



GREENWOOD DALE FOUNDATION TRUST

Application for a 4-18 Free Special School

**City of Peterborough Academy
Special School**

Section 1: Applicant details

Details of Company Limited by Guarantee
Name: Greenwood Dale Foundation Trust
Company address: C/O Nottingham Academy, [REDACTED] Nottingham [REDACTED]
Company registration number: 06864272
Main contact
Name: [REDACTED], [REDACTED]
Address: [REDACTED] [REDACTED] [REDACTED] Nottingham [REDACTED]
Email address: [REDACTED]
Telephone number: [REDACTED]
Members and Directors
Please confirm the total number of (a) Company Directors 8 and (b) any other members of the Governing Body 0 appointed to date and list them below. Please also confirm who the proposed Chair of the Governing Body is.
Name: [REDACTED] Position: Chairman
Name: [REDACTED] Position: Director
Name: [REDACTED] Position: Director
Name: [REDACTED] Position: Director
Name: [REDACTED] Position: Director
Name: [REDACTED] Position: Director
Name: [REDACTED] Position: Director
Name: [REDACTED] Position: Director

Name: [REDACTED]

Position: Director

Related organisations

Does the Company Limited by Guarantee have any links (through the members, directors or otherwise) with any other charitable or commercial organisation? Yes

If Y please provide their name and Charity Commission number and describe the role that it is envisaged to play in relation to the Free School:

The Greenwood Academies Trust (GAT) is a wholly owned subsidiary of the GDFT and is the operational arm of the organisation, employing all staff and managing all finances for every Academy in the Trust. Its Company number is:

06864339

Greenwood Academies Education Services LTD (Company Number: 7355515). GAES Ltd is a wholly owned trading company of Greenwood Academies Trust. It is unlikely that GAES Ltd will play any role in relation to the Free School. It is used to provide services to 3rd parties, outside the GAT group of academies.

If your organisation is an existing independent school, please provide your six digit unique reference number:

Declaration to be signed by a Company Director

I confirm that the information provided in this application is correct to the best of my knowledge and that if the application is successful, the Company will operate a special Free School in accordance with the requirements outlined above and the requirements of the Independent Schools Standards and the Funding Agreement with the Secretary of State.

Signed: [REDACTED]

Date: 14 June 2011

Each Member and Director of the Company should also complete and return the personal information and declarations from Section 9 (which is in a separate downloadable form).

Section 2: Outline of the school

Proposed school name:	City of Peterborough Academy Special School							
Age range:	4-18							
Proposed numbers in each year group at point of opening and explanation of how pupil numbers will expand to fill the school over time.		2012	2013	2014	2015	2016	2017	2018
	Pre-School	6	6	6	6	6	6	6
	Year 1	6	6	6	6	6	6	6
	Year 2	6	6	6	6	6	6	6
	Year 3	6	6	6	6	6	6	6
	Year 4	6	6	6	6	6	6	6
	Year 5	6	6	6	6	6	6	6
	Year 6	6	6	6	6	6	6	6
	Year 7	8	8	8	8	8	8	8
	Year 8		8	8	8	8	8	8
	Year 9			8	8	8	8	8
	Year 10				8	8	8	8
	Year 11					8	8	8
	Year 12						4	4
Year 13							4	
	50	58	66	74	82	86	90	
Specific type of provision the school will cater for (please tick all that are appropriate).	<p>NB See Appendix A for more information on SEN designations</p> <input type="checkbox"/> Specific Learning Difficulty (SpLD) <input checked="" type="checkbox"/> Moderate Learning Difficulty (MLD) <input type="checkbox"/> Severe Learning Difficulty (SLD) <input type="checkbox"/> Profound and Multiple Learning Difficulty (PMLD) <input type="checkbox"/> Behaviour, Emotional and Social Difficulty (BESD) <input type="checkbox"/> Speech, Language and Communication Needs (SLCN) <input checked="" 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 checked="" type="checkbox"/> Other - SEN Assessment							
If an existing independent school or NMSS, provide details of your latest inspection (including the report), current numbers on roll and total capacity of school.								

<p>Will your school have a religious ethos If Y, please specify which faith.</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p>Is this an application for a single-sex school? If so, please tick the relevant box.</p>	<p>Y / N. If Y, please tick one of the following boxes <input type="checkbox"/> Boys <input type="checkbox"/> Girls</p>
<p>Will your school provide residential provision (i.e. where a statement specifies residential provision is required to meet the child's SEN)? Please give details.</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Details:</p>
<p>Local authority area in which the school would be situated. Please include names of neighbouring LAs and those which may wish to place pupils at the school.</p>	<p>Peterborough Rutland Cambridgeshire</p>

Section 3: Educational vision

The Greenwood Dale Foundation Trust (GDFT) has identified a need for an additional Special School in Peterborough to accommodate the shortfall in school places for statemented children and young people with a diagnosis of Autistic Spectrum Disorder (ASD).

Some of those pupils will have accompanying learning difficulties but many will function academically at their chronological age level or above. In some cases these pupils have had to be placed in very high cost provision out of the City in order to cater for their educational needs. The Greenwood Dale Foundation Trust has been chosen by Peterborough City Council (PCC) as their preferred education sponsor to make an application for a Free (11-18 Mainstream) School **and** a co-located Free Special School.

Co-location provides many opportunities not available to other special schools, the most cost effective being the sharing of staff for site management, catering and medical needs and the sharing of facilities for sport, other extra curricular activities and a multiagency/medical suite.

A unique feature of this bid is that Peterborough City Council has indicated they may be able to contribute up to £400,000 towards the overall cost of this project (see Section 7 – Capital Investment).

The GDFT proposes a 90 place Special School providing 80 places for statemented ASD pupils and 10 SEN assessment places for 'in year' entry.

In-line with the SEN Green Paper recommendations, we propose to site a Multi Agency (MA) base for Education and Healthcare professionals on the campus. The MA Base would provide ongoing assessment, planning and review for all pupils on the campus (mainstream and special schools), support for their families as well as training for staff in the city.

A new free special school co-located with a new free mainstream school managed by the same Charitable Trust provides the opportunity for joint planning at inception.

PCC has chosen the GDFT as their preferred education sponsor to establish a special school catering for the needs of pupils currently unsuitably placed or without a local school place as identified in their recent assessment of provision.

Excerpt from 'Vision for special education in Peterborough, A confidential discussion paper', Compiled by [REDACTED], [REDACTED], 8th December 2010:

SUMMARY AND RECOMMENDATIONS

Identified gaps in provision:

Insufficient places within 4 out of 5 existing special schools/PRS to meet needs and deliver statutory responsibilities

*No Foundation Stage or secondary Autism specific provision - **given that 265 pupils have an ASD diagnosis and a statement of SEN within Peterborough***

No KS1 / KS2 provision for children with statements for Behaviour, Emotional and Social Disorders (BESD)

No Speech and Language provision for secondary pupils and patchy therapeutic provision

No assessment provision for those with high needs but no statement – eg New Arrivals

See Section 5 (Evidence of demand and marketing) for more detailed evidence of need.

A proportion of staff would be contracted to work in both the 11-18 mainstream Free School and the 4-18 Free Special School, facilitating an easy transition for special school pupils accessing mainstream classes. SEN pupils would have access to higher-level courses and high quality subject teaching. All extra curricular activities and sports facilities would be available to all pupils on the campus. Pupils would therefore have enhanced opportunities of curriculum, examination preparation, learning facilities, specialist subject teaching by shared staffing and access to appropriate classes in the mainstream setting.

Pupils who have grown up in a special school typically have little or no connection or relationships within their local communities and generally no friendships with non-disabled young people in their area. A flow of staff between the two schools provides the best transition opportunities for pupils to access mainstream classes and make relationships with young people on the shared campus.

Mainstream pupils would have opportunities to broaden their horizons by applying to train to become a mentor for SEN pupils. Many disabled pupils will be personal budget holders in the longer term and in a position to employ a Personal Assistant. Specialist SEN staff would also be available to support, mentor, advise and team teach with staff in the mainstream school.

Pupils attending special schools and their parents find that the transition from one school to another at KS2 and/or KS4 is very unsettling with the result that there is often a regression in learning. This is particularly the case for pupils on the Autistic Spectrum as predictability and familiarity are often key factors in helping them to function.

A 4-18 school will provide protected places for a child to enter at the Foundation Stage and remain in the same school until the age of 18.

The GDFT aims to provide 80 school places for pupils with a diagnosis of Autistic Spectrum Disorder (ASD)/Asperger's and an SEN statement recommending appropriate provision.

Currently Peterborough schools are able to accommodate some MLD/ASD pupils through Enhanced Resource Provision but do not have successful provision for academically able or high performing ASD/Asperger's pupils. These young people are being excluded from mainstream schools and in some cases placed in high cost provision outside of the Local Authority.

The curriculum would include all subjects required for the English Baccalaureate supplemented by additional choice subjects. Given the nature of the pupils' needs there would be a formal and informal Personal and Social Development Programme. Literacy would be a key feature of the whole curriculum with particular recognition of the high proportion of EAL pupils in the region.

Co-location with a mainstream secondary school would offer a broader curriculum, the opportunity of accessing additional options through mainstream school lessons, exam entry, vocational opportunities, pathway planning and access to a wide range of extra-curricular activities and clubs.

We recognise the need to provide a wider social network for primary pupils whose needs could obviously not be met by the 11-18 mainstream school. At Primary level the school would work closely with the local network of partner and other primary schools. These networks have already been created by the sponsor through meetings with the Primary Headteachers.

The GDFT is practised at close liaison with their partner primary schools providing a number of taster days as well as extra-curricular events. In order to facilitate regular opportunities for primary ASD pupils to work with non-disabled peers we intend to build on that practice to develop a formal and informal timetable of shared opportunities for special school and partner primary school pupils.

Given that the school would offer specialist provision, unique to the region it is expected that pupils would travel from the City and neighbouring LAs to access a place and therefore geographic location is far less important than the co-location with a mainstream school.

10 places would be allocated for 'in year' assessments. Peterborough has been unable to provide enough places in their current special schools or a dedicated establishment for the assessment of children and young people moving to the area without an SEN statement and unable to access mainstream education.

Providing assessment places in a school where there is both a full curriculum and a Multi Agency base for professionals involved with families in this assessment process ensures continuity of education during assessment and a joined up process where professionals are able to speed up the identification of need and suitable provision, as well as working with families to offer advice and support.

