

Free Schools in 2013

Application form

Special Free Schools

Churchill Special Free School

Index

Checklist		4
Section A: Applicant details and declaration		5
Section B: Outline of the school		11
Section C: Education vision		
C1	Provide a clearly focused, coherent vision that underpins the application with a compelling rationale for establishing the school	14
Section D: Education plan		
	: Education plan Part 1	27
D1	Set out a viable curriculum plan with appropriate focus on core areas of learning	30
D2	A coherent, feasible Timetable and Calendar	41
D3	Set out a clear strategy for ensuring that the needs of pupils with differing abilities are met	44
D4	How our definitions and measures of success will deliver our aspirations for pupil achievement	50
D5	Describe how your approach to behaviour management, pupil wellbeing and attendance will improve pupil outcomes	53
D6	Our understanding of the local community and its needs. Plans for sharing facilities with other schools and the wider community	59
Section E: Evidence of demand and marketing		
E1	The need for the type of provision proposed, for example demonstrate that it is not catered for locally or where the only alternatives are low quality or too costly	60
E2	E2 Demonstrate how you intend to engage with the wider community	71

Churchill Special Free School

Section F: Capacity and capability		
F1	Accessing appropriate and sufficient educational expertise to deliver our vision	74
F2	How we will access appropriate and sufficient financial expertise to manage our school budget	75
F3	How we will access other relevant expertise to manage the opening and operation of our school	76
F4	How our staffing structure will deliver the planned curriculum	79
F5	Plans for recruiting a high quality principal designate, other staff and governors in accordance with our proposed staffing structure and education plans	82
F6	Demonstrate a clear understanding and describe the respective roles of the company members, governing body and principal designate in running our school	85
Section G: Initial costs and financial viability		
G1	Show how the school will be financially viable and offer value for money up to the point where there are pupils in each year	87
G2	How the school will be financially sustainable once there are pupils in each year	88
G3	Show how the school will be financially resilient to reductions in income.	91
G4 and G5	Basis of financial plans	91
Section H: Premises		93
Annexes		
1a, 1b, 1c, 1d	Staffing structure for first 4 years	94-97
2a, 2b, 2c, 2d	Staffing structure for first 4 years- 75%	98-101
3	Parents priorities for a Free Special School	102
4	Teaching and Learning policy	103
5	Letter of support from Governor	104

Churchill Special Free School

Checklist: Sections A-H of application	Yes	No
1. You have established a company limited by guarantee	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. You have provided information to cover all of the following areas:		
Section A: Applicant details – including signed declaration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of demand and marketing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Initial costs and financial viability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. You have provided evidence that local authorities are willing to name the school in pupil statements	<input type="checkbox"/>	<input type="checkbox"/>
6. Independent schools/non-maintained special schools: you have provided a link to the most recent inspection report	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. Independent schools/non-maintained special schools: you have provided a copy of the last two years' audited financial statements or equivalent	<input type="checkbox"/>	<input type="checkbox"/>
8. All relevant information relating to Sections A-H of your application has been emailed to [redacted] between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. Two hard copies of the application have been sent by 'Recorded Signed For' post to: [redacted], Department for Education, [redacted], [redacted], London [redacted], between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
10. A copy of Section A of the form and as many copies of the Due Diligence form as there are members and directors have been sent by 'Recorded Signed For' post to: [redacted], Department for Education, [redacted], [redacted], London [redacted], between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Churchill Special Free School

Section A: Applicant details

Main contact for this application								
1	Name: [REDACTED]							
2	Address: [REDACTED] Haverhill Suffolk [REDACTED]							
3	Email address: [REDACTED]							
4	Telephone number: [REDACTED]							
About your group								
5	<table border="0"> <tr> <td rowspan="6">Please state how you would describe your group:</td> <td><input type="checkbox"/> Parent/community group</td> </tr> <tr> <td><input type="checkbox"/> Teacher-led group</td> </tr> <tr> <td><input type="checkbox"/> Non-maintained special school</td> </tr> <tr> <td><input type="checkbox"/> Independent school</td> </tr> <tr> <td><input checked="" type="checkbox"/> Academy sponsor</td> </tr> <tr> <td><input type="checkbox"/> Other</td> </tr> </table>	Please state how you would describe your group:	<input type="checkbox"/> Parent/community group	<input type="checkbox"/> Teacher-led group	<input type="checkbox"/> Non-maintained special school	<input type="checkbox"/> Independent school	<input checked="" type="checkbox"/> Academy sponsor	<input type="checkbox"/> Other
Please state how you would describe your group:	<input type="checkbox"/> Parent/community group							
	<input type="checkbox"/> Teacher-led group							
	<input type="checkbox"/> Non-maintained special school							
	<input type="checkbox"/> Independent school							
	<input checked="" type="checkbox"/> Academy sponsor							
	<input type="checkbox"/> Other							
6	If Other, please provide more details: N/A							
7	<table border="0"> <tr> <td>Has your group submitted more than one Free School application in this round?</td> <td><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</td> </tr> </table>	Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No					
Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No							
8	If yes, please provide more details: N/A							
9	<table border="0"> <tr> <td>In addition to any support/advice from the New Schools Network, did you put this application together with support from another company or organisation?</td> <td><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</td> </tr> </table>	In addition to any support/advice from the New Schools Network, did you put this application together with support from another company or organisation?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No					
In addition to any support/advice from the New Schools Network, did you put this application together with support from another company or organisation?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No							
10	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful: N/A							

Churchill Special Free School

Details of company limited by guarantee	
11	Company name: [REDACTED]
12	Company address: [REDACTED] Haverhill Suffolk [REDACTED]
13	Company registration number: 7400386
14	Does the company run any existing schools, including any Free Schools? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
15	If Yes, please provide details: The company runs: [REDACTED] Haverhill Suffolk [REDACTED]
<p>Company members</p> <p>The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</p>	
16	Please confirm the total number of company members: 3 founding members (Additional member have been appointed to serve as governors of Samuel Ward Academy; not all of these will serve as governors for the Churchill Special Free School)
17	Please provide the name of each member below (add more rows if necessary):
	1. Name: [REDACTED]
	2. Name: [REDACTED]
	3. Name: [REDACTED]

Churchill Special Free School

Company directors

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

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

1. Name: [REDACTED]: [REDACTED]

2. Name: [REDACTED]: [REDACTED]

3. Name: [REDACTED]: [REDACTED]

19 Please provide the name of the [REDACTED] of the governing body, if known:
[REDACTED]

Related organisations

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


Yes
X No

21 If Yes, please provide the following information about each organisation:

- their name;
- their Companies House and/or Charity Commission number, if appropriate; and
- the role that it is envisaged they will play in relation to the special Free School.

30 If you are an existing independent school, non-maintained special school, state maintained school or an Academy, please provide a link to your performance data for the last 3 years:

Churchill Special Free School

22	Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc).	
	No	
Existing Providers		
23	Is your organisation an existing independent school wishing to become a special Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
24	Is your organisation an existing non maintained special school wishing to become a special Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
25	Is your organisation an existing independent school or a non-maintained special school wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
26	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
27	If Yes to any of the above 4 questions, please provide your six digit unique reference number here:	136322.
28	If you are an existing independent school, non-maintained special school, state maintained school or an Academy, please provide the following information: <ul style="list-style-type: none"> the age range; the current number of pupils on roll; the current school capacity; and the SEN currently catered for. 	11-18 1204 1200 204
29	If you are an existing independent school, non-maintained special school, state maintained school or an Academy please provide the date of your most recent inspection report and a link to the report on the Ofsted or other Inspectorate website: Full Ofsted September 2008 	
	<i>Please note: this inspection was carried out prior to the school becoming an Academy and before the school changed from an Upper school to Secondary age group, increasing its roll to include pupils in Year 7 and 8</i>	

Churchill Special Free School

30	<p>If you are an existing independent school, non-maintained special school, state maintained school or an Academy, please provide a link to your performance data for the last 3 years:</p> <p>██████████</p>
31	<p>If you are another type of organisation involved in education, e.g. an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:</p> <p>n/a</p>

Declaration

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



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

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

Signed:

Position: [REDACTED] / [REDACTED] (please delete as appropriate).

Print name:

Date:

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

Churchill Special Free School

Section B: Outline of the school

1	Proposed school name:	Churchill Special Free School for Speech, Language and Communication
2	Proposed academic year of opening:	2013
3	Proposed age range of the school:	<input type="checkbox"/> Pre-School <input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input checked="" type="checkbox"/> Other If other, please specify: 8-19
4	The types/designations of SEN the school will predominantly cater for (please tick all that are appropriate):	NB: An outline of SEN designations can be found at Annex B of the special 'How to Apply' guidance. <input checked="" type="checkbox"/> Specific Learning Difficulty (SpLD) <input type="checkbox"/> Moderate Learning Difficulty (MLD) <input type="checkbox"/> Severe Learning Difficulty (SLD) <input type="checkbox"/> Profound and Multiple Learning Difficulty (PMLD) <input type="checkbox"/> Behaviour, Emotional and Social Difficulty (BESD) <input checked="" 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 type="checkbox"/> Other (please specify below)
5	Proposed maximum capacity as a special Free School:	70 pupils
6	Date proposed school will reach expected capacity in all year groups:	2017
7	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed

Churchill Special Free School

8	<p>Do you intend your proposed school to have a faith ethos?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation/ethos.</p>
9	<p>If Yes, please provide details here (please be as specific as possible): n/a</p>
10	<p>Will your school provide residential provision (i.e. where a statement specifies residential provision is required to meet the child's SEN)?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
11	<p>If Yes, please provide details here: n/a</p>
12	<p>Post code of the preferred site of the proposed school:</p> <p>██████████</p>
13	<p>Local authority area in which the proposed school would be situated:</p> <p>Suffolk</p>
14	<p>If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:</p> <p>Essex Cambridgeshire</p>

Churchill Special Free School

15	<p>This application form is designed to be used for special applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of special but does not fit the definitions of mainstream, 16-19 or alternative provision either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application, please briefly outline the main differences below. You will also need to address these differences in more detail in the relevant sections of the application.</p> <p>We plan to provide hybrid provision of special school places for those who need an adapted environment and curriculum on a long term basis. We also will provide 20 places for pupils who have been excluded or at risk of exclusion, who need a supportive “educational space” to overcome their difficulties and re-engage with their learning. The focus will be, as for the special school pupils, on an approach that puts communication and literacy at the heart of the learning.</p> <p>These Alternative Provision places will be on offer as part-time or short fixed term. We will offer provision that develops youngsters’ personal, communication and social skills, and for older pupils leads to potential vocational qualification. The experiences on offer will be: Outdoor Learning (for younger pupils), Sports Academy and Music and media.</p> <p>Both the special school pupils and alternative provision groups will be accommodated in the same building, but in separate “zones”</p>
----	---

Churchill Special Free School

Section C: Educational vision

C1 Provide a clearly focused, coherent vision that underpins the application with a compelling rationale for establishing the school.

