority.

Provision for children aged between 11 and 18yrs with SEN Statements with Behavioural, Emotional, and Social Disabilities is provided in the schools below, figures are also detailed for the cost of the education, as well as the cost of transport. Medway have stated that if INSPIRE was approved to move to the pre-opening stage, they would look to bring some students from Hope View School from Kent, back into Medway provision.

Name of School	Number of students placed by Medway	Gender of students placed by Medway	Age range of school and gender of students			Distance from Medway
The Oaks, Chatham	40	Mixed	11-16 mixed			
Hope View School, Chilham, Canterbury, Kent	19	Male	7-18 males			27.5 miles
Heath Farm, Charing Heath	1	Male	5-16 mixed			38 miles
Blake Hammond Tuition Service - therefore doesn't offer the full curriculum	8	Male	5-16 mixed			10.5 miles
Right Track Tuition Service – tutored in the homes of qualified teachers	2	Female	11-19 mixed			Variable as the students travel to teachers homes

See below for a map of the schools which cater for young people with statements of BESD.

[REDACTED]

[REDACTED] The geographical distance of the above schools from Medway clearly makes them unsuitable options for children within the Medway area. Exhausting long journeys to and from school are known to adversely affect student behaviour and progress. Therefore, it is clear from this table that there is not sufficient long term provision for young people with social, emotional and behavioural needs in the Medway area.

The existing provision at Silverbank Park – The Oaks, is a Pupil Referral Unit, and therefore is established to provide short term support and education to young people with EBD statements, with the aim of reintegrating them into mainstream education. As stated in the 2011 OfSTED report:

*“approximately one third of the students are admitted to Silverbank Park with no intended reintegration to mainstream or special schools and therefore do not meet the criteria for attending a PRU”.* The Trust intend this Special Free School to replace The Oaks. All students who require a PRU will attend the Will Adams Centre in Medway. Students who require long term educational provision will attend the Special Free School proposed in this application.



Medway Council SEN team have also passed on information regarding the predicted rise in numbers over the next 5 years of BESD statements. This extract is taken from a report written by the [REDACTED], for the [REDACTED].

*The table below is taken from the LAs place planning team showing the current spread of provision and shows the expected rise in numbers over the next 5 years. The SEN team, based on their experience of numbers moving into the LA and of the increase in requests that they are receiving as a team, have indicated that the numbers will be higher. These increased numbers are predicated on increased complexity as mainstream BESD statements are not usually made. For a mainstream child within a statutory assessment process, the prime need will be a learning, a communication /language need or a physical/ medical need. Behaviour needs are likely to be secondary.*

Current position  
increase over time

predicted

Prime need BESD	Total Children with statements	Medway Maintained	Out of Area Mainstream Schools (Recoupment)	Out of Area Special Schools/Units and PRUs (Recoupment)	Independent / Non-maintained Schools	Independent Tuition	Placement to be determined	2013/14	2014/15	2015/16	2016/17	Total Increase
Num	159	106	4	4	30	12	3	3 (7)	3 (7)	2 (7)	1 (7)	9 (28)
In special provision	98	49		4	30	12	(3)	7	7	7	7	28

*The projections show quite clearly that this is a rising need for BESD provision not a short term need.*

### **The demand from parents for the school**

The Trust are dedicated to setting up a provision that provides parents in Medway with the choice of a high quality provision that caters for the needs of students with BESD statements.

To this end, the Trust interviewed all parents of students who are currently placed in provisions across Medway that have SEN statements of BESD who would be suitable to attend the INSPIRE Free School. These meetings were also held with parents of Year 6 students at Chalklands, a SEN Unit for children with BESD, attached to Elaine Primary School. It is expected that all children at Chalklands who are eligible, will progress onto INSPIRE Special Free School when they reach 11yrs old.

The parents were asked whether they would support the school and would be happy for their child's statement of Special Educational Needs to name INSPIRE Special Free School. A letter explaining the plans for the school was

sent to all relevant parents, with a tear off section which detailed their support for the project.

*Three of Medway's very best head teachers have combined together to make a bid to the Department for Education for permission to open a new school on the site of [REDACTED] in September 2014 for students with SEN Statements of BESD.*

*This school, which may be called INSPIRE, is pledged to provide;*

- *Outstanding teaching and learning for your child*
- *The very highest standard of care for your child*
- *A place which will INSPIRE your child and in which they will maximise their potential and progress.*
- *A place where your child will get the very best of treatment for their condition and development.*

*Hence the school;*

- *Nurtures*
- *is Boundaried*
- *Serves*
- *and is High Achieving*

*The three Headteachers making this pledge all run schools and networks of school which have outstanding reputations. They are;*

- [REDACTED].

*In the meetings you attended, you made it very clear that you would ask Medway to name The INSPIRE School as your preferred choice for the placement of your child.*

*If you wish to discuss this project further, please phone the school to make a mutually convenient appointment. Otherwise, I would ask you to kindly complete the attached form and return it to the school as soon as possible.*

*Finally, thank you again for your continued support for the school.*

*Yours sincerely*

[REDACTED]

Local Authority Consultant and Interim Headteacher



**Personal Details**

Your Name: \_\_\_\_\_

Child's Name: \_\_\_\_\_

Address: \_\_\_\_\_

Postcode: \_\_\_\_\_

Email: \_\_\_\_\_

Please tick if you would like to receive news of "INSPIRE" by email [ ]

**Parental Survey**

In September 2014, I will name the INSPIRE School as the parental preferred choice on the statement of educational needs for my child. Yes [ ]  
No [ ]

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

The results are as follows:

Age of student in 2014	Support for INSPIRE	Support to name INSPIRE on SEN statement
11 years old	8	8
12 years old	8	8
13 years old	8	8
14 years old	8	8
15 years old	8	8
16 years old	8	8

The postcodes of parents who support the school have been mapped out below. This clearly demonstrates that the parental support for the school is based in the Medway area from local parents.



### **The demand from the Local Authority for places at the school**

Medway Local Authority recognised the need for a new provision which provides education students with BESD and were instrumental in starting the discussions with the three Sponsors to begin to think about the possibilities of applying to open a new special free school. Medway provided resource to help write the application through financial expertise, educational expertise, and access to information on students in the county with SEN statements of BESD. It is expected that if approved, INSPIRE will work fully within the family of schools in Medway and access many of the services on offer within the County, in much the same way as the majority of Academies in Medway operate. Medway fully support the application to establish INSPIRE, to this end they have written a letter of support which is detailed below.