Parents would have the opportunity of being part of a process working with a range of professionals to support them. SEN assessment is all too often carried out in a school where the child's difficulties have led to a breakdown in some relationships. This often impacts negatively on attendance and behaviour, stalling the assessment process and leaving families feeling isolated. Assessment can then be misconstrued as a form of punishment rather than support.

The GDFT would provide a well planned, multi agency (including families and Health professionals) assessment process with agreed timelines, clear outcomes and an agreed ongoing support and review structure.

Unique Vision

The unique vision for this school is driven by an increase in the numbers of ASD pupils in Peterborough who have the ability to achieve academic success and whose parents are dissatisfied with the level of academic challenge and opportunities available to their children within the local area. Particular features would include:-

the same choice of courses and qualifications as pupils in the co-located 11-18 Free School at Key Stages 3, 4 and 5. Special schools are usually limited by size to a reduced curriculum offer and the need to employ 'subject' teachers. We will provide breadth and quality of curriculum and teaching by co-locating the special school with the mainstream Free School. This will provide what the parents of high performing ASD pupils have been asking for. ASD needs will be addressed whilst supporting young people to achieve their full academic potential.

a multi-agency base which is as accessible to families as it is to professionals, bringing together education and healthcare teams thereby addressing the needs of '*parents having to battle to get the support their child needs*' (SEN Green Paper *March 2011*). Families will be supported by the same team to choose the most appropriate educational setting.

a 'Centre of Excellence' for professionals working with pupils on the Autistic Spectrum. A good quality program of CPD would be in place for all staff including those in other local schools. Qualified staff would offer training, advice and mentoring to local schools on or off site. Staff from other city schools would be encouraged to spend time

in the school. The GDFT has its own CPD Directorate who would lead, manage and facilitate this training.

A single 'on site' assessment process bringing together all relevant agencies with each family to address the needs of *'children falling between the gaps in services or having to undergo multiple assessments'* (SEN Green Paper March 2011).

Our Credentials

The Greenwood Dale Foundation Trust is a multiple sponsor of academies and was formed from the Governing Body of the outstanding (Ofsted 2007) Greenwood Dale School in Nottingham. Greenwood Dale was one of the first two schools in the country to be allowed to sponsor its own academies. The Trust only works in areas of social and economic disadvantage and is led by its [REDACTED], who was the [REDACTED] and transformed it to 'outstanding' status.

The Trust has two open academies, the Nottingham Academy for 3,600 pupils aged from 3 to 19 years and the 1,350 11-19 Skegness Academy. In both cases the Trust took over two predecessor schools in National Challenge which were, in 2007, the third and fourth worst performing schools at GCSE level in the Country and has transformed them. The Nottingham Academy was formed from three predecessor schools and is presently spread over three sites serving different areas of Nottingham City. The Trust has significant experience of bringing together staff from multiple schools, into new and refurbished buildings, to form Academies.

The Trust opens two further academies in September 2011, the Nottingham Girls' Academy for 900 11–19 year olds and the Weston Favell Academy in Northampton for 1550 11-19 year olds. Both predecessor schools were in National Challenge with Weston Favell also being in Special Measures. The Trust is presently managing over £90m of capital rebuild across various sites.

The Trust has an excellent track record of attracting and appointing high calibre Principals to its Academies, often to very short time-lines. Each of our Academies is supported by an Executive Principal, part of our Central Team, who is or has been an outstanding Principal within our Group. The role of Executive Principal is to challenge and support the Principal and to ensure Trust standards are met in each Academy.

We already have an Executive Principal in post to oversee the development and success of this new Free Special School. Being an outstanding Special School Headteacher with significant mainstream school experience makes her the ideal project lead for this development.

i) The Trust's vision includes sponsoring further Academies to:

- improve educational standards and the life chances of young people in areas of economic and social deprivation
- expand within our capabilities and capacity to ensure that the quality of what we deliver remains at an outstandingly high level
- deliver the best possible central services to our Academies to ensure that Principals can concentrate on their staff, pupils and parents and not on administration.

ii) Strategic Aims

- Leading and managing the most successful and innovative group of Academies in the country, delivering outstanding value added and above average results.
- Ensuring all our Academies have a calm, well disciplined and purposeful environment with pupils taking a pride in themselves and their Academy.
- Developing pupil attitudes so they take responsibility for their actions, respect other pupils and their community and become confident, enthusiastic, well-educated and purposeful citizens.

iii) Our Ethos

Everyone can succeed with pupils being immersed in a 'success culture'
Previous schooling, lack of parental support and home deprivation must not be a barrier to success.

Staff setting the highest of standards as role models.

Central to achieving success is the need to build up pupil confidence in order for them to believe in themselves and aspire to achieve success. To do this:

- pupils are shown the high levels of success other pupils have achieved;
- pupils are told what we expect from them and what they can expect from us
- we use effective data systems to track pupil progress

iv) We work by providing capacity and expertise for:

- enhancing leadership and governance
 - improving the quality of teaching and learning
 - focusing on the value we add, assessing the progress pupils make and targeting under-performing groups for significant improvement and support
 - fostering pupil and staff pride in the organisation
- raising attendance levels
- maintaining and developing strong and effective collaborative working with partner primary schools, post-16 institutions, the LA, other educational partners and local businesses.

The above aims are equally relevant and important for the establishment of a special school as they are for our mainstream academies. As in our mainstream schools the appointment of an outstanding Principal and high calibre, appropriately trained and experienced members of staff is key to the success of our pupils.

The proposed special school would provide the necessary 'safe haven' with a comprehensive curriculum delivered by teachers trained in educating pupils with a high level of additional need. The mainstream school would provide well trained specialist subject staff, access to KS2, KS4 and KS5 qualifications and opportunities to engage with a wider peer group, especially in social situations, including sport and outdoor pursuits.

- v) The overarching target for each new Academy in the Greenwood Dale Group is to emulate this statement from Greenwood Dale School's last Ofsted Report in September 2007:

'Greenwood Dale is an outstanding school. It serves a community facing significant challenges and turns out young people who achieve highly and develop into well rounded, ambitious young people, equipped in all respects for a modern, diverse society.'

Central Team – The Greenwood Academies Trust

Internal support for Academy Principals comes from the Central team. The Central team is led by the [REDACTED], and the [REDACTED]. The Central team offers the following areas of support to Academies in the Group:

Leadership and Management; Continuing Professional Development; Sport and Extended Opportunities; Data and Curriculum; Special Educational Needs; HR; Finance and Procurement; Catering; ICT Infrastructure and Health & Safety.

This team would offer significant support for the new Special School both in terms of planning and procurement of the new buildings and for when the school is open.

Outcomes from the Nottingham Academy

The Nottingham Academy was the GDFT's first Academy, opening in September 2009. Despite serving an area of high disadvantage results at GCSE level in 2010, its first reporting year, saw KS2 to KS4 value added in the top 1% of schools nationally.

The Nottingham Academy is also an 3-18 institution and so the Trust is experienced in all through education, mirroring what we propose for the special school. Further, over 45% of pupils at the Nottingham Academy are on the SEN register.

We use these results to demonstrate the results we achieve despite the high levels of disadvantage.

The Nottingham Academy was created from three predecessor schools, one in National Challenge, all serving inner city areas. Two of the schools were secondary and one primary. 19.3% of pupils are of Pakistani heritage.

From the 2010 Raiseonline documentation:

Base-line information-national figures in brackets

Pupils of minority ethnic origin	49.7% (21.7%)
Pupils on the SEN register	45.4% (21.7%)
Prior attainment KS2 APS	26.7 (28.0)
Pupils eligible for FSM	35% (15.4%)
School deprivation indicator	0.47 (0.22)

GCSE Results:

5+ A*-C grades including mathematics and English	47%
5+ A*-C grades	93%

2+ A*-C grades in science	87%
KS2 – KS4 Contextual Value Added	1078.4
Expected progress in English	73%
Expected progress in mathematics	68%

A Level Results:

Total Average Point Score per pupil	770.1
Average Point Score per entry	214.4

Greenwood Dale Foundation Trust would provide a unique opportunity to ASD pupils.

We believe that the Greenwood Dale Foundation Trust has the experience, capacity and specific skills needed to deliver this Free School, appoint the highest calibre staff, including the Principal and set the highest of standards, ensuring its success.

Section 4: Educational plan

The following admission criteria would apply for the proposed special school.

The GDFT will comply fully with the DfE School Admissions Code 2010 as stated in:

Paragraph 1.56

Section 324 of the EA 1996 requires the governing bodies of all maintained schools to admit a child with a statement of special educational needs that names their school.

Paragraph 2.63

The class size legislation makes allowance for the entry of an additional child in very limited circumstances where not to admit the child would be prejudicial to his or her interests ('excepted pupils'). However, every effort **must** be made to keep over large classes to a minimum. *For example, where:*

- f) children are registered pupils at special schools and by arrangement with another school which is not a special school, receive part of their education at that other school (*in this case the co-located 11-18 mainstream Free School*);

Paragraph 3.30

Children who have been permanently excluded twice.

Where their child has been permanently excluded from two or more schools, a parent can still express a preference for a school place, but the requirement to comply with that preference is removed for a period of two years from the date on which the latest exclusion took place. This does not apply to children with statements of special educational needs.

The 4-18 Special Free School will offer 80 places to pupils with a diagnosis of ASD and a Statement of Special Educational Need.

In addition we will offer 10 places for SEN assessment.

Places in any year group could be accessed at any point during the school year provided the NOR for that year group does not exceed 10. A place may be made available in another class in an adjacent year group at the same Key Stage.

Assessment would usually be completed during 2 terms and result in a recommendation for a mainstream school or an SEN statement.

The GDFT recognises that there may be a need to admit pupils with a different category of SEN. The school would work with the LA, the pupil and the pupil's supporting agencies to ensure appropriate provision for any category of need. The school will admit any pupil where the school is named as part of their Statement of SEN whatever their category of need.

Curriculum and organisation of learning

A detailed curriculum plan, written for when the school is full, is contained in Appendix 1. This has full details of what will be taught, when, for how long and to whom.

The organisation is based around a thirty period week for thirty nine taught weeks a year. During the Secondary phase subjects such as English, mathematics, modern foreign languages and humanities will be taught as single lessons whilst technical and practical subjects will be predominantly taught in double lessons to ensure there is sufficient time for practical work to take place. Subject specialist staff and specialist facilities at the co-located 11-18 Free School will enhance this provision.