Why a Special Free School?

The DfE want to improve our education system so that children thrive and prosper, whatever their background. They want parents to have a choice of more good schools and the opportunity to open new schools where they want them. The Samuel Ward Trust is keen to help the DfE deliver this vision by opening a hybrid Free Special School. Churchill Special Free School will fulfill a clear gap in the provision of educational services to families in Haverhill and the surrounding area and work to raise educational standards in the town.

We propose a hybrid provision with the majority of pupils having statements of their educational. We propose a core provision of a 50 special school places for pupils aged 8-18 years with Alternative Provision for 20 pupils or equivalent on a short term or part time basis to support them in overcoming barriers to their learning.

The bid has the full support and backing of all the schools of the town, who have offered their help and suggestions in putting this vision together.

Aims

- To address underachievement across the town, and raise standards of communication, language and literacy.
- To set the highest expectations for pupils' achievement to challenge the low aspirations of many families in the locality
- To provide pupils with weak language and communication the learning capability and resilience needed to return to their local school and succeed
- To fill a gap in Haverhill for special provision, thus providing parents with wider choices for meeting their children's needs.
- To challenge traditional ways of working and pushing the boundaries with regards to intervention and support for pupils with communication difficulties
- Work with local primary schools to build capacity of their staff for support and inclusion of SLCN
- To develop an evidence and research-based source of expertise in relation to language and literacy to promote effective provision for SLCN, in terms of effective teaching approaches and the enrichment of language .
- To provide, in collaboration with a range of voluntary and statutory agencies, a range of effective support strategies for families of pupils with SLCN
- To provide outreach support for mainstream schools in order to build the capacity of mainstream staff to support children with communication, speech and language difficulties

Churchill Special Free School

We will develop a flagship school for pupils aged 8-18 years with speech, language and communication needs, (SLCN), providing affordable special school provision whilst addressing barriers that hold pupils back from meeting educational expectations. Churchill Special Free School will serve the children with SLCN and their families in and around Haverhill, which at present has no special school. We aim to prepare our pupils for re-integration to mainstream schooling and provide them with the life skills and competences to succeed in life beyond school as independent adults; the number of pupils able to progress to mainstream education will be one of our performance targets. We will also offer some places of Alternative Provision for those at risk of exclusion. For pupils aged 9-13, this will be based on outdoor learning. For Key Stage 3 and 4 pupils will be offered.

We will adopt an innovative model with a primary school and an Academy working together with the special school, a model that enables us to provide progressive re-entry to mainstream learning. We will offer a continuum of support for vulnerable students, the main aim of which is to secure examination success and a suitable destination at the end of Year 11.

The Trust sees this Free Special School as an opportunity to draw down additional funds, resources and expertise to help those pupils who need an adapted curriculum in an environment that is designed to meet their needs.

The pupils will be those who despite good teaching and special educational needs support do not have the language and communication skills to learn in a mainstream setting. They fall further behind year on year and in some cases disturb other children's learning.

Our strategy for raising standards

The proposed special school is part of a strategy to ensure gaps in attainment are closed, by addressing the needs of pupils with significant weaknesses in communication and literacy. The proposal is key part of the vision for improvement, by creating a family of schools that serves the town as a centre of expertise, leadership and support. It will provide for those with the greatest need including those who, because of their communication difficulties become frustrated and show responses that put them at risk of exclusion. It is our firm belief that, despite the many barriers we encounter in unlocking the potential of learners, our proposed Special school can make a marked difference by raising standards among pupils who currently do not achieve the expected standards at age 11 and 16, by raising the participation age and increasing pupils' life choices.

An inclusive community

We strongly believe in integrating special needs pupils with their peers. Therefore this bid for a special school may seem at odds with our aim for maximum inclusion. However, the proposal is a part of a vision for a total learning community that can help raise standards across the town, with primary, secondary and special provision working closely together on one site, maximizing the flow between special and mainstream. Educational outcomes show that despite the good and outstanding teaching in the town's schools there are pupils whose language capability holds them back and who do not respond adequately to the support provided.

Why a new special school for Haverhill?

The vision of the Trust and the Steering Group is founded on the following:

- Lack of local provision
- Wider choice for families
- An inclusive community to address underachievement
- Affordability

A lack of local provision

Located at the conjunction of Suffolk, Essex and Cambridgeshire, Haverhill is relatively isolated, as evidenced, for example, by a surrounding rural road network and relative paucity of public transport connections. Nonetheless, the town has developed to a clear identity.

There is no special school in Haverhill. The Suffolk Children and Young People Analysis 2009 provided data about the distribution of children with Statements of SEN that reveals a cluster around the Haverhill area. However, pupils requiring a special school place have to travel out of the area, for example to Bury St Edmunds or Sudbury as there is no special school provision in or near the town. This means high transport costs and a long journey for pupils and their carers.

At present Haverhill pupils must travel at least 20 miles on rural roads.

Churchill Special Free School

Additionally there is a large number of pupils on Statements or School Action Plus who struggle to learn but have no prospect of a special school place.

The town is also short of places of Alternative Provision and the school will offer a limited number of places for **personal development** units, focused on the development of aspects such as communication self-esteem, confidence, self-management and teamwork; or **music- and arts-related** units such as digital media projects and learning composition in a music studio, **sports awards** or for younger pupils **outdoor exploration**. These are part time time-limited courses, for example for half a term.

Wider choice for families

This bid offers a great opportunity to develop a free special school with the community, for the community which can extend parental choice of education. Providing for special needs in the town will save vulnerable pupils many hours in travel and enable their parents to become more involved in their education on a daily basis.

Raising standards in Haverhill

This is a key reason for our bid. Schools in Haverhill draw students from a mixed catchment area, including some areas of deprivation. The school population of Haverhill comprises a large number of vulnerable students – socially, economically and educationally. Whilst large chunks of the area have average levels of child poverty, the central areas of Haverhill are in the second worst 20% nationally. (Suffolk County Council Community Cluster profile 2009)

Many students come from backgrounds that are not traditionally supportive of education and academic achievement; a high proportion of the local population do not have formal qualifications and the percentage with higher level qualifications is below the national average. The low proportion of people with a Level 4 qualification suggests that despite having two outstanding secondary schools, there is a culture of relatively low attainment, ambition and aspiration. The town has higher levels of young people Not in Employment, Education or Training

(NEET) than neighbouring regions. A focus on speech, language, and communication has been highlighted in research as the key for young people to fit into society, making a case for it to be central to raising attainment. For example, ICAN, the charity that helps children to communicate, quotes research that identifies language difficulties as a risk factor in NEET.

Whilst the number of families receiving job seekers' allowance is lower than the national average, it is rising. Local employers appear to offer relatively low wages which keep many families just above the threshold for additional support such as Free School Meals.



Haverhill has a higher level of NEETs than neighbouring areas

Churchill Special Free School

Haverhill Pupils

Research shows the impact of socioeconomic background, together with the education level of the families and a lack of exposure to a stimulating early literacy environment. (Ming and Powell 2010; 2009 PISA data). Outcomes in Haverhill are typical of this. Despite OFSTED's positive rating of the schools in the town, Haverhill has a substantial number of pupils who do not reach national expectations in assessments due to their weaknesses in language and literacy.

Westfield Primary school, Haverhill -inspection report 2010 *Children start in the nursery with widely varied and often low levels of language and personal development. The well-planned provision in nursery and reception helps those children make good progress although standards in literacy and numeracy are still below average when they start in Year 1*

By Key Stage 3 and 4 further demands of the curriculum highlight previously undiagnosed difficulties often by then with associated behaviour difficulties,

Chalkestone Middle school, Haverhill - inspection report 2010: *almost a third of pupils are identified as having learning difficulties or disabilities, a higher percentage than is typical for this size of school and is increasing each year.*

Learners at Samuel Ward Academy, (whose Trust sponsors this bid) have achieved outstanding outcomes over the past 6 years with pupils who enter the school with attainment significantly below average and also low aspirations. Elsewhere in Suffolk, the picture is less positive.

Prior attainment of pupils in Key Stage 3 and Key Stage 4 at Samuel Ward

Average fine points score at KS2

NC Year starting Sept 2010	School	National	Difference	Sig	% Coverage
Year 11	26.6	28.0	-1.4	Sig-	97.1
Year 10	26.9	27.8	-0.9	Sig-	95.4
Year 9	26.7	28.1	-1.4	Sig-	95.5

End of Key Stage 2 outcomes show that Suffolk children do not achieve well compared to national expectations. Literacy and English outcomes show a long term trend of underachievement which shows no significant improvement and which has led the authority to undertake a large scale re-organisation of schools from Middle/Upper to a two tier system.

Our plans are informed by the need to address the above data. Children need language to communicate with family members as well as to learn and socialise in school and their community. As a result of unfavourable school experience and home environments the pupils admitted to the special school will demonstrate communication difficulties and behaviours which may be ameliorated given appropriate structures and a language aware environment.

Churchill Special Free School

Affordability

In 2007/8 Suffolk County Council spent [REDACTED] to fund 59 out-county education placements for SEN children and young people. We will provide excellent affordability by keeping costs low, efficiency high and by focusing on achievement. The cost per place (£[REDACTED]) will be substantially below the typical cost of a special school place.