Please contact: [REDACTED]  
Your ref:  
Our ref: JS/rg/3021  
Date: 20 December 2012



**PRIVATE AND CONFIDENTIAL**

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

**Children and Adults Directorate**  
Gun Wharf  
Dock Road  
Chatham  
Kent, ME4 4TR  
Telephone: 01634 306000  
Direct line: 01634 331013

e-mail: [REDACTED]

Dear Sir, Madam

**Confirmation of support for INSPIRE Special Free School, Medway**

We confirm that the Local Authority of Medway supports INSPIRE Special Free School's application. We understand that INSPIRE Special Free School is a 11-19 age range school, ultimately catering for 80 students with Special Educational Needs classified as Behavioural, Emotional and Social Difficulties in Medway which is proposed to open in September 2014. The numbers will be built up over 5 years in line with the projected rise in need.

We confirm that we agree there is a need for the type of proposed provision in the local area and we will be willing to send students to INSPIRE Special Free School in line with parental preference and our statutory duties regarding appropriate pupils' statements of SEN. We anticipate naming INSPIRE Special Free School on the Statement of SEN for approximately 48 pupils for the first academic year following the school's opening – these students will be aged 11 to 17 and are currently educated within other institutions in Medway. In following years, we anticipate naming INSPIRE on the Statement of Special Educational Needs for a minimum of 7 additional students each year. These students are currently educated in a primary provision in Medway – Chalklands. We expect that every student will progress from Chalklands onto INSPIRE.

Based on previous years' figures, as well as the national trend of increasing BESD, we anticipate that we would be able to make a minimum of 8 referrals of full time equivalent (FTE) places for year 7 students in every academic year, we also anticipate that we will make a further 4 referrals to the school every year for students in yrs 8-11. We confirm that whatever referrals we do make we will make to INSPIRE Special Free School.

We agree to pay the top up fee from our retained high needs block per pupil, in order to meet the needs of their statement.

We agree that if approval is given for INSPIRE Special Free School to enter the development phase to open in September 2014, Medway Local Authority will lease part of the Silverbank Park site to the Trust at a peppercorn rent to operate this Free School.

Signature:

[REDACTED]

Print name:

[REDACTED]

Date: 20 December 2012

## **Rationale for the size of the school**

Discussions with Medway Council and knowledge of the landscape of students in the area with SEN Statements of BESD, have indicated that the INSPIRE Special Free School should expand to be able to cater for a maximum of 80 students. Should the proposal be approved, Medway have committed to placing 48 students at the school in 2014. It is expected that the school will grow year on year until it reaches a full capacity of 80 students in 2018. The rationale behind the increase in students is as follows:

There is an increase in students attending the primary provision at Chalklands with SEN Statements of BESD due to a changing population profile. This is expected to translate into an additional 2-3 places over the next two years.

Medway Council have confirmed that there is already substantial pressure from Medway secondary system on the Oaks to expand. Historically there is an increase in students requiring specialist provision between KS3 & 4, at present, Medway need to place 4/5 students out of county. This is also applicable to girls who are being privately tutored, so are unable to access a sufficiently broad curriculum. Therefore we expect that there will be an increase in students in Years 10 & 11 over the next 4 years.

We have also discussed the possibility with Medway of the school in the future being able to accept a wider range of BESD conditions than is currently possible at The Oaks. We believe that this will be possible

as there will be increased experience, capacity and capability at INSPIRE than currently exists in any provision in Medway.

Therefore, taking into account the above rationale, we believe that it is practical in terms of the landscape of SEN in Medway, and also financially viable, that the school will grow from 48 students in 2014 to 80 students in 2018.

### **Community Engagement**

One of our aims is to promote educational and social mobility so that pupils improve their life chances. We are therefore, committed to strong partnerships in the local area. This special school is for local children and families so primary schools, schools, parents need to be at the core of its development.

### **How our school will work with parents, other services and agencies to give each pupil the support needed to fulfil their potential;**

We would wish INSPIRE to be placed within the Medway family of schools. Once the school is operational, we would also plan to work closely with Medway in all operational and educational aspects to ensure that the education and provision we provide, matches to the needs of the young people with SEN statements of BESD within Medway. We would aim to become full members of all available networks in Medway, including, but not limited to: head teacher forum which meets termly (████████, ██████████), SENCo network which meets bi-termly, deputy headteacher network which meets bi-termly as well as a PRU and Special School network (████████, ██████████). These networks are used by all 17 academy and 2 community schools in Medway to discuss current issues, develop strategies to deal with these issues, as well as discussing options for staff development. We would expect that responsibilities for cultivating these networks, along with ensuring that the school is able to access the expertise of other schools, as well as sharing internal expertise, will be dedicated to a member of the Senior Leadership Team. At present it is expected that one of the assistant head teachers will fulfil this role, however we would expect that this would be further examined in the project development phase.

We see the role of carers, parents and the community as vital. Parental involvement in education has a significant effect on educational achievement well into adolescence and adulthood. Parents are a vital source of support socially and emotionally as well as academically. Parents often have different views of young people's strengths and needs because of their knowledge of them over time so maintaining an effective relationship between home and school is important. We will encourage parents to join in the teaching and will ask them to agree a contract to participate as their part of the educational provision.

Information about Emotional, Behavioural and Social needs will be provided for parents/carers e.g. school news letter, school brochure or website, awareness raising sessions, and a new website dedicated to the Special school. Also Information about the impact of supportive practice on individual children will be shared with their parents/carers e.g. lists of useful strategies, IEPs, provision maps, home school books. Parents/carers of children will also have access to appropriate training and local support networks.