The school year will be based on a three term year, in line with Peterborough's present organisation to ensure we do not disadvantage families who have children in other Peterborough schools. There is no evidence that other Academies, or other community schools in Peterborough, are breaking away from this pattern.

It is proposed to stagger the start and finish times between the Special School and the co-located mainstream school. This supports pupils in avoiding a noisy, busy crush at the school gates and supports parents who have siblings to take to other schools. Lesson times for both schools will need to coincide to allow mainstream access for special school pupils.

The special school day will start at 8.30am. The start of the day is a crucial settling time for ASD pupils. Tutor time will be managed in each group by a consistent set of staff. In the primary phase and in years 7 and 8, there will be a teacher, a Higher Level Teaching Assistant (HLTA) and a Teaching Assistant (TA) with each group. In the Secondary phase, from year 9, there will be a teacher and a TA with each group.

There will be Kinaesthetic programme of tutor activities which includes 'brain gym' exercises, pupil briefings to ensure the day is as predictable as possible, self-help skills and day planning with visual symbols.

The remainder of the timings for the day will be the same as the co-located mainstream school so that some pupils can access mainstream lessons where appropriate.

In order to ensure a consistent, familiar member of staff in each lesson the groups will be taught and tutored with two year groups together from Yr1 – Yr8 inclusively. This will entail greater differentiation of tasks and a robust system of progress tracking.

We plan to use 'Connecting Steps V3' the new package from B Squared, to record assessment and track progress.

The Primary Curriculum will follow a traditional model with KS2 SAT's being the key indicator of progress providing a benchmark with peers in mainstream and special schools. The core curriculum of literacy; numeracy and scientific exploration will be taught each day supplemented with humanities; art; design technology; PE (movement) and spoken Spanish (from KS1 as appropriate). The teaching of ICT skills will be an integral part of all classroom based subjects. Literacy would be a key feature of the whole curriculum with particular recognition of the high proportion of EAL pupils in the region

Given the nature of the pupils' needs there would be a formal and informal Personal and Social Development Programme (PDSP) which will be a key contributor to the holistic education of all pupils. The PSDP programme will be designed to encourage pupils to engage with peers, staff, families; the local community and society as a whole.

To this end we will have a dedicated 'real life experience' room. Pupils with ASD experience serious difficulties in engaging with new people and experiences unless they are introduced in careful stages. A 'real life experience' room would give the opportunity to invite local business people and service providers to replicate situations for pupils to practice skills required in a safe, familiar setting before transferring those experiences to the real world. Some typical situations may be a library; a cafe; a bus journey; a shop. In this way we can bring the community in to the school and support pupils to learn appropriate skills to manage everyday situations. This resource would be available for primary and secondary pupils as necessary.

From KS3 pupils would be taught by specialist subject teachers for English, mathematics, science, humanities and ICT. All these teachers would have a full teaching timetable within the Special School and have a responsibility for a tutor group in the school. PE; art, design technology and MFL (Spanish) would be a shared resource with the mainstream school. As in the primary phase the PDSP programme would be taught by all tutors.

At KS4 additional vocational options would be offered by mainstream school teachers and additional academic and vocational opportunities available to those pupils who can access them with or without support from TA's.

At KS5 pupils would be supported to access mainstream classes where possible. A vocational/life skills pathway will be available for those who are unable to manage mainstream engagement. Opportunities for pupils may be found in a range of post-16 providers ensuring access to the most appropriate courses.

For pupils from Year 4

There will be daily **English** lessons which include speaking and listening, reading, writing and spelling. Where appropriate, the curriculum follows the National Strategy guidance. Literacy is promoted across the curriculum and during out of class hours and is supported by the school's total communication approach.

Mathematics/Numeracy will be taught daily with an emphasis on practical and functional mathematics such as the four mathematical functions, time, money and measurement. The acquisition of skills being reinforced through practical activities such as shopping, cooking and using pocket money.

Science will be largely based around practical activities which help pupils understand the underlying concepts. In the early years, the focus is upon everyday science and the natural world around us. This develops into the more formal study of life processes and living things, materials and their properties, physical processes and investigation.

History helps pupils to understand past events, their order and the passage of time in relation to their own lives, and others, in past and current times. Starting with the world of legends, stories and fables leading onto ancient civilisations and eventually the history of the modern world. The curriculum will include visits, real life experiences and topics that combine history with other subjects,

Geography will focus on developing an understanding of the human and physical features of the environment. It will start with the experiences of the child, i.e. the home and school environment expanding to an understanding of the local, then regional and then global geography.

As appropriate, **Spanish** will be taught with an emphasis on speaking and experiencing another culture and is supported by visual and ICT aids. This programme can be extended to GCSE level for English Baccalaureate candidates and to meet other individual's needs and interests. Pupils who speak English as an additional language will be supported by mainstream school staff to develop their community language.

Art will be used extensively, both in class and through art therapy, teaching pupils to create 2D and 3D pieces of work, whilst developing fine motor skills. An artistic and creative approach will be incorporated into all subjects including, painting, modelling, drawing and handwork.

Design Technology - pupils will be taught to use a variety of basic tools in a safe environment to experiment with planning and making. Food technology will play an important role as it is highly motivating and also helps prepare pupils for adult life.

Physical Education - movement is vital to promote health and learning. A range of PE activities will be available, including team games, dance, aerobics, athletics and swimming. Participation in additional PE activities will be enjoyed through the extended day and after school clubs. Where appropriate, special school pupils will have the opportunity of joining mainstream pupils for these activities.

Music will play an important role in the life of the school, whether through class lessons in singing and making music or listening and responding to music through therapy. Individual pupils will have the opportunity of learning an instrument through the extended schools programme. Music learning and production will provide one of the opportunities to link with other local Primary schools and the co-located 11-18 mainstream school.

RE will promote an understanding of different world religions and an appreciation of both moral and spiritual dimensions that affect both behaviour and relationships.

ICT - The GDFT has a history of providing extensive ICT facilities, hardware and software, giving pupils the opportunity to engage with multimedia computers, touch screens, word processors, digital cameras and scanners to support the development of pupils' ICT capability. Extensive programmes will be available to enhance emerging literacy and numeracy skills as well as extended opportunities during lunch breaks and after school to access ICT for homework completion and skills extension.

The **PSDP** programme will also include citizenship, active contribution to modern British Society, advocacy, power sharing, careers information, personal and community relationships and the prevention of abuse. This includes guidance and sex education. The sex education programme must focus on teaching appropriate behaviours linked to identifying and coping with a range of developing emotions and feelings.

External accreditation at KS4 and 5 will include A Level, other Level 3 courses, the English Baccalaureate, GCSE, BTEC and City and Guilds qualifications at Levels 1 and 2. We are committed to offering courses that are accredited at the highest levels. The school will continue to investigate qualifications that are relevant and valued in the 'world of work'.

Appendix 1 shows the full Curriculum Staffing Plan.

The delivery and execution of the curriculum will depend on visual and kinaesthetic approaches. The use of signs and symbols (eg Widget) being an integral component of all activities and tasks.

The whole school curriculum would employ a well-planned combination of tried and tested resources. We will use visual aids, for example a visual timetable showing times and simple drawings of activities, so that pupils know exactly what they will be doing and when. This approach can be applied to all kinds of sequential processes.

Some of the following resources will support learning:

PECS (Picture Exchange Communication System): an approach where practitioners use pictures as symbols to teach pupils the names of different objects.

Gradually a pupil is taught to exchange a picture for the object he or she wants, to construct simple sentences using the pictures and indicate choices between various objects

TEACCH (Treatment and Education of Autistic and related Communication-handicapped Children): an approach that focuses on altering the environment and using visual supports, such as timetables and schedules, to help provide structure, reduce stress by making it clear what is to happen throughout the day and improve understanding

SPELL (Structure, Positive, Empathy, Low arousal, Links): a framework developed by The National Autistic Society's schools and services to understand and respond to the needs of children and adults with ASDs.

Touch Type Read Spell (TTRS)

ASD Specific Speech and Language Therapy

Hanen Parent Programme (Learning Language and Loving It)

Son-Rise

Visual Communications e.g. Signs and Symbols (Widget)

Social Skills Training

Play Therapy

Video Interaction Guidance

Social Stories

The curriculum for ASD pupils is not confined to the classroom or even the school. In order for pupils to make good progress parents will be encouraged to become engaged and participate in training to learn how to help unlock their child's potential. Many programmes such as the Hanen Parent Programme (Learning Language and Loving It) and Son-Rise provide the opportunity for staff and parents to train and then work together to teach and support pupils.

An essential aspect of learning is encouraging independence. Although many pupils will need intensive support from teaching and support staff their role will be to introduce, facilitate, encourage and support children and young people to learn. Disabled children need support not 'smothering' to develop the self-confidence to become independent adults.

Opportunities to engage in outdoor pursuits would be an area of focus for the school and the activities undertaken would ensure pupils not only took responsibility, in so far as they are judged able, for their own actions but also for the safety and well being of others in the group.

It is envisaged that this school will support other Peterborough schools in training, developing approaches, resources and skills for educating pupils on the Autistic Spectrum.

As in many of the local mainstream schools there will be a small proportion of pupils who are, in some subjects, working below level 1 of the National Curriculum (P levels). It is

important to recognise that pupils may be particularly gifted in some curriculum areas and working at P levels in others. A 'spiky profile' is not unusual for ASD pupils. A pupil may be 'gifted' in a mechanical subject with consistent rules e.g. mathematics but struggle to achieve in a more creative subject eg art.

Staff trained to manage the needs of ASD pupils will be skilled in differentiated delivery of the curriculum. Many children with speech, language and communication needs have good visual skills. Visual support can be a very effective way of supporting understanding, enhancing an educational environment and promoting confidence and learning.

Strategies to support learning:

A distraction-free environment, for example primary practitioners could allocate an area of their classroom to be kept as free from anything which may distract the pupil from tasks, but where they may see their visual timetable. Subject teachers at secondary schools may like to find the best seating position for each individual in their classroom

Differentiation of task and outcome

Reducing the number of instructions given at one time

Changing the sequence and progression of content

Different methods of delivery and assessment (visual, auditory, kinesthetic)

Using opportunities for repetition and consolidation

Reducing the number of peripheral tasks required and focusing on the key aims

Developing cross-curricular themes to facilitate reinforcement

Visual learning objectives; task descriptions and success criteria

Visual timetables - use pictures, symbols or photographs, for younger children, having a visual time line can be very effective.

Labelling equipment and places for specific activities - use pictures, symbols, photographs or written labels.