KEY FEATURES OF THE SCHOOL

The DfE states that the Free Schools policy should encourage innovation and be driven by the vision and passion of those proposing a school. As bid sponsors we have shown that we are both innovative and passionate; Samuel Ward's slogan is "*The best way to predict the future is to create it.*" It is an outstanding school (Ofsted 2008), with the highest value added outcomes in the County (1041), in the top three for 3 levels of progress in English and maths and, as a Training school, national support school and with the Head designated a national Leader of Education, has a great deal of experience in supporting other secondary schools. However, despite outstanding outcomes, teaching and leadership there remain a significant proportion of pupils who leave this school, and others in the area, without the necessary communication, literacy and oracy skills to function successfully.

As this is part of a strategic plan to raise literacy and language levels in the town, we wish a seamless continuum of support and the places allocated for pupils without statements would help to bridge the gap between special and mainstream, for those who are failing to reach national levels, but are not statemented. Examples might be 1 or 2 days a week for dyslexic support for those who have attended the Wickhambrook centre; some pupils to attend 2 or 3 mornings a week for reading recovery; some attend for a 2/3 week block for intensive catch up in functional writing. Pupils attend part time or for a limited block of time for Alternative provision to re-engage with learning.

The school will be part of a learning community on a site with a primary school and Samuel Ward Academy. Working with Westfield Primary School and Samuel Ward Academy the school will provide a tailored curriculum for pupils from Year 4 to Year 13 with Speech, Language and Communication needs (SLCN). It also has the support and backing of the other schools in the town.

Younger pupils' needs are better addressed through a dedicated outreach, so a member of staff will work with local primary schools, using the Every Child a Talker (ECAT) approach. This will help practitioners and parents to create a supportive and stimulating environment in which children can enjoy experimenting with and learning language. We will provide special provision in the school from Year 4 for pupils who are not able progress in a mainstream setting.

Pupils' difficulties increase as they get older and new demands emerge when pupils struggle to meet the demands of the secondary curriculum, so we plan an increase in the number of places at Key Stage 3 and 4. We also recognise that pupils aged 16-18 will need special place when the school leaving age changes.

Type of Special Educational need: Our target group

Children with SLCN pose major challenges for the education system (Bercow 2008). Our provision is targeted towards the causes of SLCN as identified by research into socioeconomic influences on educational performance. Namely:

- children whose SLCN are associated with limited experiences, typically associated with socioeconomic disadvantage (Hart and Risley 1995, Locke et al. 2002, Snow et al. 1998). These children frustrated by their learning difficulties do tend to develop secondary symptoms of behaviour and emotional problems and some are at risk of exclusion

SLCN cuts across labels and diagnoses, so many pupils with other SEN labels also have SLCN, some groups at higher risk than others. For example,

- pupils with learning difficulties
- those on the autism spectrum disorders (ASD). These pupils have difficulties with social interaction and social communication
- Those with dyslexia also have an increased risk of SLCN

We envisage that there will be two key groups. Those whose needs are identified near the beginning of their school career and who need early specialist intervention and language enrichment because they cannot participate in classroom routines without a lot of help and fail to take off in their learning. Some of these will be pupils on the autistic spectrum.

A second group older pupils becomes apparent when they struggle to meet the demands of schooling as they move into the later part of primary school and into the secondary sector. These pupils often have associated behaviour issues. By the time some of these have their needs stated, they are well into their secondary school education, have considerable gaps in their learning and may have developed serious behaviour problems. Many will be on School Action Plus, others will have statements.

Who is this for?

We are aware of the responsibility of governing bodies of Free Special schools to admit a child where the school is named in a statement of special educational needs. Pupils will normally have a statement of special educational needs setting out speech and language development as the priority special educational need

We will give priority to pupils with statements who

- have been diagnosed as having difficulties with speech, communication and literacy that are such that these difficulties are holding them back from learning in a mainstream class.
- Those with SLCN who are at risk of exclusion, or have been excluded

Entry criteria

We are not proposing to cater for pupils who have severe or profound difficulties, complex medical difficulties or those who are functioning below the 70th percentile on the Weschler scale nor those whose behaviour is the result of emotional trauma.

- Pupils will be aged between 8 and 18 years.
- Most pupils will have a statement of special educational needs.
- Pupils
- The statement will specify that the pupil has difficulties with speech, language and communication
- Pupils will normally have been assessed as being within the low average to above average ability range.
- Pupils may have learning difficulties and/or low attainment that are associated with their language, literacy and communication difficulties.
- Pupils may have specific learning difficulties, such as dyslexia,

Indicators: These pupils may show the following behaviours:

- Severe difficulties in following instructions, classroom routines and in maintaining attention to tasks, which making it impossible for the child to participate in most ordinary classroom/setting and activities without a high level of support and structure.
- highly atypical behaviour, such as obsessive, challenging and/or withdrawn behaviours- some severe, linked to communication difficulties
- inappropriate use of language, abnormal responses to sensory experiences and poor communication leading to substantial evidence of distress or emotional disturbance
- Highly inappropriate social behaviour leading to rejection by peers and social isolation, due to speech delay or inability to express themselves
- Poor progress because of language and literacy difficulties

We are aware that in a Free Special school all pupils must have statements. However, we are proposing a hybrid provision with some places for pupils on School Action Plus. These place will be for pupils on a, short, fixed term or part-time basis as alternative provision. Pupils will be offered ways to achieve functional skills, wider key skills and learning and school survival skills, through outdoor learning, Sports Academy or music and media

As this is part of a strategic plan to raise literacy and language levels in Haverhill, we wish a seamless continuum of support. This unit will help to bridge the gap between special and mainstream, for those who are failing to reach national levels, but are not statemented.

Churchill Special Free School

Admissions Procedures

Placements at the special school or in the Alternative Provision are determined by the LA in consultation with parents. This follows educational, medical and psychological assessments.

Most children who enter the Special School will have a Statement of Special Educational Needs. The statement will be reviewed annually through the Annual Review in which parents are fully involved. Pupils in the Alternative Provision will not always have a Statement of Special Educational Needs at the point of entry. (see admissions below)

The school caters for pupils with Speech, Language and Communication Needs (SLCN). Applications for the admission of pupils who live outside Suffolk will be considered, subject to the availability of places and transport decisions by the Local Authority.

All pupils admitted to the school will have been initially referred by the Local Authority (LA). If, after scrutinising the information provided, the school believes that the pupil meets the admission criteria, arrangements will be made with the LA for the parents/carers and pupil to visit the school.

The visit will include a tour of the school, introduction to key staff and a meeting at which the school policies and curriculum are discussed. Families will have the opportunity to seek answers to any questions they may have. This visit will occasionally be supported by a visit to the pupil's home by the teacher responsible for family links where any additional matters can be discussed within the pupil's home environment.

If, following these visits, all concerned are agreed that the pupil's needs can be met at the school and that the pupil and parent/carers are committed to the placement, arrangements will be made for admission. Pupils will be assessed on entry and placed in groups mainly by age, but taking account of their needs and ability. Their social needs are also taken into consideration along with any other aspects that are deemed important.

We will be happy to meet with parents/ carers whose children are in the early stages of "statementing" so that they can see for themselves the special educational facilities and opportunities provided by the school.

Pupils referred to the school who do not have statements will follow an admission procedure mirroring that of a Pupil Referral Unit.

The full policy for school admissions will include: clear admissions criteria as indicated above; an over-subscription policy; tie-breaking arrangements.

Why a Hybrid school?

We have reviewed the information about SEN needs and noted that there was a need for place for pupils at risk of exclusion. In Suffolk, SEN pupils, with or without a statement, accounted for 66% of all fixed term exclusions in 2010/11.

Churchill Special Free School

This figure has been increasing year-on-year since 2006/07 when the figure was 47%. 5.4% of all SEN pupils received at least one fixed term exclusion in 2010/11. This compares with 0.9% of non SEN pupils. The highest percentage was for pupils on School Action Plus, 7.8% of whom were excluded at least once, and their exclusions accounted for 36% of all fixed term exclusions.

In the light of this data we made the decision to include places for pupils who have not completed the statementing process, but need short term alternatives as an intervention measure.

Location

The school will be located on the same site as Samuel Ward Academy and Westfield Primary school, providing good prospects for pupils to access some learning opportunities in the mainstream schools. Placing the special school adjacent to mainstream schools will benefit the pupils educationally and facilitate the process of re-integration and offer access to specialist facilities.

What will make the school distinctive in its vision and ethos?

We believe that outstanding schools are founded on a set of strong values, including a commitment to nurture pupils' curiosity and creativity, inculcate a love of learning and prepare them to make a positive contribution to their community. The Samuel Ward Trust is committed to the development of the whole child, as an individual, as a pupil and as a member of the community. To this end we envisage an innovative model that provides for the needs of individuals and maximises the partnership with other stakeholders

Our vision is for joined up educational provision, through a community of learning formed of the Special school, the Academy and a primary school on one site, with the involvement and collaboration with the wider partnership of schools in the town. There will be close working and ease of movement between sites to enable pupils to access mainstream experiences that will ultimately lead to re-integration, which is seen as a prime objective.

We will establish a culture of partnership, with families and the wider community, with an emphasis on building good communication with parents, and enabling them to support their children's' learning.

Pupils will be helped to develop personally and socially, in an ethos of respect and self respect, and develop the emotional resilience to succeed, even in the face of difficulty all activities are seen as opportunities for language and communication development. We will initiate a programme of outreach for the youngest pupils in primary schools based on Every Child a Talker (ECaT).

Our success will be tailored to the needs of pupils and the community and are working closely with strategic leaders in the town, such as the Chamber of Commerce and Suffolk One. We have also consulted our local Member of Parliament, who is supportive of the bid.

Churchill Special Free School

Our aspirations for the achievement of individual pupils, and the school as a whole, and why these targets are appropriate;

We will set targets for pupils that support the objective of narrowing the attainment gaps and enabling pupils to return to mainstream. We will set personalised and ambitious targets which seek the best possible progress and outcomes

- all pupils make excellent progress as defined by their progress in national tests, against entry measures such as P scale levels.
- all pupils meet their targets as specified in their individual education plans
- Pupils' attendance is good
- all pupils make excellent progress with learning to talk, read and write
- all pupils become technologically proficient;
- a high proportion of pupils return to mainstream provision and all of those who attend for Alternative Provision are able to return to mainstream provision and make progress
- all pupils gain appropriate accreditation, such as BTeC or ASDAN accreditation
- all pupils express enjoyment and interest in their learning

In line with our vision for the school and our over-riding aim to contribute to raised standards across the area, we will use the following measures to define our success:

- the school is over-subscribed;
- the school has a positive impact on the community measured by participation levels and through surveys;
- parental feedback is very positive
- the school is judged outstanding by Ofsted and other external reviews;
- the school is accredited as an ICAN Primary Talk school, and as a dyslexia friendly school
- all pupils develop a sense of physical, social, spiritual, cultural and emotional wellbeing;
- there are no pupil exclusions;
- the school provides very good value for money.
- the school becomes a teaching school

Our approach to teaching

We will apply the same measures to the special school that we have applied in making the Academy and outstanding school.