We plan to engage a varied team in the school to ensure that the needs of all students are fully supported and they are able to reach their full potential. The Multi-Agency Team will include, but will not be limited to: school nurse, therapy services, speech and language services, youth mentors, co-curriculum instructors and teachers, psycho-dynamic behaviour services, drug and alcohol team, a lead worker for home – school support, attendance lead, school counsellor, local community police officer. The majority of these services are free at the point of delivery to BESD students, however if there are gaps in the provision we will adjust the staffing model to include key functions. The Medway therapeutic services, including emotional health wellbeing and inclusion are co-located at Silverbank Park. The Head of Service is moving to a commissioning model for therapy services for young people with more complex special needs at Levels 2, 3 and 4. These services, free at the point of delivery, will be commissioned by the Free School to meet the needs of young people and their families. Families will take a lead in the decision making process around the commissioning process. This will meet the requirements of the Green Paper to secure timely and appropriate multi agency specialist intervention to support young people and their families.



## Section F: Capacity and capability

Please refer to pages 26 to 29 of the 'How to Apply' guidance for what should be included in this section.

### **Roles of company members, governing body and head teacher in running the school**

The INSPIRE School proposal builds on the success of the three Members of the proposer group in developing and managing outstanding schools.

The Proposer Group is made up of three individuals who are currently responsible for running three high performing schools in the Medway area. The Members will be key drivers throughout the project development phase, their expertise and experience of working with students with SEN and with Special Schools will be key in establishing robust governance processes, ensuring that high quality members of staff are recruited and that a coherent and comprehensive education vision is established for the school.

### **Company members**



## Governing Body

For clarity the term Governor is used throughout this section to refer to the role of Director/Trustee/Governor of the Trust.

The Governors will be responsible for setting and monitoring of quality standards and may implement this as needs dictate by either:

- Appointing/nominating an individual
- Appointing/nominating a group
- Delegating tasks to existing governors
- Appointing an external independent organisation

The Governance and management structure for INSPIRE will be designed with the following key **short term** aims:

The short term objectives – from September 2014

- To open and operate a successful Special School
- To constitute and implement a focused Board of Directors/Governors
- To constitute and implement an educational management structure clearly placing the head teacher at the centre of educational delivery and standards.
- To ensure the highest level of educational standards are achieved
- To work towards our aim of receiving OfSTED Outstanding classification within three years from 2014.
- To enable access for students to work and Higher Education institutions of their choice.
- To achieve and maintain high standards in relation to the staff cohort, achieve.  
'Investors in People' Gold Award.
- To have regular reviews in place to ensure the structure is working.

Furthermore, the Governance and management structure for INSPIRE will be designed with the following key **long term** aims:

- Fully engage and build long term commitments to students, young people, and local community, including universities, local government and business, in order to enhance the educational opportunities available to young people in Medway with Special Educational Needs, and encourage the local community to share and promote our values.
- Attract and develop high quality leaders and staff with a focus on educational excellence, value based learning and challenging extra-curricular activities.
- Develop an enhanced, personalised and enriched curriculum for students appropriate for their Special Educational Needs, and supportive professional development for all staff.

The **key responsibilities** of the Governing Body will be:

- Define and implement a process for monitoring and ensure the quality of the educational provision and embedment of the ethos, vision and values into all its activities
- Define and implement a process that allows constructive and effective challenge and monitoring of the overall performance of the Special School
- Define and implement a process for full engagement with the local community and business/employers/higher education institutions
- Oversee and ensure the effective management of the trust's finances, property and other assets
- Oversee and ensure a full range of operational services are provided in support of the Special School
- Oversee and ensure the ongoing educational research and development takes place to maintain best practise in the support of students with Special Educational Needs.
- On the advice of the head teacher or other recruitment panel, employ suitably experienced staff.
- Implement disciplinary and contract termination.
- Ensure the requirements of Company and Charity law are fully met.
- Oversee and manage the liabilities of the Trust

Although there are many similarities between the role of a governor within a maintained school and a Free School, there are significant differences especially associated with the role of Company Director and Charity Trustee. The initial governors have been chosen for their previous knowledge and experience not only as school governors but also as Directors and Trustees of other organizations.

The Governing Board will during Pre-Opening define and prepare the following to assist in the monitoring and performance management of the Special School:

- A clear scheme of delegated authority defining task/topic focused management groups, their terms of reference and reporting lines back to the Board.
- Clear performance objectives and targets for the head teacher
- Preparation of a set of educational materials and plans, in particular an assessment model and code of practise – linked to the assessment and development of individual students
- A detailed and costed staff plan to create excellence in teaching and staff development opportunities
- A comprehensive staff orientation plan linked to the values and vision together with a continuous professional development programme to ensure best practise is maintained by both teaching and support staff
- Development of an effective performance management system for both staff and students

### **Corporate Plan**

Below the Board of Governors the Special School will be split into two distinct elements:

*Educational Delivery:* This will be led by the Senior Leadership Team, reporting to the head teacher, who will be responsible directly to the Governors for the following non exclusive areas:  
Educational Research and Development – this will lead on educational thinking leading to best practice and the implementation of the values and ethos of the school.

- Embodiment of the school culture and ethos
- Development of the educational delivery and staff structure
- School and Staff leadership and development
- Educational standards and quality
- SEN and other inclusion policies and requirements
- Admissions procedures and processes
- Discipline and exclusion policies and processes
- Every Child Matters and other statutory and advisory educational policies