Visual displays of topics or current activities - this can be used to reinforce information. Beware there isn't too much, though - for some children, vast displays on the wall can cause overload.

Noise levels. If the environment is too noisy, it can be difficult for children to listen effectively or focus on tasks in hand.

Minimise distractions - this helps children to focus on language in class.

Make the routines of the classroom or activity very explicit. Often children can benefit from rehearsing these routines several times to become more confident in their environment.

Give children opportunities to familiarise themselves with the layout of the setting. They may need extra support to get to know the names of staff, or where particular lessons or activities are taking place. This is particularly important where a child comes into contact with many members of staff, or if the school site is large. This may involve providing a suitable map or guide.

The amount and style of adult 'talk' can greatly influence the environment and how accessible it is to children with speech, language or communication needs. Giving children time to process and understand information and to respond is crucial. By adapting their use of 'talk' in the classroom, and in particular their level of language, adults can really enhance the learning environment.

The planned curriculum will be holistic and inclusive, meeting the needs of the whole child with respect to their physical, emotional, cognitive and spiritual development. We would offer a Curriculum that:

- is broad and balanced
- is relevant to each individual's needs and interests
- emphasises progression in all the main areas of learning
- develops young people as individuals and as future members of society.

The education curriculum may be supplement as appropriate by specialists eg:

- speech and language therapists
- occupational therapists
- music therapists
- art and drama therapists
- behavioural psychologists
- health professionals

The GDFT recognises that there may be a need to teach pupils with a different category of SEN. The school would work with the LA, the pupil and the pupil's supporting agencies to ensure appropriate provision for any category of need. The school will admit any pupil where the school is named as part of their Statement of SEN whatever their category of need.

The building and curriculum access will be fully Disability Discrimination Act (DDA) compliant. The GDFT recognises the importance of the Equality Act 2010, and its responsibilities within that Act, and has written its own Equality Policy to fully reflect these requirements.

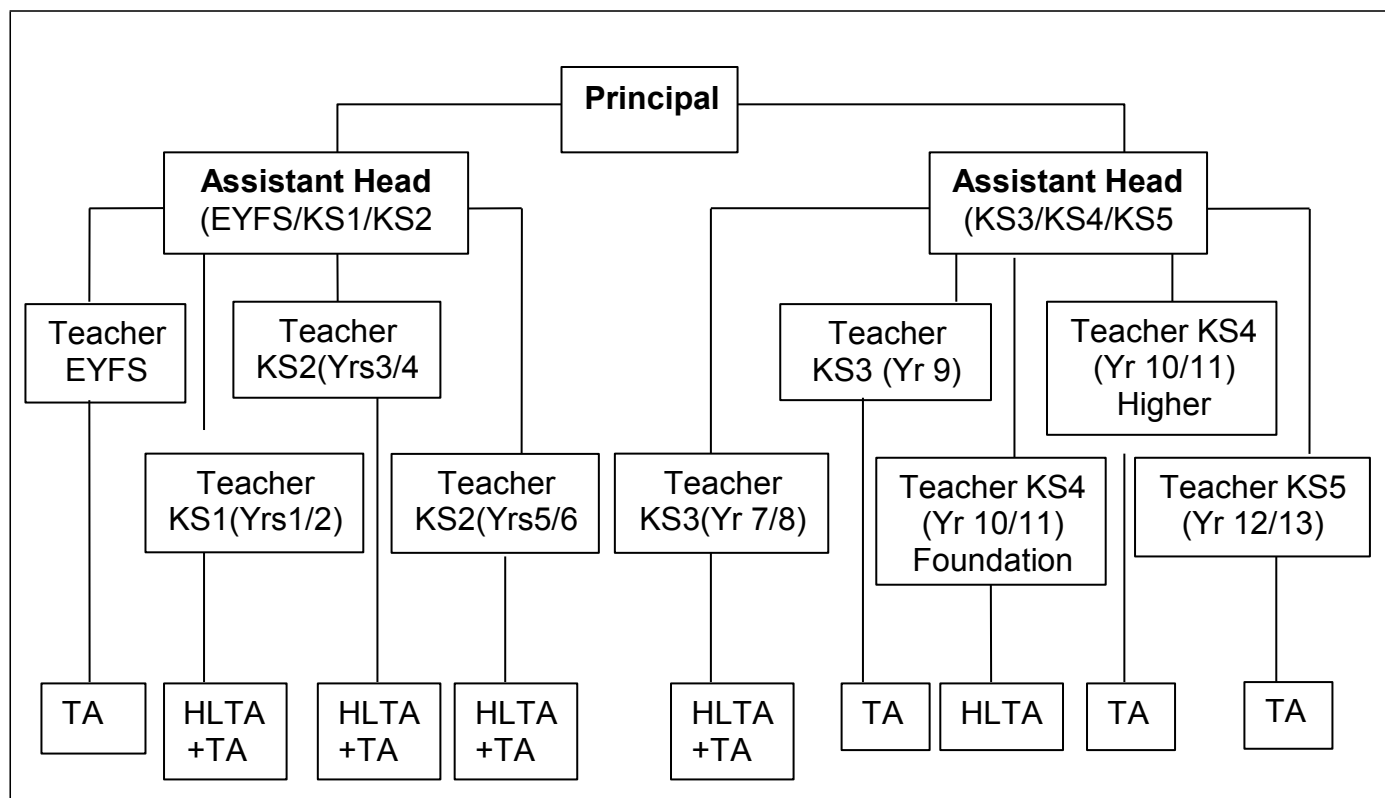
As with all GDFT Academies there will be an Accessibility Plan established before opening.

Organisation of pupils

The school will move from a 50 place intake in the first year to full capacity- 90 places in 2018.

The initial intake will be a single form entry, Reception through to Year 7, with an additional year group added each academic year until 2018 (as outlined on Page 5).

When the school is at capacity 2018-19 pupils will be tutored and taught in 9 distinct groups EYFS; KS1(Yrs 1/2); KS2 (Yrs 3/4); KS2(Yrs 5/6); KS3 (Yrs 7/8); KS3(Yr9); KS4(Yrs 10/11foundation level); KS4(Yrs 10/11 higher level);KS5 (Yr 12/13)



Given the unique vision to link the school with the mainstream school for the provision of a wider, high quality curriculum offer at Key Stages 3, 4 and 5, the school will offer places to pupils from Reception to Year 7 only in September 2012.

Year 8 will become available Sept 2013

Year 9 will become available Sept 2014

Year 10 will become available Sept 2015

Year 11 will become available Sept 2016

Year 12 will become available Sept 2017

Year 13 will become available Sept 2018

Pattern of additional pupils and staffing 2012-2018:

Year	Tutor and teaching group	Year group	No. of pupils	staffing
2012-13	EYFS	Reception	6	Teacher/HLTA/TA
2012-13	KS1	Years 1 and 2	12	Teacher/HLTA/TA
2012-13	KS2	Years 3 and 4	12	Teacher/HLTA/TA
2012-13	KS2	Years 5 and 6	12	Teacher/HLTA/TA
2012-13	KS3	Years 7	8	Teacher/ TA
2013-14	KS3	Years 7 and 8	16	Teacher/HLTA/TA
2014-15	KS3	Year 9	8	Teacher/TA
2015-16	KS4	Year 10	8	Teacher/ HLTA
2016-2017	KS4	Years 10 and 11 (Higher level)	8	Teacher/HLTA/TA
2016-2017	KS4	Years 10 and 11 (Foundation level)	8	
2017-2018	KS5	Years 12	4	Teacher
2018-2019	KS5	Years 12 and 13	8	Teacher/TA

Pupil development and achievement

How we define success:

- that the 'Value Added' measure used in the national league tables must put the school in the top 5% of special schools nationally
- that 100% of pupils achieve appropriate external accreditation.
- that 100% of pupils targeted to achieve the English Baccalaureate do so.
- that all pupils have the opportunity of Outward Bound activities at an individually appropriate level at no cost to their parents.
- that all year 10, 11, 12 and 13 pupils have the opportunity to participate in the GDFT's Duke of Edinburgh Award Scheme.
- that 100% of all post-16 pupils train and actively engage in the role of a year 7 mentor.
- that 100% of all year 13 pupils move onto college, University, employment or training.
- that from September 2018 all school places are filled.
- that all lessons are good or outstanding as judged by internal processes and by Ofsted.
- that pupil behaviour is excellent.

that there are no permanent exclusions.

that every pupil who asks to learn to play a musical instrument is able to do so at no cost to their parents.

that 100% of all Secondary pupils take part in at least one extended opportunity annually.

that annual staff turnover is below 5%.

that over 80% of parents attend parents' evenings.

that all gifted and talented pupils are supported to access appropriate aspects of the mainstream school curriculum.

that all groups of pupils outperform special school national norms significantly.

that overall pupil attendance is above 94%.

that over 95% of pupils and parents express overall satisfaction with the school.

that the school's budget remains within the parameters laid down by the DfE.

that the school is recognised locally and nationally as a centre of excellence for ASD provision

The success of the school is the responsibility of the Principal. He/she must set up structures, in line with GDFT protocols, to ensure the school meets its targets annually and continues to improve year on year.

To ensure the school hits the targets for value added, academic achievement and other measures that are reported in the national league tables for special schools, individual pupil progress will be monitored from the moment each pupil comes on roll and appropriate and challenging targets will be set.

The school will provide protected places for a child to enter at KS1 and remain in the same school until the age of 18 thereby negating the need for any transition. ASD pupils are significantly disturbed by any changes and therefore need the security of a place in the same school through each key stage.

Assessment And Progression Tracking

On admission, a baseline assessment will undertaken and used in conjunction with pupils' Statements of Special Educational Needs to develop Individual Provision Maps (IPM's). This document will outline agreed targets, in line with National Curriculum levels and strategies, to support achievement. The new assessment package from B Squared – 'Connecting Steps V3' will be used to assess and track pupil progress.

What B Squared say about Connecting Steps V3:

'Connecting Steps is B Squared's market leading pupil tracking system. The software allows schools to monitor and analyse whole school performance for the National Curriculum, it also allows the monitoring and analysis of P Levels, the Foundation Curriculum and the Birth to 3 Matters Curriculum.

Using the 'Assessment for Learning' approach B Squared allows teachers to use the pupils' previous achievements to plan lessons effectively. The software also produces various reports for individual pupils which can be used as part of the annual review process or as part of the school report, making it easier to show what has been achieved by the pupil.