There will be

- An inspiring curriculum, with a high degree of personalised learning
- Close monitoring of learning and systematic review of progress
- a strong emphasis on relationships and shared values

The school ethos will be "communication friendly"; talking will be at the heart of the curriculum. A high proportion of time each day will be devoted to

Churchill Special Free School

Subject teaching will include the use of visual organisers, an emphasis on vocabulary development, listening skills, with feedback provided in a format to support pupils' own self-monitoring. There will be a focus on developing more complex verbal reasoning, understanding and thinking skills and problem solving. Students will be supported to develop increasingly sophisticated social, communication skills to enable them to enjoy interactions with their peers.

are seen as opportunities for talking and language reinforcement. Music, art and PE will feature strongly because, as well as valuable in their own right, they encourage participation and have a therapeutic potential.

Teachers will adapt and extend the curriculum to meet the needs of all children as individuals so that their special needs are met. Teachers will work closely with a speech and language therapist to ensure packages of support are cohesive. They will also ensure that activities are designed and delivered to accelerate progress for those children who have fallen behind, for example, children in care, with previously poor attendance and those from economically and socially disadvantaged backgrounds.

The Alternative Provision (AP) will extend types of learning experiences and styles of learning, includes functional English, maths, ICT and personal, social and health education (PSHE) centres around music and media,

All pupils including the AP pupils will begin each morning with a Meeting Time with their Learning coach and a significant amount of time will be spent on basic skills including communication and language. Afternoons will be planned around learning themes and after the end of formal lessons; pupils can participate in a full programme of enrichment. ICT will be woven through the whole curriculum so that it is integral to all learning. Additional programmes will be provided during the spring and summer breaks to enhance the curriculum on offer.

Parents and other community members will be involved in taking a role in the learning or supporting in the classroom.

Churchill Special Free School

Section D: Educational plan – part 1

The School will cater for 70 pupils when full from year 4 to 13. Financial modelling and parental need surveys indicate that the school will open with 18 pupils in September 2012 moving to a full cohort by 2016. This is shown in the table below.

	Current number of pupils (if applicable)	1 (2013)	2 (2014)	3 (2015)	4 (2016)	5 (2017)	6 (2018)	7 (2019)
Pre-School		18	30	48	70	70	70	70
Year 1								
Year 2								
Year 3								
Year 4					6 (2)	6 (2)	6 (2)	6 (2)
Year 5				6	6 (2)	6 (2)	6 (2)	6 (2)
Year 6				6	6 (2)	6 (2)	6 (2)	6 (2)
Year 7			6	6	8 (2)	8 (2)	8 (2)	8 (2)
Year 8			6	6	8 (2)	8 (2)	8 (2)	8 (2)
Year 9		6	6	6	8 (2)	8 (2)	8 (2)	8 (2)
Year 10		6	6	6	8 (4)	8 (4)	8 (4)	8 (4)
Year 11		6	6	6	8 (4)	8 (4)	8 (4)	8 (4)
Year 12			3	3	6	6	6	6
Year 13				3	6	6	6	6

Numbers in brackets indicate the anticipated of full time pupils or equivalent who attend for Alternative Provision

We will build up the school role, starting with Key Stage 4 pupils, as data from the LA shows that the risk of exclusion rising strongly by Year 9 as some SLCN pupils have major difficulty to cope in mainstream and can be at risk of exclusion.

Churchill Special Free School

Allocation to groups

Key Stage	Number of classes	Pupils are grouped largely by age but with a consideration given to their developmental and learning needs.
Key Stage 2	2 mixed age classes	
Key stage 3 and 4	5 mixed age classes	Groupings apply for pastoral and support purposes. Each group will be allocated a teacher and a specialist TA
Key stage 5	1 group of Year 12 and 13 pupils.	At Keys Stage 2 the Learning Coach will be the main teacher though there will be some re-grouping for other activities such as extension and enrichment, and in order to meet individual needs. At Key Stage 3, 4, 5 the groupings will apply for some of the learning, but pupils will be re-grouped according to individual needs and options

The school's pupils

Our pupils will be from two key groups:

1. Pupils who are diagnosed at an early stage as having SLCN , some of whom with focused and intensive intervention may be able to return to learning in mainstream classes either full time or part-time
2. Pupils whose needs are not diagnosed until well into their school career, and are consequently falling well behind their peers. .

Sometimes such pupils are not diagnosed until their responses put them at risk of exclusion. In this category in the town's secondary sector are a large number of pupils whose poor literacy and communication holds them back from meeting the national expectations at the end of Key Stage 4 who are potentially NEET. Some of these do not have statements, but they are at risk of under-achievement due to unmet SLCN. .

Early identification and intervention are essential.

Therefore we will work closely with primary partners and undertake an outreach service to support and to help identify those needing specialist help and provide timely support at any age to prevent longer-term disadvantage. The team will include a speech and language therapist, dedicated outreach teacher and specialist HLTA.

We will provide places for primary pupils diagnosed as needing specialist help from National Curriculum Year 4. We envisage that many of these referrals will be for part-time or short term.

Churchill Special Free School

If a child receives the right help early on, he or she has a better chance of tackling problems, communicating adequately and making progress. Our outreach support service will offer expert help to meet the needs of younger pupils and to monitor their situation and progress. We shall provide a service level agreement to schools with Key Stage 1 pupils who need intensive help with language and speaking. The outreach will be modeled on the successful Every Child a Talker (ECaT).

Pupils in the special provision will have the opportunities to work in mainstream classes, according to their readiness. We will adopt a reverse integration principle too, with mainstream pupils joining groups for additional support and also to provide models for peer interaction with SLCN children.

Our pupils will be supported by the speech therapist, providing intensive help for teachers to enable them to support children with speech and communication difficulties. Our aim is to effectively support those pupils who require augmentative, assistive technology to achieve their potential – providing them with the opportunity to successfully integrate with their mainstream peers.

From 2016 we will offer places for Alternative Provision. Here the curriculum provision will focus on leading the pupil back to the National curriculum and so will relate the curriculum to the mainstream curriculum. Time limited course will be linked to media and music, sports academy and outdoor learning.

Section D: Education plan – part 2

D1: Set out a viable curriculum plan with appropriate focus on core areas of learning

Our mission statement is “*Difficulties overcome are opportunities won.*” This informs our approach to the curriculum. We believe that all young people should be helped to develop as successful learners, confident individuals, responsible citizens and effective contributors and that we need to find ways of making learning meaningful and accessible for all our young people, whatever their circumstances.

The National Curriculum will be followed as appropriate, but with flexibility to meet diverse and individual needs. Multi-sensory approaches will be integrated into all learning and teaching to support all learners.

For some pupils in some subjects, the Programmes of Study will be for their Key Stage. For others, the Programmes of Study for an earlier Key Stage may be more appropriate.

There will be a focus on learning outside the classroom – with increased opportunities to contextualise language development through hands-on learning. The outside learning environment will be enhanced through the development of areas to support curriculum learning – this will include a science area, an area for environmental geography and a sensory garden.

There will be:

- a strong drive on improving learning through engaging with carers and the local community values, to support our principles of equality and access, also respect for local people and local culture.
- a strong emphasis on building children’s repertoire of communication, spoken and written language so that they become confident and effective communicators, using alternative systems such as Makaton and PECs where appropriate; every interaction is seen as an opportunity to develop language
- a focus on raising aspiration so that every pupil makes excellent progress both academically and socially, whatever their starting point.
- teaching that engages all pupils so that each one participates, is creative, able to express their views, contributes and develops the emotional resilience to succeed even when facing difficulties.
- a strong focus on the whole child and their physical, social, spiritual, cultural and emotional wellbeing
- planning that enables pupils to access mainstream opportunities

Churchill Special Free School

“Difficulties mastered are opportunities won”

<p>Values Our school is an inclusive place where our young people have: The Right to Learn The Right to be Respected The Right to be Safe</p> <p>We share and embrace the values of the sponsoring academy RESPECT, COURAGE, RESILIENCE, INTEGRITY, COMPASSION, RESPONSIBILITY, WISDOM, JUSTICE Strong parental/ community involvement</p>	<p>Curriculum The curriculum is inclusive and developed through reference to the National Curriculum and examination programmes, adapted to the needs of the individual</p> <p>Development of SLC is taught discretely and also integrated across all learning</p> <p>For younger pupils learning is delivered through themes and topic work</p> <p>There is staged access to learning in mainstream education</p>		<p>Learning and Teaching Teaching involves young people in active learning opportunities within relevant contexts and a inspiring environment</p> <p>Staff work with subject specialist partners to plan collaboratively for aspects of the curriculum</p> <p>AfL involves pupils in setting their targets and success criteria</p> <p>SW teaching and learning policy informs quality assurance</p> <p>Environment is the <i>third teacher</i></p>
<p>Curriculum content</p> <ul style="list-style-type: none"> • Communication, Language and literacy • Numeracy, maths • Creative/ expressive arts to boost communication skills • PSHE, citizenship, RE • Sciences and technologies • Historical, geographical, social learning • ICT integrated into subjects <p>Communication well embedded across the school</p> <p>In KS3/ 4 individual pathways; Work skills in KS5</p>	<p>Successful learners who enjoy learning, make progress, choose learning pathways that are appropriate to them individually and achieve their full potential</p>	<p>Confident Individuals who can lead safe, healthy, fulfilling lives, who have high aspirations for themselves, are adaptable and willing to learn</p>	<p>Entitlement</p> <p>Alternative and individualised pathways The curriculum enables pupils to access opportunities for learning appropriate for their age/stage Access to mainstream education to study for relevant qualifications</p> <p>Focus on developing communication and language skills: skills for learning, life and work addressed through specialist teaching Enrichment programmes Visits, enrichment activities beyond the school day.</p> <p>High percentage of time for language and literacy;</p>
<p>Personal Support 30 minutes daily with Learning Coach, (LC) who is their learning co-ordinator Through LC opportunity for Personal Guided Learning Pupils well supported at transition Individual learning needs are taken into account</p>	<p>Responsible Learner</p> <p>Responsible citizens actively involved in conserving the local environment through eco school activities making a positive contribution to society</p> <p>Effective Contributors Who strive to overcome difficulties, and develop resilience and problem solving</p> <p>Principles</p> <ul style="list-style-type: none"> • Raising self esteem • Challenge and enjoyment • Progression leads to re-integration • Personalisation and choices • Relevance • Extended provision through enrichment, visits, visitors • Pupils' interaction and relationships with others are key to their learning. 		<p>Assessment Assessments used throughout the school to track attainment. Learning journeys in KS1 /2 to evidence progress.</p> <p>Pupils involved in self and peer assessment. Electronic records used to analyse progress</p>

Three key principles:

Alternative and personalised curriculum pathways

Delivery will be based on variable blocks of time, including short sessions of *Instructional Learning*, an adaptation of the skills acquisition sessions that have proved effective in Key Stage 3 of our mainstream school. Pupils will have individualised programmes and timetables that include one to one sessions and learning in small groups. Pupils will be provided with opportunities to access learning in the mainstream schools on the site or work part-time with dual placement in the school from which they were referred...