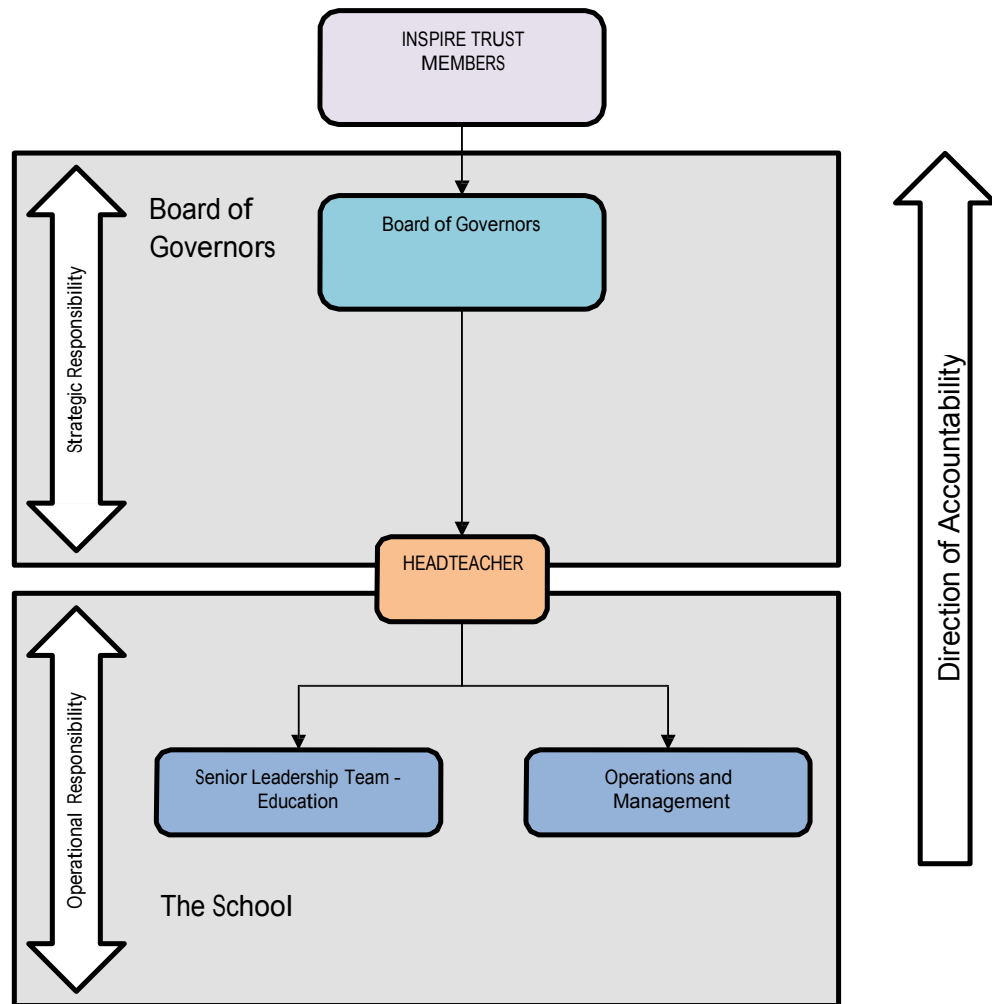
*Operations and Development:* which will be led by the designated Operations and Development Director who will report up to the head teacher. The Operations and Development Director will oversee the following support services:

- Operational strategy planning – building links and relationships with trusted supply chains
- Finance/Budget management
- Payroll
- HR and recruitment
- Marketing
- Community Development & Family Relations – building the links and partnerships with families and the community both on individual, social and commercial levels to ensure full participation to the benefit of each individual student.

It is not expected that these two elements will work independently of each other but that the head teacher and their staff will fully engage with the Operational and Development Teams to ensure the school maximises its exposure, support and benefit from the community.

### **Responsibilities and Accountability**

The above plan and structure is diagrammatically shown below together with key strategic and operational lines of responsibility and accountability.



The objective of the above will be to define clear lines of authority, reporting and processes which monitor the development and performance/progress of staff and students within an environment of personal skill building, learning and life skills.

### **Conflicts of Interest**

The Board of Governors will act at all times in the interest of INSPIRE both as individuals and a group, as is their statutory duty.

A register of interests that may impact impartiality will be kept by the Clerk of Governors and reviewed and updated regularly. Each governor will be expected to sign a declaration of interests when appointed and at minimum intervals of 12 months. Each governor will be responsible for their entry and have an obligation to ensure it is accurate at all times.

Notwithstanding the above and in accordance with the articles of Association any conflicts of interest that become apparent as part of the business of the board will be declared and dealt with in accordance with the rules as set out in the articles.

The Board of Governors when appointing new governors will be expected to take due regard to any relationship between existing and new governors that may potentially inhibit or influence a governor in their role. Before inviting an individual onto the board all governors must be satisfied that such relationships that could cause conflicts do not exist.

However, this is a difficult process to get right at all times and it may well be that such relationships between Governors do exist or it is considered beneficial overall for individuals in such a relationship to be invited onto the Board.

Each Governor will be given an additional obligation through the rules of the Board, to raise with the Chair of Governors should at any time they feel a conflict for whatever reason exists in respect of another member of the Board. The Chair will then seek the views of all other Governors as to whether to implement the rules of conflict or not.

### **Methods of escalation and accountability**

The Trust will ensure that robust lines of reporting are established, and that the Governing Body has a clear plan for progressing, with appropriate scrutiny and challenge, as the school grows.

In the initial year of opening, it is expected that there will be no formal sub-committees to enable all of the Governors to be involved in all of the decision making. The Trust believe it is important that in order to ensure appropriate participation from all Governors, and a sense of ownership of the school, the initial involvement of the Governors in all key decisions will ensure that the ethos and the vision for the school are fully embedded. It may be appropriate that advisory parties are set up in the initial year to respond to particular issues, however all formal decisions will be ratified by the Governing Body. In the initial year the full Governing Body will meet a minimum of half-termly. See below for a scheme of decisions to be discussed in the initial year, although it is fully expected that all statutory policies will be in place prior to the school opening, we would expect the Governors to ratify and review these throughout the school year. These decisions will all be discussed and agreed by the full Governing Body. In future years a scheme of delegated authority, based on, but not limited to the chart below, will be implemented.

#### **THIS PLANNER SHOWS TO WHICH LEVEL THE GOVERNING BODY MAY LEGALLY DELEGATE FUNCTIONS**

##### **KEY**

- Level 1: Full governing body
- Level 2: A committee of the governing body
- Level 3: An individual governor
- Level 4: Headteacher
- Level 5: Trust level decision

Column blank: Action could be undertaken by this level.

Column blocked off: Function cannot be legally carried out at this level.