The Connecting Steps system is different to other assessment tools. The system is based on continuous assessment throughout the year rather than giving a level at the end of the year. Using B Squared's breakdown teachers can build up an improved profile of the pupil's learning and show the breadth of knowledge they have acquired.

One of the features of Connecting Steps that is unique to B Squared is the cross referencing between the various curriculums. Assessments made in the Foundation Curriculum will reflect in the P Levels and National Curriculum. This linking provides a unique software package which reduces time spent transferring pupils between curriculums and provides continuity and standardisation across key stages.'

In addition to the testing of literacy and numeracy we will use NFER's Emotional Literacy Assessment package to benchmark the basic level of social interaction.

In conjunction with IPM's we would use the 'Autism Education Trust's' Person centred Planning Toolkit

<http://www.autismeducationtrust.org.uk/Resources/Toolkits/Person-centred-planning-toolkits.aspx>

This toolkit provides a model for pathway planning specifically designed for pupils on the Autism Spectrum. This may be an interim measure to bridge the gap until resources are developed in response to the SEN Green Paper recommendations on Health/Education Plans.

These person-centred plans detail pupils' individualised academic, leisure and therapy programmes and highlight areas of ability and need as well as personal aims and aspirations. This information is then used to form short term goals or outcomes.

Children and young people will be encouraged to organise and participate in after school and weekend activities in the local community. Targets relating to community engagement will be outlined in their Person Centred Plan (PCP),

For older pupils these targets will focus on promoting choice and control as well as life skills development such as independent study, travel and cooking.

There will be a member of staff (Assistant Head teacher) at each phase (Primary and Secondary) with responsibility for Assessment and Progress Tracking. In addition, each pupil will have their own key worker who works in partnership with the pupil and their family,

alongside education staff and healthcare professionals, to develop planned outcomes, continually evaluate and record progress to ensure that their care and support remains consistent at all times. Multi-disciplinary working ensures that staff maintain a consistent approach across the academic and non academic day.

Supporting pupils to identify and evaluate their own progress and achievements enables them to take ownership of their learning and make important choices about their futures.

Pupils and their families will be involved in a regular cycle of planning, assessment, and review. Formal review meetings will take place with the 'Team Around The Child' (TAC) on a 6-monthly basis.

School will provide a monthly forum for informal/social meetings with families in order to strengthen relationships and maintain a regular interchange of information. These will alternate each month between coffee mornings and evenings to facilitate parents' different working hours.

Integration at an institutional level between mainstream and special school pupils will provide significant opportunities for pupils of both schools.

A key factor in raising pupils' achievement in Greenwood Dale Foundation Trust Academies is the high quality of teaching.

As in the mainstream schools there will be a robust programme of Quality Assurance including a formal Performance Management Programme for all teaching, support and administration staff. Our programme includes: Lesson observations, supervision meetings and identification of individual continuing professional development needs (CPD).

In addition to this there will be a CPD programme for whole staff; small groups and individuals, running throughout each academic year to ensure 'best practice'. Where training is convened on the school site there would be opportunities for other schools in the area to access the same opportunities.

As in all GDFT Academies there would be programme of Work Scrutiny conducted by the Senior Leaders to ensure optimum pupil progress. This process will include moderation of teacher assessments

Although there are no statutory targets for pupils identified as having SEN, there should always be high expectations for these pupils. As for all pupils those identified as having SEN are expected to make at least two levels of progress in each Key Stage.

Who is accountable for the success of this Academy?

The Principal takes full responsibility for the success of this school.

The Principal reports directly to the Governing Body of the Academy who will act as a robust critical friend. The Governing Body will be populated by Governors who can carry out this role and understand the importance of their strategic position.

The Principal is also accountable to the Chief Executive of the GDFT and to the Trust Board to ensure that this school meets the targets set for it and conforms to the clear standards laid down for all GDFT Academies.

The Principal will also report directly to an Executive Principal, part of the GDFT structure, who has previously been an outstanding Special School Headteacher and who will also monitor the quality of SEN provision within the co-located mainstream school. The Executive Principal reports directly to the Chief Executive.

All staff employed at the school will be employed by the Greenwood Academies Trust, the operational arm of the GDFT, who already have clear job descriptions and person specifications in place for all posts. Therefore all staff will have a clear job description detailing their responsibilities and who line manages them.

The Principal is responsible for ensuring that each member of staff understands their role and has robust line management processes in place to ensure they are supported and monitored.

A clear Performance Management structure will be in place. Again, this structure is already in place centrally from the GDFT. Within this school every member of staff will have an identified Line Manager and will be held accountable for the outcomes of pupils in their area(s) of responsibility.

Accountability will be supportive and positive. However, the school will take robust action against any member of staff who fails to meet the targets set and who also fails to respond to support and encouragement.

The GDFT already has in place clear procedures for capability and monitoring and these will be used in this school.

The Academy's line management structure and guidance will be published annually for all staff and all policies relating to HR will be published on the GDFT's intranet.

Behaviour and Attendance

Pupil behaviour is the prime responsibility of the Principal. As the lead professional in the school he/she is expected to set exacting targets and promote them to staff, pupils and parents, leading by example.

The school would be committed to the highest of standards, levels of achievement and behaviour in all areas of academic and personal development. Pupils would be challenged to

achieve through a culture of high expectation and the construction of frameworks that encourage positive attitudes and high aspirations.

The appointment of key staff who can be successful role models to the pupils on roll is a very high priority, to ensure they have the highest of aspirations and that the impact of a disability does not reduce pupils', parents' and teachers' expectations. Working with colleges and universities to plan appropriately supported pathways for these pupils will be an important part of what we do.

Each pupil would be treated as a unique individual for whom the organisation would accept full responsibility for his or her achievements, welfare and success.

ASD pupils regularly present with very challenging behaviour as a result of 'The triad of impairments':

Social - Difficulty in Social Relationships

Impaired, deviant and delayed or atypical social development, especially interpersonal development. The variation may be from 'autistic aloofness' to 'active but odd' characteristics.

Language and communication - Difficulty in Communicating

Impaired and deviant language and communication, verbal and non-verbal. Deviant semantic and pragmatic aspects of language.

Thought and behaviour - A lack of imagination and creative play

Rigidity of thought and behaviour and impoverished social imagination. Ritualistic behaviour, reliance on routines, extreme delay or absence of 'pretend play'.

Some pupils also have over-sensitivity to sounds, smells, touch, taste and visual stimulation.

These difficulties lead to unpredictable responses that need managing by skilled staff to reduce the impact on the pupil and on the learning of others in the school community. The major factor in reducing 'outbursts' is staff managing the environment for the pupils ensuring clear structure to every part of every day.

Acceptable behaviour and good attendance will depend on:

- skilled and sensitive staff who know pupils' particular needs and difficulties and treat every pupil as an individual
- an exciting curriculum
- high quality models of teaching and learning designed to meet the needs of the individual
- a structured day that underpins a calm ordered school community
- a clear understanding of the purpose of each day, each lesson, each activity

strong and effective welfare and guidance processes with personal mentoring for each individual pupil to support their progress and all-round development
good, regular (at least weekly) constructive communication with parents

The GDFT has clear practices for encouraging the pupil objectives of:

- high levels of English literacy
- high levels of aspiration
- high standards of achievement and attainment
- high levels of attendance and punctuality
- high standards of behaviour and personal responsibility
- being able to study and research independently
- becoming a balanced, articulate person with the intellectual freedom to be creative
- developing confidence to initiate
- developing the resilience to cope with adversity
- having compassion for others
- being motivated to have a lifelong love of learning.

These aims are as relevant and important for pupils struggling with a disability as for any other pupil.

At times, many of the pupils at the school will exhibit some form of challenging behaviour. Whilst all pupils will have an Individual Provision Map (IPM) with clear targets including behaviour targets and strategies for management there will be an agreed and published behaviour policy designed and reviewed by a multi-disciplinary team, working alongside parents, to ensure consistency and continuity of approach. Pupils will be given clear boundaries and expectations which are reinforced using praise and consistency of response. Identifying and understanding the reasons behind the behaviour, whilst using consistency and positive reinforcement, will be the key approach to positive behaviour management.

Clear guidance will be set for appropriate and inappropriate behaviour, sanctions and rewards. The Principal has the responsibility for ensuring that staff approach discipline issues consistently and fairly. Procedures will be in place to identify, manage and improve the behaviour of those pupils who are particularly challenging. These procedures always take account of individual pupil's needs and difficulties ensuring a fair measure of expectations.

Clear procedures will be in place to deal with bullying immediately it is identified or suspected.

The Principal will also ensure that all teaching is at least good, as research clearly links poor behaviour to poor teaching and disengaged pupils.

In essence our aim is to ensure that every pupil receives the best education possible in a calm, controlled environment enabling self and mutual respect to develop.

Discipline

For the school to run efficiently and for children to gain the most out of the education offered a high standard of discipline is expected at all times. Anti-social or disruptive behaviour will be dealt with promptly and sanctions imposed or support provided when necessary.

All staff are expected to encourage high standards of behaviour, work and dress. Staff are vigorously supported to achieve these expectations. Parents will always be involved as quickly as possible, so that home and the school can continue to work in partnership to solve problems that may arise.

We are proud of the high standards of discipline we set and achieve. All pupils are encouraged to develop an enquiring mind, a sense of purpose and a determination to work hard. At the centre of the GDFT's code is respect and consideration for other people and their property.

The school's code of conduct will be brought to the attention of pupils throughout the academic year. Parents will be informed of behavioural expectations on admission and at meetings as the pupil progresses through the school.

Code of Conduct for all Pupils in the School

Central to maintaining good behaviour in the school is the Code of Conduct which will be displayed in all rooms and also printed in pupil planners.

Pupils are to:

- respect all other people, regardless of race, culture, gender and religion
- behave in a quiet, polite and orderly manner
- follow the instructions of the teaching and non-teaching staff
- knock at classroom doors before entering
- wear the full school Uniform
- be punctual for school and for lessons
- WALK on corridors and stairways on the LEFT
- line up for lessons where possible
- remove outer clothing (scarves, coats, gloves) before entering classrooms
- leave the lessons only when directed by a member of staff
- complete work during given timescales
- have a pen, pencil, ruler and eraser
- have a bag in which to carry books and equipment
- look after school property
- respect other people's property
- be clean and tidy at all times
- work to the best of their ability during lessons

Pupils must not:

- use bad language or swear anywhere on the school site
- wear make-up or more than one pair of small/plain ear studs

smoke in or near to the school site
write on desks, walls or the school fabric
show intimidating behaviour – physically, verbally or otherwise
leave classrooms without permission
make racist, sexist or religious comments
leave the school premises without permission
eat during lessons
run along the corridors or on the stairways
interfere with other pupils' work either physically or verbally.