Programmes will be planned for pupils reflecting their different curricular, examination or learning needs, identifying additional support where it is needed. Planning will maximise opportunities to accelerate the progress of more able pupils.

A focus on developing communication and language skills within language enriched environment.

The research by ██████████ (1974, 1982) highlighted the importance to children's learning of extending the range of functions in pupils' talking and communication. We understand the importance of developing skills not only in literacy and Functional English sessions, but also across the wider curriculum, and in every aspect of the school day. The performing and expressive arts will play a particularly important role.

Enrichment programmes:

Visits and visitors will enhance the curriculum. Younger pupils will be encouraged to take part in community or environmental projects, for example creating a wild life conservation area. Three days of every week there will be a range of optional enrichment and sporting opportunities for pupils to choose. At Easter there will be booster classes and pupils will be able to access highly praised summer school run by Samuel Ward Academy.

Our Curriculum plan

We have set out in this section an outline of the curriculum and the principles on which it is based. The detail will be drawn up by the headteacher designate and other professional staff.

Some children such as those with autism need a lot of structure and security in order to function well. They do not respond well to change and need to know exactly what will happen in the day. We will use visual schedules in order to help the children to maintain their awareness of the timetable and use the Meeting Time to go through the Day's demands

The curriculum will have a strong focus on speaking and listening, increasing vocabulary, plus exposure to a wide range of talk, reading materials and opportunities to experience language in many contexts. There is to be a clear model of speech and language provision embedded within the curriculum delivery. High quality integrated collaborative practice will be seen across the whole school.

Churchill Special Free School

Learning will often be based around a thematic learning journey. In addition to a strong focus on the specific language needs of the pupil, literacy, numeracy and PHSE will be at the heart of the curriculum and will be taught as discrete subjects. Music, arts and physical education will also feature daily because, as well as being important disciplines in their own right, they will encourage communication and self confidence.

Three afternoons a week after end of the formal day there will opportunities for pupils to access a programme of curriculum enrichment activities. Older pupils will be able to access the Samuel Ward Academy enrichment programme and clubs on this day. Because we want all our children to be technologically advanced, ICT will be woven through the whole curriculum so that it becomes integral to the way we work.

Churchill Free School pupils will have access not only to the enrichment programmes, but also to our successful Summer school. This involves a range of half day workshops each designed to develop interdependent and independent learning strategies in the classroom developing confidence and skills in working with others. The choice of activities is wide, enabling a sensitive match to the pupil's interests and needs. Each learner has an individual Action Plan with related tracking systems to allow monitoring of progress.

Feedback from students on our summer schools is extremely positive. For example:

"This week I experienced a lot of fun activities including dance, music, drama, poetry and art. They were all great fun, but I liked the photography best. I have learned lots of new and exciting things to do like rapping and animation. When we went to London I saw lots of things like The Eye and we heard Big Ben chime". – [REDACTED], Year 7

Key Stage 2

Learning areas
Communication/ Language /Literacy
Personal, Social, Health Emotional development
Physical development
Numeracy, reasoning
Historical and geographical understanding; RE
Science and technology
Creative arts
ICT embedded across all areas

Primary pupils will follow a thematic curriculum with a strong emphasis on language. Music and drama will have a central role and specialist methods used to develop the children's play skills, for example through guided play, play being viewed as a vehicle for learning for all children. In planning the learning programme for each pupil priority will be given to addressing the specific difficulties that are creating barriers. This will include time spent with the speech therapist.

Priority will be given to addressing pupils' social communication and interactions. A feature of the curriculum throughout the school will be the high degree of personalisation of pupils' programmes of work. Break times will be used as social and learning opportunities.

Planning will draw inspiration from Reggio Emillio philosophy

- Children will have some control over the direction of their learning;
- Children will be given opportunities to learn through experiences of touching, moving, listening, seeing, and hearing;
- Children will be helped to develop relationships with other children and with material items in the world that they explore
- Children will be given endless ways and opportunities to express themselves.
- The environment is seen as *the third teacher*

For those pupils who require alternative communication systems to support curriculum access, learning will include the use of electronic aids, Makaton Signing and Picture Exchange Communication System (PECS)

Most pupils will have carefully planned access to mainstream facilities in the Westfield Primary school, which is based on the Samuel Ward Academy site

Churchill Special Free School

Number of hours provision for each learning area: Key Stage 2

Comm/ Language /Literacy	Maths/ Numeracy	Personal Social, emotional development PE	Science and technology	Historical, geographical social learning, RE	Creative and expressive Arts
6.25 26% (with IL)	5 21% (with IL)	4 17%	3 12.5%	2 8%	3.5 15%

Example of a day's programme

Key Stage 2	
From 8.00	Breakfast and readiness time (optional)
8.30	Learning Launch – exercises and games for waking up and switching on. NLP exercises.
8.55	Introduction to the day with Learning Coach for Meeting Time. Setting goals for the day. Personal learning and planning the day
9. 25	Learning block 1 Language and literacy: basic skills. Each pupil working on own skills programme or in small groups
9.55	Motor skills activity Thematic learning – with language and literacy bias. Includes a range of activities, including guided play
10.35	Refreshment break
10.50	Numeracy activities Includes a short break of physical activity
11.55	Lunch and play
12.45	Thematic learning activities , with emphasis on scientific discovery; ICT opportunities
1.30	PE
2.05	Refreshment Break
2.15	Learning review with Learning coach Celebrating success. Target setting
2.55 -3.45	Drama: Optional club activity:

Literacy, oracy and English: We will follow the National Curriculum (NC). As literacy and oracy are critical skills for pupils' capacity to learn, a large proportion of the timetable will be allocated to enabling pupils to gain competency in communicating and in reading and writing. As our pupils will enter school with limited language repertoires it is important that they have a rich language experience through talking, interacting and exposure to language which develops their range of vocabulary, their language facility and their ability to use more formal language registers.

Emergent literacy skills are important for children's academic achievement. Research shows that many children from low-socioeconomic backgrounds have limited access to experiences that allow them to acquire emergent literacy skills such as letter knowledge, concepts of print and phonological awareness. (Ming and Powell 2010). There will therefore be an emphasis on teaching these skills, especially phonics. We see these instructional techniques as an effective tool for reducing the achievement gap in children from disadvantaged backgrounds.

For all pupils at this stage will use a variety of approaches to literacy and oracy, planned to suit the learning needs of the individual child. These will include: guided play, role play, drama, music and singing, strategies that enable children to construct meaning, pre-reading activities, shared reading, and guided reading.

Numeracy and maths

Understanding mathematics is an essential life skill. The curriculum and teaching need to address not only the mastery of basic skills and recording but also have a progressive focus on real life mathematics and the more advanced concepts

Pupils are likely to have the difficulties with spatial, sensory-motor development as well as in both expressive and receptive language. They need time to process information and learn best through visual concrete experiences. These pupils need opportunities to develop sensori-motor skill, as well as early cognitive growth such as L/R directionality, hand-eye co-ordination, one-to-one correspondence, scanning and judging size. The programme for these pupils will develop the language of number and spatial development through well planned practical activity.

Concrete visual methods will be used to teach number concepts; pupils will develop their number ability from demonstrations and from their own experiences with handling resources. Language builds from the use of simple words describing their actions.

We will encourage children and their families to play games which support and extend their mathematical thinking and skills.