**\*Governors must remember that although decisions may be delegated, the governing body as a whole remains responsible for any decision made under delegation\***

Key Function	No	Tasks	Decision Level				
			1	2	3	4	5
<b>Budgets</b> <b>*Finance &amp; Operations Committee</b>	1	To approve the first formal budget plan each financial year					
	2	To monitor monthly expenditure.					
	3	To establish a charging and remissions policy					
	4	Miscellaneous financial decisions					
	5	To enter into contracts (GB may wish to agree financial limits)					
	6	To make payments					
<b>Staffing</b> <b>*Staffing Committee</b>	7	Headteacher appointments (selection panel)					
	8	Deputy appointments (selection panel)					
	9	Appoint other teachers					
	10	Appoint non teaching staff					
	11	Agree a pay policy					
	12	Pay discretions					
	13	Establishing disciplinary/capability procedures					
	14	Dismissal of Headteacher					
	15	Dismissal of other staff					
	16	Suspending Headteacher					
	17	Suspending staff (except Headteacher)					
	18	Ending suspension (Headteacher)					
	19	Ending suspension (except Headteacher)					
	20	Determining staff complement					
21	Determining dismissal payments/early retirement						
<b>Curriculum</b> <b>*Education &amp; Curriculum Committee</b>	22	Ensure National Curriculum (NC) taught to all pupils as appropriate and to consider any disapplication for pupil(s)					
	23	To establish a curriculum policy					
	24	To implement curriculum policy					
	25	To agree or reject and monitor curriculum policy					
	26	Responsible for standards of					

		teaching					
	27	To decide which subject options should be taught having regard to resources, and implement provision for flexibility in the curriculum (including activities outside school day)					
	28	Responsibility for individual child's education					
	29	Provision of sex education – to establish and keep up to date a written policy					
	30	To establish a charging and remissions policy for activities (non NC based)					
<b>Performance Management *Staffing Committee</b>	31	To formulate a performance management policy					
	32	To establish a performance management policy					
	33	To implement the performance management policy					
	34	To review annually the performance management policy					
<b>Target Setting *Education &amp; Curriculum Committee</b>	35	To set and publish targets for pupil achievement					
<b>Discipline/Exclusions *Education &amp; Curriculum Committee</b>	36	To establish a discipline policy					
	37	To review the use of exclusion and to decide whether or not to confirm all permanent exclusions and fixed term exclusions where the pupil is either excluded for more than 15 days in total in a term or would lose the opportunity to sit a public examination. (Can be delegated to chair/vice-chair in cases of urgency)					
	38	To direct reinstatement of excluded pupils (Can be delegated to chair/vice-chair in cases of urgency)					
<b>Admissions *Education &amp; Curriculum Committee</b>	39	Admissions: application decisions					
	40	To appeal against LA directions to admit pupil(s)					
	41	Responsibility for ensuring provision of RE in line with school's basic curriculum (all schools) NB this must fall into line with locally agreed syllabus					
<b>Religious Education</b>	42	In all maintained schools to ensure					



<b>*Curriculum Committee</b>		that all pupils take part in a daily act of collective worship (after consulting GB)					
	43	Buildings insurance and personal liability– (it is suggested that the GB as a whole should be involved in this decision)					
	44	Developing school buildings strategy or master plan (it is suggested that the GB as a whole should undertake this decision)					
	45	Procuring and maintaining buildings, including developing properly funded maintenance plan					
<b>Premises &amp; Insurance *Finance &amp; Operations Committee</b>	46	To institute a health and safety policy					
	47	To ensure that health and safety regulations are followed					
<b>Health &amp; Safety *Finance &amp; Operations Committee</b>	48	To set the times of school sessions and the dates of school terms and holidays					
	49	To ensure that the school meets for 380 sessions in a school year					
<b>School Organisation *Education &amp; Curriculum Committee</b>	50	To ensure that school lunch nutritional standards are met where provided by the governing body.					
	51	To prepare and publish the school prospectus					
	52	To prepare and publish the school profile					
	53	To ensure provision of free school meals to those pupils meeting the criteria					
	54	Adoption and review of home-school agreements					
<b>Information For Parents</b>	55	To draw up instrument of government and any amendments thereafter					
	56	To appoint (and remove) the chair and vice-chair of a permanent or a temporary governing body					
	57	To appoint and dismiss the clerk to the governors					
	58	To hold a full governing body meeting at least three times in a school year or a meeting of the temporary governing body as often may require					
<b>GB Procedures</b>	59	To appoint and remove community or sponsor governors.					
	60	To set up a Register of Governors' Business Interests					
	61	To approve and set up a Governors					

		Expenses Scheme					
	62	To discharge duties in respect of pupils with special needs by appointing a “responsible person”					
	63	To consider whether or not to exercise delegation of functions to individuals or committees					
	64	To regulate the GB procedures (where not set out in law)					

As the school grows, so the Governing Body will evolve to suit the needs of the school.

From the start, the Chair of Governors will be responsible for the performance management of the Headteacher. It is expected that the head teacher and the Chair of Governors will meet at least every half term to discuss performance against agreed KPIs. These will then be formally reviewed in the annual performance management meetings. Any decisions regarding pay will be discussed by the full governing body in the first year, and by the staffing committee in subsequent years. It will be the staffing committee which will make the decision if the Headteacher should be suspended or removed from post. The Headteacher will have the right to appeal this decision to the Trust board, whose decision on the matter will be final.

One of the key initial tasks for the Governing Body upon appointment, but prior to opening, is to agree the format of the reports that the head teacher will make to the Governing Body on a termly basis. It is expected that the Governing Body will provide scrutiny and challenge to these reports in order to help inform and progress the school development plan. The Governing Body will then report against the KPIs in their report to the Members at their Annual General Meeting.

It is also expected that a link will be made with The Williamson Trust, through [REDACTED] to provide scrutiny, challenge and expertise in Governance. We have discussed the possibility that one of the schools in The Williamson Trust become a School Improvement Partner for INSPIRE. The outstanding expertise and mentoring that would be available through this partnership will help to ensure that the reporting and monitoring systems in place are of a high standard and benefit the progression of the school.

### **Educational expertise to achieve our vision – relevant, high quality SEN educational expertise**

The INSPIRE proposal builds on the extensive experience of the three members of the proposer group. Their experience in education and SEN is a key strength in this application, and the guarantee that the establishment of the Special School will provide high quality educational provision for students with SEN statements for EBD in Medway.

██████████ ██████████ which provides education for students aged 4-19 with complex learning difficulties and disabilities (SLD/MLD/ASD) who primarily experience complex learning difficulties and disabilities that may include speech, language, emotional, sensory, physical or autistic spectrum secondary disabilities. All of the students at ██████████ have a statement of Special Educational Needs and 45% have additional health and medical needs. The 2012 OfSTED report states:

*'This school is determined to be outstanding. It is improving rapidly because of outstanding leadership...Students make outstanding progress in relation to their starting points and abilities as a result of good teaching, an outstanding curriculum and excellent pastoral care and support.'*

██████████ has ██████████. These are detailed below.