Rewards and Sanctions

Aims:

to provide a structured system in which different levels of achievement can be recognised and rewarded and different degrees of inappropriate behaviour can be dealt with at a variety of levels within the Academy

to foster a culture in which praise and rewards become more widely used and higher level rewards become accessible to a larger group of pupils. In this way it is hoped that standards of work and behaviour will be improved and expectations raised

to provide a system that is clearly understood and valued by pupils and their parents and consistently applied by teachers.

Objectives:

to encourage a more consistent and wider use of rewards by teachers.

to provide a greater variety of rewards which will recognise different levels of achievement

to give a higher profile to rewards using notice boards, the school's intranet and Presentation/Parents' Evenings

to provide pupils with valued documents as evidence of achievement

to involve tutors fully in celebrating the achievements and dealing with the behaviour problems of pupils in their forms

to allow staff time to deal with the more serious disciplinary problems, as well as monitoring the application of the policy

to inform and involve parents fully in the sanctions procedures.

Rewards

It is recognised that verbal praise needs to be an integral part of every step of progress.

Other forms of reward will be appropriate to age and social ability of each pupil. These may be:

certificates
postcards home
notes/stickers in planner/home school diary
break/lunchtime privileges
additional responsibilities
electronic praise on the school intranet

text messages to parents

Sanctions

It is clearly in the best interest of everyone that anti-social behaviour should be punished. The sanctions used in the school will be:

Detention

This will take the form of loss of recreation time. The sanction will be immediate and always within the normal school day.

Exclusion

In the case of a pupil who persists in behaviour that puts others in the school community at serious risk a fixed period exclusion, or in an extreme case, permanent exclusion may be necessary. This is very much a last resort following consultation with parents and other agencies supporting the individual pupil.

Payment for Damage

If pupils deliberately damage any part of the school, or the property of members of the school community, they will be expected to pay the full cost of replacement or repair.

Attendance

Pupils attend school regularly when they feel safe; teaching is good or outstanding, the curriculum is interesting and engaging and that there are numerous extended opportunities for them to participate in.

All of these have already been identified in this bid as key features of the school.

Quite simply, attendance is good when pupils enjoy learning, like and respect their teachers, have lots to do to keep them busy and purposefully occupied and are safe from bullying.

Tutors and key workers are expected to develop strong and purposeful relationships with pupils' parents to ensure parents are encouraged to ensure their child attends school. They will also set clear attendance targets for each pupil, which will be part of the assessment and monitoring process and communicated to parents.

As a school we would ensure that through all these positive activities and opportunities attendance was high.

However, we will be serving an area of significant disadvantage and we would back these arrangements up with:

good working relationships with the LA's Education Welfare service.

Key workers who will develop relationships with families where children are at risk of non-attendance and to chase up absent pupils on a day to day basis to encourage attendance.

a 'first strike' arrangement, either by telephone or text, to ensure parents are aware of a child's absence on the morning of the first day and a reason for the absence is pursued.

having robust measures in place to deal with family holidays taken during term time.

developing curriculum and social support processes in school to encourage reluctant learners to attend.

We understand that we have a statutory obligation to maintain an accurate attendance register. The GDFT has an electronic system (CMIS) in place at all its other Academies and this will be replicated here. The system feeds into our CMIS system so that relevant reports can be instantaneously produced to support staff dealing with attendance.

The GDFT already has clear policies in place for attendance in its open Academies. These policies have been scrutinized and passed by Ofsted on a number of different occasions and will be fully replicated at this new school.

Community Engagement

Community Engagement will be supported by both this Special School and the co-located 11-18 Free School (Academy).

The Greenwood Dale Foundation Trust would wish to work closely with the LA to enable the Academy/Special School site to offer the widest range of services to the local community. This would include health, Connexions, the police, outside hours youth provision and training opportunities for adults, especially in developing English language skills.

The Academy/Special School would wish to donate its facilities free of charge to groups offering the Academy's pupils 'out of hours' activities. These would include scouting and guide groups, cadet forces etc.

We would wish to develop good and purposeful working relationships with as wide a range of local providers, youth groups and businesses as possible.

Many disabled young adults are isolated in their own communities because they have been isolated throughout their school years. Integration can only be achieved by beginning that process during childhood. Our belief is that the more we can engage our disabled pupils with members of their local community and the activities on offer, the greater their chance of remaining engaged and contributing as adults.

Kinaesthetic learning is a key factor in educating special school pupils. Real life experiences need to be replicated to allow pupils opportunities in a safe, managed environment. To that

end we intend to work with local businesses and organisations to replicate environments and work place experiences particularly for KS4 and 5 pupils. For some pupils this may in turn offer the opportunity of a supported work place experience.

Partnership working

The school will develop a 'Centre of Excellence' for professionals working with pupils on the Autistic Spectrum. A good quality program of CPD would be in place for all staff and made available to other local schools. Qualified staff would offer training advice and mentoring to local schools on or off site. Staff from other city schools (Primary, Secondary and Special) would be encouraged to spend time in the school.

The GDFT believes in sharing good practice and maximising opportunities to learn from other experts. At our Nottingham Academy we have a regular programme of SEN training events with national organisations. These events are opened to and regularly attended by staff from other local primary and secondary schools. During the last year we have hosted training by ADHD Solutions and NOFAS (Foetal Alcohol Syndrome).

Peterborough Local Authority has identified a need for assessment places.

Currently pupils, new to the area, with no SEN statement and whose difficulties preclude them from accessing mainstream education are being home educated or are 'out of education' for long periods and the assessment process is severely impeded by the inability to assess pupils in an educational setting.

The school would provide 10 places each year for a two term assessment process resulting in an SEN statement or a place in a main stream school, possibly the co-located 11-18 school.

The multi-agency hub would be a key factor in bringing together all the necessary professionals to contribute to the assessment and planning of 'Education, Health and Care plans' as well as supporting families.

We are aware of the new requirements on Public Sector bodies arising from the 2010 Equalities Act and these have been fully reflected in all our planning.

Section 5: Evidence of demand and marketing

See letter of support (below) from Claire George, Head of Inclusion, Peterborough Local Education Authority and in Appendix 2

██████████ The Greenwood Academies Trust, Nottingham

Dear ██████████

Peterborough Free Special School Application

Following our initial meeting on 16th May, I circulated a summary of our discussion to the five Heads of Special Schools and a small number of associated professionals, which outlined the two possible school options we had identified.

These were discussed at the Special Heads meeting on the 26th May, at which you were present for the relevant agenda item. We outlined the two options and had a significant discussion around the evidence for, and the need and value of each.

Most Heads had also discussed the options with their Governing Body and so were able to present an fully informed view from their respective school viewpoints.

ALL the Special Heads were very supportive of the opportunity to create an ASD specific special for pupils of average cognitive ability but whose disability means they are unable to reach their full potential within a mainstream school environment.

The following day I met with the Integrated Multi-Agency Team for Autism which includes specialists from Health, Education and Educational Psychology. There was unanimous support for the ASD option and good deal of discussion and excitement about the opportunity this presents to meet a significant gap in current Citywide provision and also to further an integrated approach to supporting children and young people with ASD.

I am therefore formally assuring you of our full support to submit a bid for a Free Special School offering 90 places across 5 Key Stages, of which 10 places would be available for pupils undergoing assessment for ASD.

Thank you very much for enabling the exiting opportunity.

Yours sincerely,

██████████

Excerpt from 'Vision for special education in Peterborough, A confidential discussion paper', Compiled by [REDACTED] 8 December 2010.

SUMMARY AND RECOMMENDATIONS

Identified gaps in provision:

Insufficient places within 4 out of 5 existing special schools/PRS to meet needs and deliver statutory responsibilities

No Foundation Stage or secondary Autism specific provision

No KS1 / KS2 provision for children with statements for Behaviour Emotional and Social Disorders (BESD)

No Speech and Language provision for secondary pupils and patchy therapeutic provision

No assessment provision for those with high needs but no statement – eg New Arrivals.

Children With Disabilities – Cohort Profiles.

The table below details the numbers of children (0-5 years) diagnosed with a primary disability type in Peterborough for a ten year period ¹

Data in the child population in Peterborough during this period came from the [REDACTED], which uses data supplied by the NHS Information Centre for Health and Social Care. The yellow highlighted figures are estimates as no figures have as yet been published.

Disability Type	Year									
	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Autism	23	21	23	24	24	34	32	32	33	32
PLD	5	7	7	1	8	5	8	7	3	6
Developmental Delay	14	18	19	16	14	21	14	18	23	23
Downs	1	4	2	1	5	3	1	5	2	3
Physical	11	12	19	7	16	9	11	7	19	17
Population Age <5 (KIGS data) -Thousands	10.2	10.2	10.1	10.2	10.6	10.9	11.2	11.6	12	12.3
Population Age 5-9 (thousands)		10.9	10.9	10.7	10.5	10.3	10	9.9		
Population age 10-17 (thousands)		17.3	17.4	17.4	17.4	17.5	7.4	17		
<18 population (thousands)		38.4	38.4	38.3	38.5	38.7	28.6	38.5	42000	42853

¹ Data supplied by [REDACTED] Child Development Centre – Peterborough PCT

Excerpts from:

[REDACTED]

² Source – BSL Needs Assessment

Autism Provision in Peterborough

The Peterborough Autism Outreach Service (AOS) is aware of pupils with a diagnosis of Autistic Spectrum Disorder (ASD) in mainstream and special schools as detailed in the table below:

<i>Number of Pupils</i>	<i>Setting</i>
343	<i>Mainstream School</i>
265 with a statement of SEN	<i>Mainstream and special schools</i>
1 with a statement of SEN	<i>Specialist out of city setting</i>
2 with a statement of SEN	<i>Out of City LEA setting</i>
4 with a statement of SEN	<i>Independent mainstream setting</i>
5	<i>Home educated</i>
1	<i>Without a school place</i>

Autism Outreach Service –Last year the service worked with 90 pupils (59 with SEN statements/ 31 without).

Demographics

Peterborough is an area that is experiencing a significant growth in population, which is projected to increase by a further 17% in the next ten years.

Peterborough is designated as one of four nationally earmarked regeneration areas for additional housing to meet current and projected shortages.