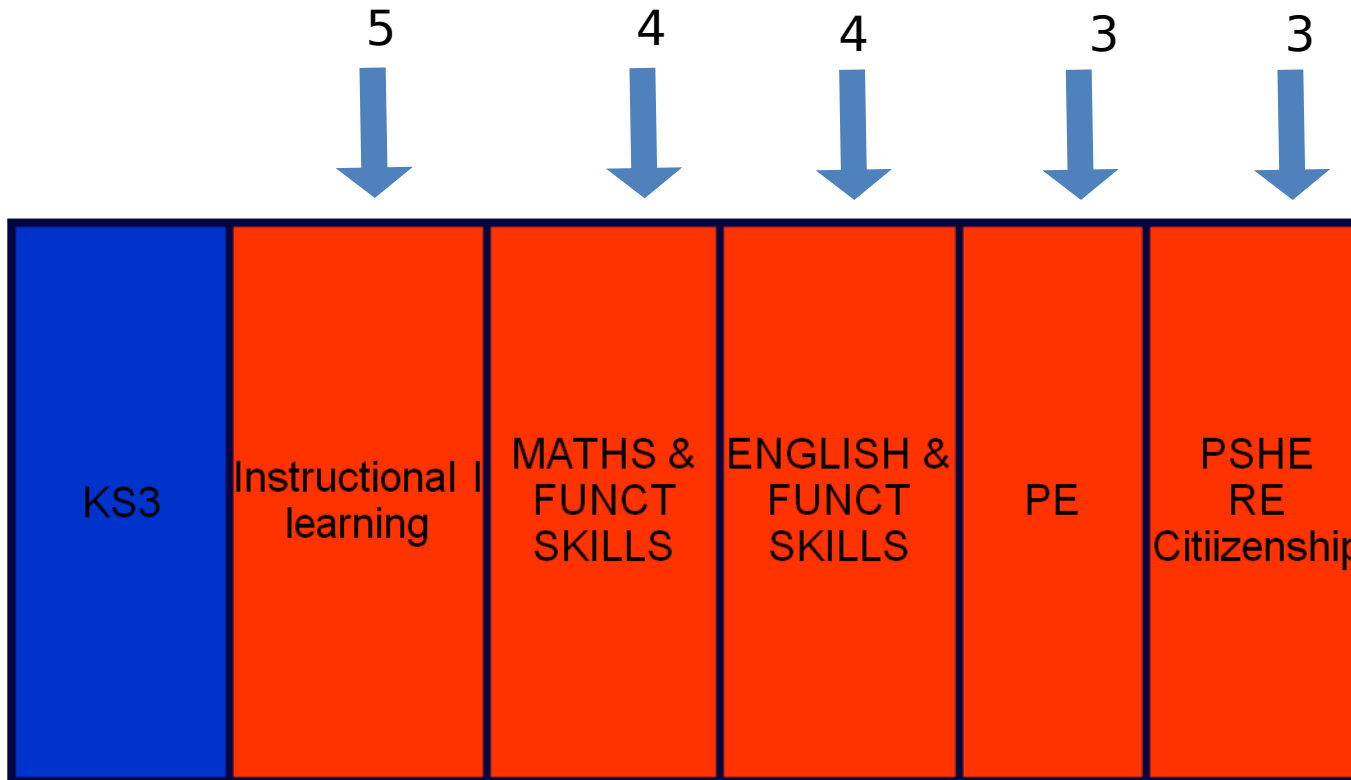
PHSE

This is an important area of learning, underpinning the school's aim to make pupils confident individuals who and develop high aspirations and are able to respond positively and make appropriate choices when faced with challenges. PHSE will be delivered largely through the Meeting Time. Through these daily sessions they will learn to recognise their responsibilities develop the skills of working collaboratively to meet them. In meeting time and in PE, pupils will learn to adopt healthy lifestyles. Physical activities in regular, short sessions will be integrated through the day. This helps with pupils' concentration and resilience.

Churchill Special Free School

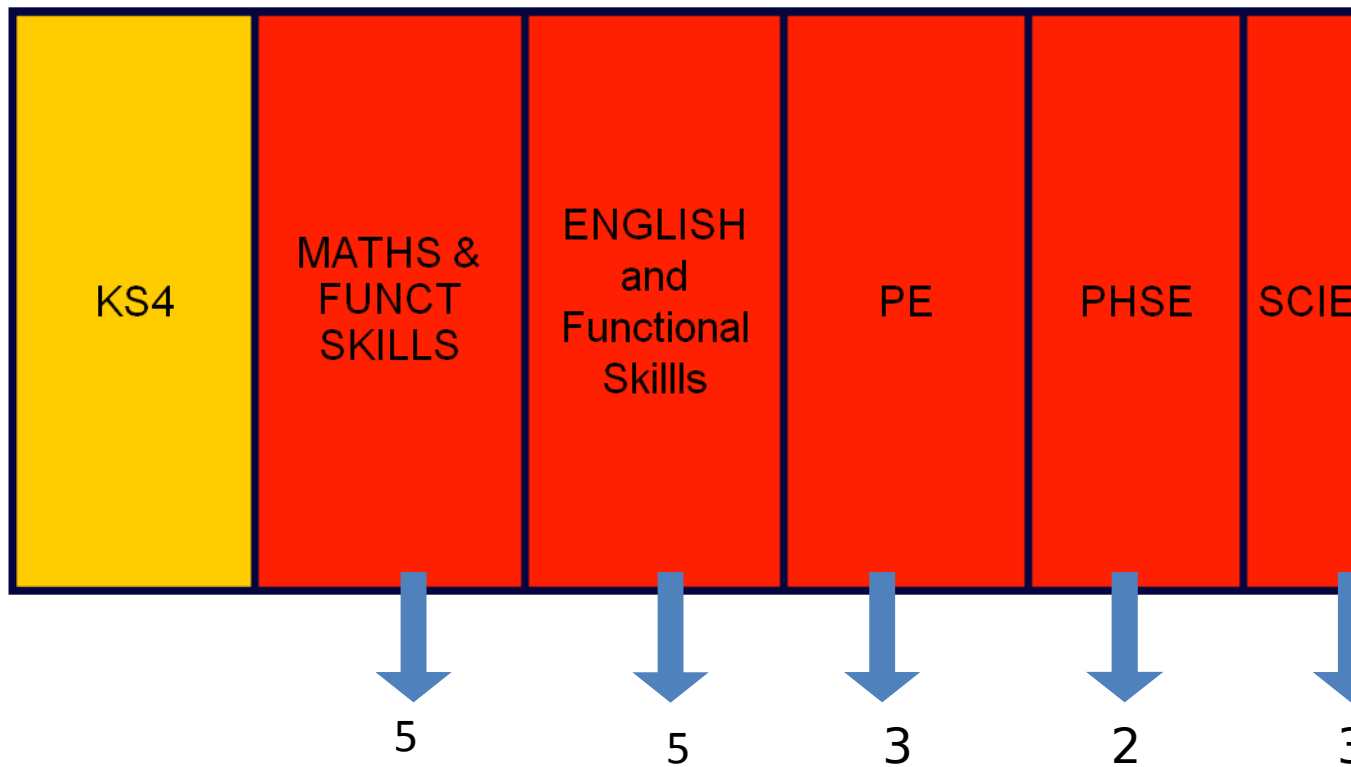
The Key Stage 3 and Key Stage 4 programme

The Curriculum at Key Stage 3



Orange = options

Key stage 4



Yellow = options

Key Stage 3 and 4

The secondary curriculum will be taught in flexible ways according to pupils' needs and learning styles, interests and aspirations and made as practical as possible. Teaching will include an innovative strategy called *Instructional Learning*, an approach which has been tested in the Academy. This involves short, pacy sessions focused on the key skills, practised intensively until mastery.

By accessing the facilities in Samuel Ward Academy we will offer a focused range of option courses in Years 10 & 11. Pupils will be able to follow courses from entry level up to full GCSE in English, maths, science, art & design, and design technology and other subjects as appropriate for the individual provision, or ASDAN. Design and technology, art, music and drama are given a high value as an integral part of the overall curriculum and valuable therapy. We will also ensure that pupils for whom EBac subject examinations are appropriate get the access and the support to achieve their goal. This will involve planning programmes individually and working closely with the Academy to access the subject specialisms.

At all stages, **Language and Communication** will form the core of the programmes used to support students, with the help of the school's Speech, Language & Communication therapist.

Core skills of SLCN, (see below) will be integrated into all schemes of work and learning plans, so that pupils are constantly encountering and developing them. Together with personal development and learning skills these will be mapped and tracked across the curriculum:

Social Communication

- Communication and conversation skills
- Friendships and other relationships
- Language for social interaction

Emotional Management

- Vocabulary relating to feelings
- Understanding own and others' emotions; understanding cause and effect
- Managing own behaviour

Thinking skills

- Language for learning. Building Learning Power
- Listening and attention skills

Language

- Vocabulary,
- Language structure; grammar, tenses, word order, sentence construction
- Language use, inferences, different audiences
- Philosophy for children to develop questioning skills and deeper understanding

Personal and Social Development

We will teach some aspects of PSHE and citizenship in discrete lessons, whilst other parts of the programme will be woven through the other subjects such as drama, science, humanities topics. It will also be reinforced in Meeting Time, also through assembly, educational visits, community and enterprise and through activities related to our behaviour policy particularly around bullying and self management.

Churchill Special Free School

Example of a day's programme

Key Stage 3 Year 9	
From 8.00	Breakfast and social time (optional)
From 8.20	Learning Launch: Exercises, yoga and games for waking up and switching on:
8.55	Introduction to the day with Learning Coach for Meeting Time – 4-6 students. Personal learning and preparation for the challenges of the day
9. 25	Learning block 1 Instructional learning: Maths – practical activities for numeracy skills.
9.50	Language and Literacy activities – thematic learning language perspective
10.50	Refreshment break
11.05	Option 3: Food Technology: Pizza making (Samuel Ward Academy with mainstream group, accompanied by TA)
11.55	
12.45	Lunch
13.15	PE – Sports Hall – specialist sports teacher learning/ coach with other KS3 boys
14.05	Mentoring session, linked to Termly Learning Agreement – progress checking and planning
2.55 -3.45	Revision club: Optional activity: drama

Learning Coaches

Individual progress will be fostered by providing individual support for learning and social development, through Learning Coaches as developed in the Tutoring system used in Samuel Ward Academy. Each day begins with *Our Meeting*, a dynamic, interactive and positive experience, where pupils share the responsibilities for running *the Meeting Time*. Activities include a Leadership Award scheme, enterprise opportunities and daily review of progress in learning. The session has structured routines and clearly identified roles and responsibilities.

Each learning coach, accompanied by a TA is responsible for a maximum of 8 learners. They are the 'account manager' for each of those learners and, as such, have an overview of the entire learner. This includes having detailed knowledge of their needs in subject areas, and how they are getting on in and around school, their life outside of school and the barriers that impede progression towards success.

Alternative provision

All options for alternative provision will focus on personal development including communication self-esteem, confidence, self-management and teamwork;

For younger pupils use the natural environment and positive activities within it to provide positive learning experiences that will, improve attainment, and attendance. We will plan personalised learning packages, within the programmes of outdoor learning that are responsive to the changing varied needs of learners.

Activities include:

- Working as a team build a shelter.
- Collecting natural objects and materials and inventing a story of how they came to be there, then using them in arts and crafts activity
- Maps and routes
- Bird watching and considering different habitats and how to improve them to encourage wildlife
- Camping and cooking outdoors

For Key Stage 3 and 4:

- Utilising the enhanced Sports facilities at the Academy, students can pursue a sport related experience leading to First Aid certificate and Sports Leaders UK Level 1.
- A music and media experience offering music making and media facilities. The ASDAN scheme qualifications will provide accreditation for learners.