Leadership & Management :

██████████  
██████████  
██████████  
██████████

<Redacted>

**Availability :**

In period leading up to the opening of New School: 3 days per month.

Once the new school is opened: available in capacity as a Local Leader in

Education to support head teacher, and Chair of Governing Board.

**Role in the pre-opening stage:**

If the application is approved, [REDACTED] will sit on the strategic project steering group which is expected to meet once a month to review the progress of the project. He will also be key in reviewing and approving the education work required in the project development phase, with special focus on the aspects centred on SEN. [REDACTED] will be key in recruiting the head teacher designate; reviewing and agreeing the final job description and person specification, as well as the interview process and holding a place on the interview panel.

[REDACTED]  
**Availability :**

In period leading up to the opening of New School: 3 days per month. Post opening, member of the Governing Board.

**Role in the pre-opening stage:**

If the application is approved, [REDACTED] will sit on the strategic project steering group which is expected to meet once a month to review the progress of the project. He will also be key in reviewing and approving the education work required in the project development phase, with special focus on the aspects centred on school improvement and building the school to achieve an Outstanding rating. [REDACTED] will be a key contributor to the education brief, development plans as well as the governance of the school. He will be central in forging a relationship with The Williamson Trust and gaining their support as a School Improvement Partner for INSPIRE.

[REDACTED]  
**Availability :**

In period leading up to the opening of New School: 3 days per month. Post opening, [REDACTED] will be a member of the Governing Body.

**Role in the pre-opening stage:**

If the application is approved, [REDACTED] will sit on the strategic project steering group which is expected to meet once a month to review the progress of the project. He will also be key in reviewing and approving the education work required in the project development phase, with special focus on establishing networks with other schools in order to share SEN expertise, access relevant CPD opportunities for staff and ensure that the school is sufficiently in touch with the local educational environment, especially in relation to developments of SEN policy.

**Existing Educational Expertise**

An education working group will be established in the pre-opening phase of the school, [REDACTED] will all be involved in this group. The aims of the group will be:

Recruit the head teacher designate

Translate the high-level educational plan set out in this document into workable policies, processes and structures which will operate successfully from Day 1

Decide on and procure curricular and extra-curricular resources

Determine the utilisation of space and ensure that the premises project creates suitable accommodation

Recruit the initial Senior Leaders and teaching staff

Train Senior Leaders and teaching staff in the policies, processes and structures

Develop relationships with other Special Schools and local schools who may wish to access the services provided at INSPIRE.

Actively promote the school to parents of young people with SEN statements of BESD.

Develop and grow relationships with Medway to secure the naming of INSPIRE on BESD SEN statements as appropriate.

### **Accessing additional educational expertise**

The Trust would hope to appoint the head teacher Designate to start work in January 2014. The salary costs for the head teacher Designate would be funded out of the Project Development Fund. We believe that this would be a suitable use of the Development Fund rather than procuring educational consultancy, this is because the head teacher will be able to work directly with the proposer group to ensure that the vision and ethos of the school are embedded through every aspect of the school development. They would become an active member of the education working group detailed above. It is expected that the majority of the development of the education work, curriculum planning, development plans, education brief and schemes of work, will be completed in the new year when the head teacher Designate will have been appointed. We would also expect that [REDACTED] would work in a mentoring role to the head teacher in the lead up to opening, and that a more formal mentoring role would be established post opening. This mentoring role may be continued by [REDACTED], through his existing position as an [REDACTED], or it may be negotiated through The Williamson Trust. Medway Council have also stated that they would be willing to provide educational support and challenge in the project development phase.

It has also been agreed with the Trust and Medway that close links will be established between the two post-opening to ensure that educational expertise is shared and staff CPD links are accessed.

### **Financial expertise to manage the budget**

Medway Local Authority have provided significant support to help us write this application, in particular they have been invaluable when writing up the

financial plans, with major support being offered through [REDACTED] is an [REDACTED] and has been working with [REDACTED] Medway have provided us with the existing budget for The Oaks which has enabled us to benchmark some of the running costs for the INSPIRE Free School against the existing provision. Medway have confirmed that, following approval of this application, [REDACTED] will be available to advise and support the financial set-up of the school. [REDACTED] will be available in the pre-opening phase to support the financial set up of the school for 4 days per month. As above with the head teacher Designate, we would expect that the majority of the financial planning – creating a 3yr budget, procuring all necessary contracts, setting up the financial reporting systems, will be undertaken in the new year. It is expected that the Trust would procure the support of an interim Finance Director between January – May on a pro-rata basis as required, to provide expert advice on this task. The funding of this would be covered from the Project Development funding. A full time Business/Operations Manager will be recruited from May/June 2014. It is the view of the Trust that the set up of the school requires different skills to the operation of the school. Therefore using the Project Development funding to access interim higher level support in the pre-opening phase, would ensure that robust reporting systems are in place, and enable a hand-over to the permanent post holder in May/June 2014.

#### **Other relevant expertise to manage the opening and operation of the school**

##### **Legal Support**

To date, Medway have provided legal support for setting up and establishing the Company at Companies House. We are aware that we do not have anyone within our group that has legal knowledge, therefore we would expect to procure legal support for the production of the Funding Agreement document, through a fair tendering process upon entering the project development phase. We do not envisage that we would require any further legal support prior to opening. We would plan to procure comprehensive legal services for the school upon opening.

##### **Project Management Support**

We recognise that the sponsors do not have enough time to manage all of the tasks required for the pre-opening phase of the school. We also recognise that they do not have the experience required to set up a new school. We believe that it is key that the sponsors are able to use their time constructively to influence and shape the areas that will enable INSPIRE to become an outstanding school – these are mainly focused on SEN and the education vision for the school. Therefore, following approval and entering the project development phase, we would expect to procure project management support through the existing DfE framework. We would plan that the funding for the PMC would come from the project development funding. We would expect that the PMC would be able to provide the following services:

Overall Project Management of the project up to opening HR support. We are aware that we will need to put in place employment policies and recruit high calibre staff for the September 2014 opening. We would expect that the PMC would provide support with all tasks associated with ensuring that INSPIRE had a full staff cohort for September 2014.