Because of unprecedented population growth (economic migration and an increased birth rate) and the need to provide greater parental choice of mainstream and special school education, PCC has identified the need to create a new special school to address the increase in places needs for pupils diagnosed with ASD, emotionally vulnerable pupils and those needing a full SEN assessment. This would add the urgently required additional capacity and provide greater parental preference.

As a result of predicted demand for mainstream secondary school places outstripping available places, PCC ran a competition to identify its preferred education sponsor to develop proposals to add additional school capacity. The GDFT won this competition and is now pursuing a Free School bid to deliver the scheme. During this competition the need was identified for additional special school places. This bid is in response to that undoubted need.

The proposal to co-locate a mainstream 11-18 Academy, procured through the Free School route, with a special school provides the ideal opportunity to develop an education campus addressing many of the DfE's proposals in the SEN green Paper (March 2010).

Issues raised by the SEN Green Paper:

parents having to battle to get the support their child needs
a new approach to identifying SEN in early years settings and schools to challenge a culture of low expectations for children with SEN and give them effective support to succeed. A new single early years setting and school-based category of SEN will build on our fundamental reforms to education which place sharper accountability on schools to make sure that every child fulfils his or her potential
SEN statements not joining up education, health and care support
meeting children's needs much more effectively so they get better health outcomes and a more personalised and local service.

including parents in the assessment process and introducing a legal right, by 2014, to give them control of funding for the support their child needs.

currently children who have severe, profound or multiple health and learning needs or disabilities receive a statement of support from their local authority. However, it often isn't clear – to parents, and to local services – who is responsible for delivering on the statement. For example, services such as speech and language therapy may appear in the statement but are funded and commissioned by local health services.

children falling between the gaps in services or having to undergo multiple assessment.

multiple layers of paperwork and bureaucracy adding delays to getting support, therapy and vital equipment.

Consultation and equality of opportunity

The GDFT is very experienced at undertaking statutory consultations and has managed the consultation process on all of its Academy projects. The requirements of Section 10 of the Academies Act 2010 will be followed. Our approach will be to go much further than the requirements of the Act to ensure there is widespread support for the establishment of the special school.

It is proposed that all consultation will be run in conjunction with PCC. PCC will play a vital role in setting the strategic background and demographic need for the school. PCCs local expertise and in depth understanding of their community will be essential for a successful consultation that fully engages the local and broader community in the process.

Major community events will be supplemented by face-to-face meetings, particularly with all other special education providers in the area (including schools providing focussed provision for SEN, FE and HE sector providers), primary partner schools, other secondary providers including post-16 and local groups with a focus on SEN.

The new requirements on Public Sector bodies arising from the 2010 Equality Act will be fully reflected in the consultation process.

The GDFT undertakes meaningful consultation which is fed into the decision making process.

Marketing Strategy

The GDFT has significant experience of undertaking marketing to ensure a successful start to its projects. Because a school is not currently operating on the site and is to be a Special School it does present a different set of challenges to previous projects, as the GDFT will have to generate a sense of identity and ownership of the school within the community. However, building on previous successful marketing campaigns, the following activities would be undertaken.

Development of Branding

The strong brand created at the GDFT's open Academies, the Nottingham and Skegness Academies and proposed Academies from September 2011, in Weston Favell (Northampton) and the Nottingham Girls' Academy, will be built on for the new school. As with all the GDFT's Academies, this strong 'group' brand will be individualised at a local level to ensure that the school has a distinct character within the overall 'group'.

School Website

The sponsor will communicate primarily with the wider community through a City of Peterborough Academy Special School website.

Internal Communication

Internal communications will be through various means, including email. However, face to face meetings with the range of stakeholders previously identified will be used extensively to ensure the community is fully briefed and is able to actively engage in the project.

Public Relations (Press)

The Chief Executive of Greenwood Dale Foundation Trust will personally manage relationships with the local press and other media.

The GDFT Project Manager with responsibility for this project will monitor media coverage, including cuttings and summaries of articles and be both proactive and reactive.

Public Relations (Stakeholders)

We will ensure key stakeholders (including local MPs, Councillors, Disability Support Groups and other community groups) are kept informed as the project progresses and key milestones are reached by using various PR mechanisms. We will look favourably on requests from stakeholders for additional forms of communication and, where appropriate, will engage with their own newsletters, journals and meetings. These may include community meetings and site visits.

Prospectus

A prospectus will be produced prior to September 2012 and will be circulated extensively.

Communications Planner

A communication planner will be agreed, charting key milestones in the project lifecycle, with corresponding communications activity. This will form the basis for much of our communication activity.

Section 6: Organisational Capacity and Capability

Capacity to Set Up a School

The GDFT, through the GAT, has significant expertise and capacity to undertake establishing the school. All key resources and external advisers are in place. The vast majority of the team that would deliver this project have now successfully delivered two major Academy projects and are on course to deliver two further Academies by September 2011.

Appendix 3 provides a mini-biography for all the key members of the team. Other experts can be brought in from a pool of staff of around 1,000 from September 2011.

The GAT has a separate Central Team who undertakes the project management for new projects. The Central Team will provide the capacity to deliver this project, supplemented, where necessary, by external advisers.

We recognise that specialist provision requires additional expertise and to that end have already consulted with and would engage 'Inclusive Solutions' <http://www.inclusive-solutions.com/> (a Nottingham based organisation that advises and trains mainstream and special school staff internationally) to ensure the achievement of our stated aims.

For its last two Academies, the Nottingham Girls' Academy and the Weston Favell Academy, the GAT has undertaken all of the Project Management Company (PMC) work on behalf of the DfE and, in the case of the Skegness Academy, undertook the vast majority of PMC deliverables. Therefore we are familiar with what has to be done and know how to do it.

All the staff shown in Appendix 3 will be able to commit a significant amount of time to delivering this project. At this stage, it is estimated that a core team (Sponsor Lead, Project Director, Project Manager, Education Adviser, HR Director, IT Project Director) can put significant time into the project. This team is currently working to deliver two new Academies by September 2011 and will be fully available to start work on this project in September 2011. In effect, the already established team will simply move over to this project at that point. The team will be enhanced by the inclusion of our Director of SEN who will take the Executive Principal role once the Special School is open.

The GDFT's capacity is also enhanced because of our previous experience of undertaking the PMC role on three previous projects which has enabled us to develop underlying procedures and processes that are easily replicable for other projects. In the areas of HR and ICT we have particular strength and capacity as systems have been designed with latency that can be easily expanded to additional projects.

The Central Team has six PRINCE2 Practitioners one of which will be project manager for this project if approved.

The GDFT would work in partnership with PCC on the project. For example, it has already been agreed in principle that PCC would wish to be the Contracting Body for any capital funding. PCC and the GDFT would propose to develop the capital scheme through tried and tested processes used for previous Academies, where a Design User Group is established which is Chaired by the Sponsor and serviced by the Local Authority.

Governance

The GDFT's and the GAT's governance structures are already well established and working effectively. The City of Peterborough Academy Special School would therefore join a well organised and clear set of governance arrangements, which would facilitate an effective start for the school.

The GDFT and the GAT are Companies Limited by Guarantee (company numbers 06864272 and 06864339). The GAT has been established as a multi-Academy trust using the DfE's standard model Articles of Association.

There are high quality professional Trust Boards in place for both companies. The members of the Trust Boards have a wide range of experience and expertise and include many professionals from a Pro-Vice Chancellor of a University, FD of a major PLC, IT Director of a global financial services group, a barrister and various company directors.

There is a clear Scheme of Delegation in place for the GAT, including committee structure and local governance arrangements. At a local level, Academy Councils undertake the day to day governance and oversight of individual Academies. Local Academy Councils contain a mix of board members, local community and parental representatives.

The GDFT would work closely with PCC and the local community during the consultation stage to identify the precise local representation that is appropriate to this Academy and identify any variation that may be appropriate from the established model for the GDFT's current Academies. The Chair of the City of Peterborough Academy Special School Council would automatically have a place on the GAT's Trust Board.

Planned Governing Body:

- School Principal
- The Chief Executive or representative
- Staff representative from the special school
- Staff representative from the mainstream school

Parent Council member
LA Council member
Sponsor Council member with SEN expertise
Health Authority Council member

Appointment of Principal

The GDFT has successfully appointed high quality Principals and Executive Principals to all of its Academies. There have been a number of approaches to ensure the highest quality appointments have been possible. The GDFT has a firm belief, and makes it a priority, to grow future leaders from within our organisation. Clear progression routes for staff are established in the organisation, which allows future leaders to be 'self-grown'. To date there has been a healthy mix of internal and external appointments to Principal and Executive Principal positions.

However, the appointment of the Special School Principal would be nationally advertised and require candidates to be qualified and very experienced in Special Educational Needs provision with particular reference to the intended aims and intake of the school

The GDFT would require all appointed teaching and support staff to be skilled, trained and experienced in meeting the needs of the planned cohort of pupils.

An Executive Principal will also be appointed from September 2012 to oversee this Academy and the SEN development of the co-located 11-18 Academy. Executive Principals are experienced and successful Headteachers from within the group who oversee standards and provide support and challenge for Principals.