Churchill Special Free School

Section D2. A coherent, feasible Timetable and Calendar

School terms and closure dates will reflect those of other local schools, in order to support families' arrangements. Three terms will be identified:

Autumn Term: September to late December

Spring Term: January to April (with closure aligned to the Easter festival)

Summer Term: April to July

In total the core number of teaching days will be 190 days (38 weeks). Teachers are expected to attend for 190 days, plus 5 training days. These training days will be published well in advance so that care arrangements can be made.

The school week

Key Stage 2: 23.75hours: Key Stage 3: 24 hours; Key Stage 4: 25 hours

Our School Day

	Key Stage 2
From 8.30	Breakfast and readiness time (optional)
8.55	Personal Learning and Meeting time 30 mins
9.25	Learning block 1
10.35	Break
10.50	Learning block 2
11.55	Lunch
12.45	Learning block 3
2.05	Break
2.15	Learning block 4
2.55 -3.45	Optional club and enrichment activity Wed, Thursday
	4 hours 45 minutes

Time	Key Stage 3	Key Stage 4
From 8.30	Breakfast and readiness time (optional)	Breakfast and readiness time (optional)
8.50	Personal Learning and Meeting time 30	Personal Learning and Meeting time
9.20	Learning block 1	Learning block 1
10.50	Break	Break 11.05 – 11.20
11.05	Learning block 2	Learning block 2: 11.20
11.55	Lunch	
12.45	Learning block 3	Lunch 12.45- 1.35
		1.35 Learning block 3
2.05	Break	
2.15	Learning block 4	
2.55 – 3.45	Enrichment Tues, Wed, Thursday	Enrichment Tues, Wed, Thursday
	4 hours 50 mins	5 hours

In Key Stages 2, 3, and 4 each class will have a maximum of 8 pupils. In Key Stage 5, the maximum will be 12 pupils. There will sometimes be additional adults working alongside the teacher and TA, for example, speech & language therapists. All pupils will be set individual targets with short term learning goals to support their progress. Those falling behind their targets will be provided with intensive support.

For pastoral purposes, pupils will be grouped broadly by age, but taking into account the categories of their learning needs. Each learning coach, supported by a specialist Higher Level Teaching Assistant (HLTA) is responsible for a maximum of 9 learners. They are the 'account managers' for each of those learners and, as such, have an overview of the entire experience and progress for each learner in their group. This includes having detailed knowledge of their needs in subject areas, and how they are getting on in and around school, their life outside of school and the barriers that impede progression towards success.

These groupings will apply for some of the learning, for example, PE, art and music, but groups will change throughout the day as some pupils receive one to one support from a therapist or pupils are organised for into small groups for some of their learning. Pupils each will have an individual programme, which will include lessons where they join mainstream provision as a step towards integration.

Key Stage 3 and 4 some lessons will be taught in the Academy using the specialist facilities. These lessons will be planned and led by the subject specialist and a member of the special school working in partnership.

Key Stage 5 pupils will be follow vocational programmes, such as the Sports Leader and Asdan courses... For example, the Certificate of Personal Effectiveness with 12 units including

- Communication
- Citizenship and the Community
- Sport and Leisure
- Independent Learning
- The Environment
- Vocational Preparation
- Health and Fitness
- Work Related Learning and Enterprise
- Science and Technology
- International Links
- Expressive Arts
- Beliefs and Values

Alternative provision

All options for alternative provision will focus on personal development including communication self-esteem, confidence, self-management and teamwork;

For Key Stage 3 and 4:

- Utilising the enhanced Sports facilities at the Academy, students can pursue a sport related experience leading to First Aid certificate and Sports Leaders UK Level 1.
- A music and media experience offering music making and media facilities. The ASDAN scheme qualifications will provide accreditation for learners.

Induction and Transition Arrangements

Transition and induction programmes will be set up according to each pupil's need. For pupils who do not have statements, induction procedures will include the plans for early transition and/or assessment for a statement of their educational needs. One member of staff will act as a transition co-ordinator and will undertake visits to the child's current establishment in order to facilitate the transfer.

The induction process will begin a term in advance of admission. The transition co-ordinator will play a key role in planning and co-ordinating a carer support plan and a home-school contract. The support plan may include arrangements for the child and carers to visit the school to support the transition. All induction and transition programmes will be drawn up in collaboration with pupils and their families. The funding arrangements for charging the school and/or the local authority will also be agreed before the transfer is complete.

A Service Level Agreement will be drawn up and signed by the receiving and the discharging school. This will outline the roles responsibilities of staff from both schools and any other professionals involved from local authority and other agencies.

For pupils returning or transferring to mainstream schools a transition plan will be developed between the special school staff currently working with the pupil and the receiving school. In addition to the routine transfer of records and assessment details to the receiving schools, the special school will provide a programme tailored to the needs of the pupil to smooth the path of re-integration.

Following transfer the plan may involve teachers who worked with the pupil before transfer to visit the receiving school. Where pupils have commenced examination programmes in collaboration with the Samuel Ward Academy, there will be close liaison regarding the transfer of coursework.

The Meeting Time programme will provide opportunities to prepare pupils for transition to the next class or school. Discussion of pupils' concerns in a supportive ethos will be an important aspect of process of alleviating anxieties about change. The Learning Coach will provide opportunities for pupils to build their sense of security and to find ways of managing their anxieties.

Section D3: A clear strategy for ensuring that the needs of pupils with differing abilities are met.

Our strategy for meeting the varying needs of all pupils as individuals.

Effective Assessment for Learning (AfL) strategies will ensure that pupils' needs are assessed accurately. The assessment will include P Scales, National Curriculum levels and assessment of communication and PSED.

The Samuel Ward Trust has a proven track record of ensuring every pupil meets their potential by adapting strategies and environment to suit their learning and personal needs. For example, amongst other examples, we have run successful enrichment schemes for our G&T Year 10s to provide them with life skills as well as academic success. This commitment to meeting every child's need is reflected in our Free Special School education plan as follows:

Language difficulties

We are aiming to provide particularly for pupils who demonstrate a weakness in expressive and receptive language. Teaching will be personalised and flexible, with targeted one-to-one and small group interventions as appropriate, with pupils integrated into mainstream lessons for part of the curriculum. Pupils with need adapted teaching methods to improve their receptive language and develop their expressive language. We will address the need for language enrichment strategies and a communication-friendly environment. Our classroom-based activities will be informed by I CAN's *Primary Talk* and *Secondary Talk* Programmes.

Some pupils will have difficulties with social, pragmatic language use and non-verbal skills. In addition, children and young peoples' levels of self-esteem and confidence will vary considerably depending on their prior experience. The relationship with the teacher, in together with a carefully planned programme of PSHE will be at the core of their personal development. Meeting Time is seen as a powerful start to the day and an excellent opportunity to develop social interaction skills.

The staffing model will include a Speech and Language Therapist, who will work the class teachers as a consultant to ensure that packages of support are cohesive.

Joint training and regular liaison between special and mainstream staff will ensure there is a smooth transition across the two settings, with staff sharing a common skill set and taking joint responsibility for the pupils. An integrated team approach will be adopted to ensure a continuity of approach to support all learning and development.

Cerebral Palsy

Every child or young person with SLCN presents with individual strengths and areas of speech and language difficulty which need to be developed. Their problems with productive language may be linked to conditions such as cerebral

palsy. Our provision is not intended for those with the most severe learning difficulties, but we may have some pupils in this category and will ensure the following general conditions:

- These pupils, like others with SLCN, need routine and structure to feel secure. Our structures such as Meeting Time will keep the child aware of the pattern of the day –e.g. using picture timelines.
- The environment, though attractive will be of low distraction
- We will use consistent, positive behaviour management techniques to help pupils learn step by step.
- We will pay careful consideration to how pupils are seated, to allow more space at a table. Lighting can affect some children with cerebral palsy. They need to be seated in front of a light source so that there is no glare. The environment will be uncluttered with clearly marked equipment.
- Some children with SLCN have a short concentration span and difficulty in retaining new vocabulary. These pupils learn best from sensory experiences, games, mindmaps, songs and rhymes. They may learn better from visual stimuli, so lessons will be designed with a multi-sensory input.
- We will use reinforcement regularly and from lesson to lesson recalling previously learned points.

Presenting with a wide range of needs, children and young people will work at their own level, following their own targets even when working on the same topic, although opportunities for sharing will be encouraged.

Pupils with challenging behaviour

Many pupils with SLCN are at risk of exclusion because of behaviour issues that are an outcome of their frustrations in learning. Data from Suffolk LA suggests that a large percentage is likely to be boys. Boys seem to be more at risk of SLCN and social exclusion. SLCN are much more common in boys than in girls with about three times as many boys having these difficulties. Therefore we will ensure that approaches reflect the research on how boys learn best.

Those who find it difficult to communicate may express their frustration in bad temper or aggressive behaviour. We will use observation and tracking to keep a note of what leads up to the behaviour and establish the triggers.

A sensory room will be provided which has soft furnishings and flexible lighting levels to provide a calming space for pupils who have become anxious or stressed.

Pupils on the autistic spectrum

It is anticipated that many of our prospective pupils will have been diagnosed with an autistic spectrum disorder, though given our entry criteria, the majority will be high functioning. However, within the group of pupils there will be a number of differing needs, particularly relating to social interaction, social communication and flexibility of thinking. We will use the Social Use of Language programme (SULP) and strategies to achieve the following:

- to increase pragmatic awareness, for example by facilitating understanding of conversational strategies through maximising the opportunities for interaction across the day.
- to work also on the semantic area of language by teaching vocabulary and concepts in relation to pupils themselves and each other
- to reinforce basic skills such as looking and listening consistently, using whole school approach that transfers as pupils move through the classes
- to differentiate in terms, not just age, but of needs and abilities by using initial observation and assessment sheets to inform groupings
- to introduce abstract concepts and increase children's understanding of appropriate social behaviour, for example through social stories
- to provide good models of talking and thinking skills
- to facilitate the development and maintenance of friendships, for example in Meeting Time
- to relate activities to the talking and listening attainments of the 5-14 curriculum

Many pupils with ASD are thought to be visual learners, so presenting information in a visual way can encourage and support language development and ability to process information.