Consultation. We are aware of the obligation on the Trust to consult on the proposals for the Free School. We would expect the PMC to plan and carry out the consultation as required by the Academies Act.

Marketing. Although the school will not need to market to students in the same way as a mainstream Free School due to the process of commissioning places through the Local Authority. We still recognise the importance of producing high quality marketing materials such as a prospectus, and to hold open/information evenings to ensure that potential parents of students at INSPIRE have sufficient information regarding the ethos and vision of the school, to support the naming of INSPIRE on their child's Statement of SEN.

Financial planning and set-up of the school. As acknowledged above, Medway have offered to provide support to the Trust for the financial and budget planning required in the pre-opening phase. We would also expect that the PMC would provide support to ensure that all necessary supplier contracts, and financial reporting systems are in place in time for September 2014.

## **Other relevant expertise**

### **Plans for recruiting a head teacher and other staff and governors**

Recruiting an outstanding leader for INSPIRE will be a crucial factor in achieving success. INSPIRE will be led by an outstanding head teacher, appointed and mentored by one of the sponsors – [REDACTED], who has experience of [REDACTED], ensuring that the reality of excellence is brought into the BESD context.

We seek a headteacher for the school with experience of leadership in special schools, with a proven track record in BESD, who, like the steering group is passionate about the role that this school can play in raising standards and improving young people's life chances. We also place high value on the commitment to working with the local community and its families. The



prospective candidate should be forward looking in order to lead an innovative curriculum.

Additionally the headteacher should show the attributes of a successful school leader. The qualities we are seeking are based on the National Standards for head teachers which embody our key values:

The national standards are set out in six key areas that together represent the role of the head teacher:

### **Shaping the Future:**

Securing the mission, creating vision and establishing the strategic direction of the school. The candidate should show the imagination and flexibility to seek innovative solutions.

Managing change and shaping the future of the school. As this is a new school, it is important that the headteacher has a proven ability to articulate vision and take the steps to put this into practice

### **Leading Learning and Teaching**

Securing success and improvement for the school through school self evaluation;

Ensuring high quality teaching, high quality individual learning. The appointed head teacher will need strong leadership skills to drive teaching standards.

### **Developing Self and Working with Others**

Ensuring his/her own professional development and the professional development of all staff in the school. The headteacher will need state of the art knowledge of the school's specialism and the changes in the educational landscape.

### **Managing the Organisation**

Operating within a regulatory framework and interpreting and applying relevant legislation;

Managing and organising the school from day to day to ensure that resources, including the school environment and human resources, are efficiently, effectively and safely used to achieve the school's aims and objectives;

developing, implementing, monitoring and continually improving policies and practices;

operating within a regulatory framework and interpreting and applying relevant legislation;

### **Strengthening Community**

Securing the commitment of the wider community to the school by developing and maintaining effective networks. This is especially important as the school is for Medway, by Medway.

### **Time line for recruitment of headteacher**

<b>Date</b>	<b>Action</b>
June/July 2013	Develop Job Description and Persons Specification
July 2013	Contact Search and Select companies to discuss the options for employing them to 'Head Hunt' a Headteacher for the school.
Beginning of August 2013	Involve colleagues with Marketing and PR expertise to confirm advertising strategy and appointment procedures
August 2013	Set out staff selection process to shortlisting of applications, interviews and other assessment. Prepare information pack for enquiries.
August 2013	Develop appointment procedures for headteacher and later appointments to include CRB and reference checks according to Safer Recruitment best practice and regulations
End of August 2013	Place advertisement observing safe recruitment best practice guidelines, closing dates and interview dates
End of August 2013	Identify interview / appointment panel to include HR, Governor, parent representative, steering group representative
Early September 2013	Assess applications, check references and photocopied information. Agree shortlist and issue invitation to selection meeting
Third week of September 2013	Hold interviews, check original documents, Make offer
September/October 2013	Issue contract

### **Securing Accountability**

Attracting and recruiting a high performing head teacher, as well as drawing on the extensive experience of the three sponsors, will engage and attract the very best staff to the new Free School as they will be confident in the leadership and development opportunities they will receive. The rigour of the

staff selection process will focus on the leadership qualities and potential of the candidates. The sponsors will be looking for staff who can demonstrate their abilities through the 7 'I's of leadership.

The appointments will ensure there are key staff who are able to meet the highest demands:

Insight: To have insight into the young people and their learning styles: to take the initiative and manage risk around the young person, their family and the school; to INSPIRE through teaching and learning and acting as a role model; to be fully involved in every aspect of the school partnership for learning to support and empower the young person and their family; to create opportunities and provide flexible programmes that motivate and find pathways for the future; to show integrity in partnership working and relationships at all levels to underpin a personalised curriculum offer for each young person and to implement the vision for INSPIRE, celebrating the success and planning future success along the learning journey.

### **Staff recruitment generally**

Having secured our head teacher we will embark on the process of finalising our staff structure around our curriculum needs as well as the needs of the students that we expect to come to our school. Our first priority will be to secure the highest quality Senior Leadership Team which will include a Finance Manager. However, as our early years need will require SLT members to take on some teaching duties, we will need to consider the leadership and teaching needs at the same time.

Before embarking upon recruitment we will prepare detailed job descriptions and person specifications to ensure we have identified the specific requirements skills we require.

Our final recruitment strategy will be decided upon depending upon the range of skills we require and the market conditions at the time we wish to recruit.

As mentioned above, in the early years we will need to ensure that we can provide the maximum range of good subject coverage through our teaching staff, with special care being taken to ensure that staff have appropriate SEN experience, and that may mean SLT members taking on some teaching duties during those early years.

We are, therefore, considering that our initial recruitment-based strategy will involve an Open Day where we invite leaders and teachers to come and meet us and discuss opportunities. From this we can evaluate the skills of individuals and consider how our early years needs could be achieved by blending the skills of those interested into a coherent workforce which covers all our needs.

Invitation to the Open Day would be through a national advertisement to ensure maximum coverage and a facility to engage will be planned for those unable to attend the Open Day. We would also advertise it through our established network of SEN contacts to ensure that individuals who are experienced in the field of SEN are aware of the recruitment drive.

Each individual identified will be invited to a subsequent more formal interview and assessment to interrogate their skills and ensure they meet our needs.