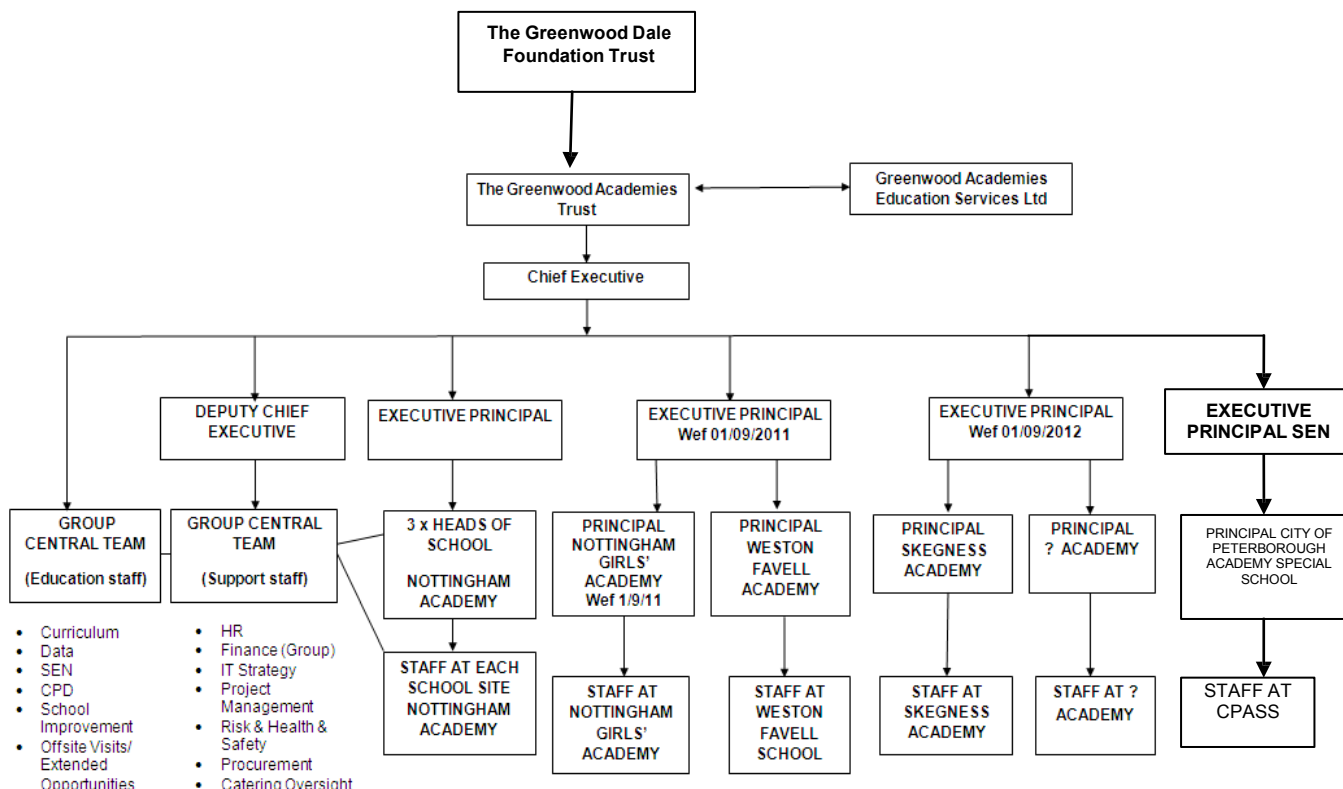
The Executive Principal and the Principal will be involved in all aspects of the project, including the establishment of the curriculum and the recruitment of staff to the school. A key role for both post holders will be to forge links with all SEN teams, special schools and those schools facilitating enhanced resource provision (ERP) for SEN pupils in Peterborough and adjacent local authorities to develop effective partnerships and to promote the school in the wider area.

The GDFT is well used to designing effective staffing structures that deliver an exciting and engaging curriculum. This project presents a new and exciting opportunity for an innovative approach. In appointing some staff to teach/support in both the special school and the co-located 11-18 school we believe that we will be able to achieve the interchange of skills and continuity of provision necessary for SEN pupils to have full access to appropriate mainstream school opportunities. By designing the structure of both schools at their inception with this as one of the key objectives we can avoid the barriers many other schools have found insurmountable.

The GDFT has a high quality HR directorate that will support the recruitment programme working with the Executive Principal and Principal.

Capacity to run a school

The GDFT’s core business and pedigree is in running schools and this remains its central focus. A sustainable and logical structure has been developed to develop new academies. The following chart shows the current organisational structure within which the City of Peterborough Academy’s Special School would fit.



The structure clearly delineates responsibility for education, which is the responsibility of Principals and Executive Principals, from responsibility for resources functions and new projects which rests with the Chief Executive and Deputy Chief Executive. Ultimately the Chief Executive is responsible for all aspects of the organisation’s performance.

This model allows Academy Principals to put all their focus on pupils, staff and parents without having to deal with day to issues such as sites, finance and HR. The model is easily scalable and sustainable. The model also enables a substantial reduction in the inevitable financial inefficiency caused by building year groups up each year until all such groups are full. From the outset, the Academy will have access to the full range of the GAT central services (see Appendix 3). For example, curriculum plans and timetabling will be done by the GAT’s central team, on behalf of the Principal, without any local capacity being required. Additional staff can also be drafted in when necessary at no cost to the Special School.

Section 7: Premises

Possible site options

The GDFT has identified the former Hereward School site as the preferred site for the Special School. This site would be co-located with the proposed 11-18 City of Peterborough Academy which has a separate Free School bid under consideration by the DfE. The proposed site is perfectly located to address the projected shortage of school places in the area for both mainstream and special school education.

Geographical location is not as essential to the Special School proposal as the co-location and partnership agreement with a mainstream Academy.

The site is immediately available and PCC has agreed in principal to lease the site on a 125 lease at a peppercorn rent to the Academy Trust. Therefore, the GDFT has not considered any other potential site options for the Academy.

The adjacency of the site to the proposed City of Peterborough Academy site is integral to the vision set out in this Statement of Intent. The Co-location also enables substantial operating efficiencies which lead to financial savings that are built into the financial plan.

[REDACTED]

Whilst the [REDACTED] closed in August 2007 the school site was occupied as a decant school for the adjacent [REDACTED] until July 2009. Part of the school is currently extensively used by PCC as a training centre.

Subject to detailed phasing being determined, it is therefore possible to utilise part of the existing school buildings to temporarily locate the special school up to September 2013, if new buildings were not available from September 2012. However, subject to a positive decision being made about this proposal in September 2011, the GDFT is confident of delivering a new build to house the Special School by September 2012.

[REDACTED]

[REDACTED]

Capital investment

[REDACTED]

Section 8: Initial costs and financial viability

Two separate documents have been attached which cover the requirements of Section 8:

Appendix 4 - Free School Special School Financial Plan

Appendix 5 - Free Schools Financial Plan- assuming 75% of PAN

Appendices

- | | |
|-------------------|---|
| Appendix 1 | Curriculum and Staffing Plans |
| Appendix 2 | Letter from Head of Inclusion, PCC |
| Appendix 3 | GAT Project Capacity |
| Appendix 4 | Free School Special School Financial Plan |
| Appendix 5 | Free Schools Financial Plan - assuming 75% of PAN |



Chief Executive of the Greenwood Dale Foundation Trust and the Greenwood Academies Trust

Key responsibilities:

Group vision. Quality and standards. Developing new business and liaising with Ministers, the DfE, Local Authorities and Partnerships for Schools (PFS). Ensuring the delivery of new buildings on time and within budget.

Biography:



[REDACTED]

**Deputy Chief Executive of the Greenwood Dale
Foundation Trust and the Greenwood Academies Trust**

Key responsibilities:

Quality and standards of support structures. Project management of new academies, liaising with Local Authorities, Local Education Partnerships and Partnerships for Schools. Group finance and legals.

Biography:

[REDACTED]

[REDACTED]

SEN Lead

Key responsibilities:

Special Educational Needs, compliance and best practice. Rosemary would be the Education Adviser for SEN on the project and would take up post as the Executive Principal once the Special School was open.

Biography:

[REDACTED]

[REDACTED]

Educational Adviser

Key responsibilities:

Literacy and English vision. Student voice for developing academies, consultation with all other stakeholders. [REDACTED]

Biography:

[REDACTED]

[REDACTED]

Deputy Principal

Key responsibilities:

Group data, statutory returns, curriculum and timetabling. With the Chief Executive, providing documentation for all new academies. Staffing needs analyses. [REDACTED] would be Education Adviser for the Project.

Biography:

[REDACTED].

[REDACTED]

Deputy Principal CPD

Key responsibilities:

Continuing Professional Development for all staff. Oversight of the statutory support and monitoring for graduate trainees, PGCE students and NQTs. Advising the Chief Executive on the training needs of the organisation. Investors in People.

Biography:

[REDACTED].

[REDACTED].

[REDACTED]

Assistant Principal

Key responsibilities:

The development of Sport and new sporting opportunities, accreditation and best practice. [REDACTED] would be the lead Adviser for the establishment of the PE and sport curriculum.

Biography:

[REDACTED].

[REDACTED]

Senior HR Director

Key responsibilities:

Oversight of all HR issues for Group staff, TUPE arrangements for new Academies. Leadership and management of the HR function, developing and implementing an HR strategy in line with the strategic direction of the Trust. [REDACTED]

Biography:

[REDACTED].

[REDACTED]

Director of HR

Key Responsibilities:

Support for the Group on all staff issues, TUPE arrangements for new Academies. [REDACTED]

Biography:

[REDACTED].

[REDACTED]

Director of Procurement

Key responsibilities:

To manage all contracts for services entered into by the Trust and to ensure VFM. To ensure VFM for all other Trust operations and to provide additional project management for new Trust ventures and to ensure we conform to all European legislation on procurement.

Biography:

[REDACTED].

[REDACTED]

Director of Risk and Health and Safety

Key responsibilities:

Compliance for all Academy operations, including trips. To give technical advice on how to minimise risk to the Group organisation. Technical advice on managing strategic, operational and project risk

within the Group. Ensuring compliance with Health and Safety legislation for all Academy operations including off-site visits. [REDACTED]

Biography:

[REDACTED].

[REDACTED]

Director of Catering

Key responsibilities:

Oversight and vision for all catering units on Group sites. Quality Assurance of process and food produced. Leadership and management of catering staff. [REDACTED]

Biography:

[REDACTED].

[REDACTED]

Director of ICT

Key responsibilities:

Responsibility for ICT strategy, development of the ICT vision and the technical specification for ICT infrastructure on all Trust sites. Planning the ICT procurement strategy within the EU legislative framework. Overall responsibility for planning the implementation of the Trust's integrated ICT systems.

Biography:

[REDACTED].

[REDACTED]

ICT Project Manager

Key responsibilities:

Joint responsibility for ICT strategy, development of the ICT vision and the technical specification for ICT infrastructure on all Trust sites. Planning the ICT procurement strategy within the EU legislative framework. Overall responsibility for planning the implementation of the Trust's integrated ICT systems.

Biography:

[REDACTED].

[REDACTED]

Senior Technical Consultant

Key Responsibilities:

Responsible for working with the Director of ICT to translate ICT strategy into physical design and acting as technical lead and design authority on all Trust ICT projects.

Assisting the Director of ICT in the continuing evolution of ICT systems and technical procedures in order to maximise efficiency and RoI. Ensuring published group ICT standards and procedures are applied and adhered to across the Trust's estate.

Biography:

[REDACTED].

[REDACTED]

Director of Extended Opportunities

Key responsibilities:

To oversee, manage, identify and develop opportunities for our students to have access to a wide, stimulating and unique set of activities. [REDACTED]

Biography:

[REDACTED].