In comparison to a traditional recruitment process the Open Day can be considered as the CV and short-listing process, followed by an interview and assessment process.

Any gaps in our needs will be filled through more traditional advertisement-style recruitment, as by that stage we will be able to be more definitive about our the requirements of individual posts.

Non-teaching and support staff will be recruited more locally, by use local advertising, recruitment websites and our SEN network.

The sponsors and their Governing Bodies have vast experience and expertise in recruiting excellent staff and managing contracts and service level agreements for facilities management and other services. This expertise will be used to inform the advertising, job descriptions and contractual conditions for staff recruitment. In terms of facilities management and technical support, they will draw on their individual arrangements to look for value for money services and facilities management within INSPIRE, maximising the economies of scale for extending contracts and service level agreements where possible. They will also train and develop the expertise of the Board of Governors to secure the role of INSPIRE as a commissioner for services from other agencies to directly meet the needs of the Free School and its students.

The rigour of the staff selection process will focus on the leadership qualities and potential of the candidates. The sponsors will be looking for staff who can demonstrate their abilities through the 7 Is of Leadership.

The appointments for teaching and non-teaching staff will ensure they develop a team of staff who are able to meet the highest standards and demands:

To have **insight** into the young people and their learning styles; to take the **initiative** and manage risk around the young person, their family and the school; to **inspire** through teaching and learning and acting as a role model; to be fully **involved** in every aspect of the school partnership for learning to support and empower the young person and their family; to **improvise** in creating opportunities and providing flexible programmes that launch their pathway for the future; to show **integrity** in partnership working and relationships at all levels to underpin a curriculum offer for the **individual** and to implement the shared vision, celebrating success and planning future success along the learning journey.

All class teachers and the senior team will be qualified Teachers with specialist skills, qualification or expertise and knowledge in teaching young people with SEN, particularly those with BESD. The teaching tutors and Instructors working alongside the qualified teachers will be trained or have proven expertise and experience in teaching young people with behaviour, emotional and social difficulties. The commissioned programmes at local schools and Colleges will be taught by staff with qualified teacher status, working with learning mentors and tutors from INSPIRE.

The staffing framework and structure maximises the links between the students' social and emotional wellbeing and their learning. Each class base or 'Home base' will be staffed by a Qualified Teacher and a Class Tutor to

provide high quality teaching and pastoral care. These staff will work in partnership to be the leaders of learning and 'champions' for their young people.

Teachers will lead:

- Planning and preparation of courses and lessons for pupils;
- Meeting the needs on individual statements of SEN;
- Differentiating learning and delivering lessons;
- Assessing the development, progress and attainment of each individual;
- Agreeing, setting and monitoring the achievement of learning goals;
- Reporting on the development, progress and attainment of pupils.

The tutors will lead:

- In class support to promote behaviour for learning;
- Focused support strategies for learning, particularly literacy and numeracy;
- Promoting, monitoring and pursuing issues of attendance and time keeping;
- Support for students while off site in college/school / work place settings;
- Emotional, personal and social day to day welfare

### **CPD opportunities**

INSPIRE staff will all be leaders of learning, provided with opportunities to develop their own skills and talents and to share their learning across the family of schools.

All staff will be given the opportunity to learn from The Teaching School, conduct action research and gain accreditation for school based work through Christchurch Canterbury.

The school will aspire to achieving Research Status [SSAT Model] in placing CPD and research at the core of its staff CPD and school ethos. This will be in recognition of the immense and ground breaking work currently underway where neuro-scientists and educationalists are working together to better understand : the functions of the brain ; their impairments and the implicit impact on learning and behaviour ; and, the current/developing strategies to ensure practice in schools is at the frontier of educational practice.

This is exemplified by the nationally recognised work of the Medway Youth Trust in assessing and monitoring the qualitative indicators of behaviour in young people.



[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

[REDACTED] [REDACTED] [REDACTED]  
[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]  
[REDACTED] [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]




## Section H: Premises

We understand the need to ensure that premises for the school meet all required Value for Money criteria as assessed by DfE/Education Funding Agency (EFA).

We further understand and accept that a full feasibility and value appraisal will need to be carried out if our application is successful.

Therefore, we have not entered into any commercial negotiations relating to proposed sites.

However, we have set out criteria for site suitability (non financial) which meets the primary objective of INSPIRE which is:

Local provision for Medway children with BESD statements of Special Educational Needs.

Through our close working with [REDACTED], we have obtained assurances that if our application is successful, [REDACTED] will lease part of the [REDACTED] to the Trust:

[REDACTED] ChathamKent

[REDACTED], owned by [REDACTED], and the base for [REDACTED] which offers specialist provisions and facilities to young people with Special Educational Needs. [REDACTED] fully support this application and, if successful, will lease part of the site at a peppercorn rent to the Trust.

[REDACTED] legal department have confirmed that there are no existing covenants or planning restrictions on the site, and it is believed that there is sufficient space on the site to accommodate the INSPIRE school. Although we would expect that the EFA would need to undertake an appropriate feasibility study to ensure that the site is suitable for this provision.

The Trust believe that [REDACTED] would be suitable for INSPIRE for a number of reasons:

It is situated centrally in Medway and therefore will be well placed to serve the young people in Medway.

It will be co-located with the existing specialist provision at [REDACTED], therefore it is expected that there will be some sharing of resources which will help to provide savings and Value for Money.

As the site is already used for specialist provision, little or no opposition

is expected from local residents in regards to planning/access and transport arrangements.

- Minimal acquisition costs for EFA.

██████████ have provided a site map. The area shaded red is all owned by ██████████ and any area could potentially be utilised for the site of INSPIRE.

██████████

---

---

## Annexes

The annexes:

are included within the page limit and restricted to documents relating to your evidence of demand (e.g. questionnaires and maps) and relevant CVs;

should be submitted as part of your application i.e. as one Word document; and

do not include the financial templates (which should be submitted separately in Excel and are excluded from the page limit).

© Crown copyright 2012

You may re-use this information (excluding logos) free of charge in any format or medium, under the terms of the Open Government Licence.

To view this licence, visit <http://www.nationalarchives.gov.uk/doc/open-government-licence/> or e-mail: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

This publication is also available for download at [www.education.gov.uk/publications](http://www.education.gov.uk/publications)