Learners with dyslexia

We will work closely with the thriving unit at Wickhambrook Primary school to provide support for pupils with dyslexia. This unit provides support for pupils up to Key Stage 3.

The Wickhambrook centre could work with a special free school in a number of ways including:

- Sharing Expertise
- Providing training for staff and parents
- Split placements for those pupils who require intensive literacy support
- Provision at year 3

ICT, other agencies and partners' resources to support pupils of varying abilities and needs;

We will make the classroom more inclusive through using technology.

Technology can help SLCN pupils to overcome many of their communication problems through enabling personalisation of the curriculum. Software designed to meet particular needs can help to motivate pupils. Therefore we will make full use of specialist equipment, adapted materials and ICT to ensure access to the curriculum for children with SEND. This will mainly be the responsibility of the class teacher.

We will use ICT to document achievements, maximising the positive effects of recording classroom activities using digital media; using this evidence to reflect on the activities can be a meaningful and worthwhile process.

Barriers to learning that have prevented pupils from being educated effectively in mainstream schools and our strategies to overcome them

Barriers to learning successfully in mainstream schools can be as a result in differences in their experiences of how language is use

In the 1970's and 1980's the research of ██████████ demonstrated how children from backgrounds where they were exposed to a **limited range of language functions** lacked the learning skills needed to access the curriculum successfully. Almost every aspect of education is underpinned by language. For this reason we are proposing an outreach service, based on the successful *Every Child a Talker*. Addressing this is part of the bigger picture involving social interaction, seeing every activity as an opportunity for extending pupils' language.

Limited language skills are a risk factor for **problem behaviour**, therefore the development of social communication, and the ability to talk about feelings will play a strong part in the Meeting Time with the Learning Coach.

Some children with SLCN are at risk of developing **anti-social behaviour**; the number of pupils excluded from school is rising and research shows that many of these have SLCN (Youth Justice report). We will have in our behaviour policy a range of behaviour management strategies, such as a calm area where pupils can take time out to consider the choices. There will be one to one work on removing frustrations and learning to manage emotions.

Poor readers at ten are four times less likely to be entered for GCSEs than good readers. Young people with a history of severe SLCN get half as many GCSEs A*-C as their peers. We will promote our school as a reading community and involve parents/ carers fully. We will allocate over a quarter of the taught time to literacy and language, within which reading will be a key focus.

This is an area where the involvement of parents is crucial. Parents' involvement has a major effect on their child's learning and in their success at school. We will ensure we actively cultivate parents' involvement in reading recovery and encourage shared reading at home. We will run reading workshops for parents and carers.

Many families experience a complex range of difficulties associated with social disadvantage. We will set up effective multi agency working, as recommended in the Bercow report (2010), to meet their needs in a timely manner We will set up effective multi agency working as recommended in the Bercow report (2010).

Integrating pupils into society successfully after leaving the school, including progression into further education, training or employment where appropriate;

Reintegration into mainstream is our prime objective. We will do this by providing a personalised curriculum which aims to maximise academic achievement, personal development and self worth. To achieve this, PHSE and citizenship will be important components of this.

The local community is an important resource for learning, offering a context to learn about environmental and social issues in preparation for progression beyond

Churchill Special Free School

Key stage 4. There will be substantial opportunities for enabling pupils to become directly involved in community projects and to explore and investigate social and environmental issues. Such approaches are especially important for the development of active and responsible citizens.

Post 16 pupils will follow a vocational programme, with life skills and work placements. For example, the Certificate of Personal Effectiveness with 12 units:

- Communication
- Citizenship and the Community
- Sport and Leisure
- Independent Learning
- The Environment
- Vocational Preparation
- Health and Fitness
- Work Related Learning and Enterprise
- Science and Technology
- International Links
- Expressive Arts
- Beliefs and Values

Strategies to ensure that pupils with different special educational needs are catered for

The school recognises its responsibility to ensure that additional support is provided where needed, for example that we have access for disabled children and that we prevent discrimination.

We will follow the SEN Code of Practice which sets out guidance on policies and procedures aimed at enabling pupils with SEN to reach their full potential, to be included fully in their school community and make a successful transition to life after school. These principles are already embedded in the educational strategy at Samuel Ward Academy and would contribute to the ethos and approach of a Free Special School.

We will be in a favourable position as regards physical access for pupils with disabilities as the school will be located in a new build which will be fully DDA compliant and designed to meet pupils' needs in terms of access, and space.

We will design our SEND policy, practice and procedures to:

- promote positive attitudes towards children with special needs or disabilities and ensure that children with special needs or disabilities are not treated less favourably than other pupils and ensure access to the planned curriculum;
- make sure that appropriate adjustments are made so that pupils with special needs or disabilities are not at disadvantaged compared to others;
- make sure that the governors monitor, support and challenge the implementation of the SEND policy on a regular basis;
- champion the needs of vulnerable children;

Critical Success Factors

The culture, practice, management and deployment of resources in our school will be designed to ensure all children's needs are met

- LA and the school will work together to ensure that the child's special educational needs are identified and assessed. We will work with the LA to apply best practice when making decisions about placements and deciding interventions
- Statements are clear and detailed, made within prescribed time limits, specify monitoring arrangements, and are reviewed annually.
- all responsible for special educational provision in the school will take into account the wishes of the child concerned, in the light of their age and understanding. For example, we will provide curriculum options and extra-curricular choices
- each pupil will have an individual education plan, setting out the objectives, timescale and strategies to address their needs
- Interventions for each pupil will be reviewed regularly to assess their impact, the child's progress together with the views of the child, their teachers and their parents
- There is close co-operation between all the agencies concerned and a multi-disciplinary approach to resolving issues
- Special education professionals, such as the Speech and Language therapist teachers and parents work in partnership.

The SENCO will take a leading role in assessing different needs. Individual programmes set out through IEPs will be drawn up by the Learning Coach, who will monitor the progress towards them

Churchill Special Free School

Section D4: How our definitions and measures of success will deliver our aspirations for pupil achievement.

Targets and why these are suitable to measure the delivery of our education vision,

We will adopt the performance measures of ICAN, so as to achieve accreditation for the school.

For short term placements:

- Percentage of pupils who achieve the targets set
- Percentage who successfully return to mainstream learning

For special school pupils

Primary Years 4, 5 and 6

- Percentage of pupils who achieve the targets set
- Percentage of pupils who achieve half a level or more per year
- Percentage who successfully return to mainstream learning

Secondary

- Percentage of children who are below level 3 at the end of Key Stage 2 who progress at least 2 levels to Level 4 plus at the end of Key Stage 3.
- Percentage who successfully return to mainstream learning

Key stage 4

- Percentage of children who are below Level 4 at the end of Key Stage 3 who achieve 3 or more GCSEs A* – C or equivalent at age 16.
- Percentage of pupils

Qualitative

- Measures of the self esteem of children and some observable impact on this through introduction of the pupil's programme. For example to find out what children say about their experiences, we will set up focus groups to provide answers to key questions.
- Measures of the confidence of stakeholders. Through focus groups, questionnaires, Governors, meetings for parents, or parent working groups etc. This is to provide evidence that parents are aware of, and have confidence in, arrangements to meet the special educational needs of their children.

Our strategy to achieve these; Pupil assessment and tracking

Regular monitoring and evaluation of provision and progress will be undertaken to ensure that the needs of the pupils are met as effectively as possible.

Individual achievements are recorded in a personal Record of Achievement file

For Alternative Provision pupils

There will be:

- a named contact in the school where the pupil is on roll
- an exit strategy;
- clear statement of the proposed course of study and number of hours, based on assessment;
- clear goals with SMART targets that should reflect what the pupil wants to achieve;
- opportunity for the young person to express their aspirations;
- any other support (SEN, other agencies, etc);
- review dates; and
- post-placement review.

We do not expect that any young person should attend AP indefinitely in part-time provision without a regular review.

Proposed success measures for individual pupils

Based on our feedback from monitoring, tracking, discussions with pupils, our observations in lessons and social times, reviews, reports, we shall seek the following success measures:

- at least good progress made by all children in lessons;
- all pupils make excellent progress as defined by their progress in national tests, against entry measures such as P scale levels.
- Pupils' attendance is good
- all pupils make excellent progress with learning to read, write and speak
- all pupils become technologically proficient;
- a high proportion of pupils return to mainstream provision
- all pupils gain appropriate accreditation such as Asdan
- all pupils meet their agreed learning target

Proposed success measures and how these will be monitored, reviewed and reported;

We will introduce a robust self-evaluation system in line with the system used in Samuel Ward Academy. This will include procedures for monitoring, such as lesson observation and for progress review. We will ensure that is clearly understood by all stakeholders.

The self-evaluation process will be led by the leadership team and overseen and monitored by the governors although all will have a part to play. Strengths and areas for improvement identified through the analysis of evidence will be used to set challenging targets and to plan for intervention and improvement. These will inform the setting of individual Performance Management objectives.

We will seek the following success measures

- the school is over-subscribed;
- the school has a positive impact on the community measured by participation levels and through surveys;
- pupils make at least good and often outstanding progress
- parental feedback is very positive
- the school is judged outstanding by Ofsted and other external reviews;
- all pupils develop a sense of physical, social, spiritual, cultural and emotional wellbeing as shown in pupil voice
- pupils express enjoyment in their work in pupil voice feedback
- there are no pupil exclusions;
- the school provides very good value for money within affordability envelope.

i. plans to develop pupil assessment and tracking systems.

The Bercow Report noted that 'A continual cycle of self-evaluation is required in order to improve outcomes. The process will begin with thorough baseline assessments for all pupils. Appointments will be made for staff to carry out assessments in the core subjects and also to assess pupils' self-esteem and attitudes to learning. This will provide a detailed report to be circulated to everyone who works with the pupil. This will help staff in their planning and also provides a baseline against which the pupil's progress can be measured and the centre's effectiveness gauged.

Each pupil's attainment and progress will then tracked very closely. There will be systems for tracking progress of pupils, some of whom will be in the school for short term placements. Informal observation in the classroom and playground observation of peer interaction will be used to provide evidence that pupils are generalising interaction strategies taught in the classroom.

Assessments against National Curriculum/P levels will be made every term. This provides a rigorous measure of success. We will use the CASPA systems to provide us with an easy-to-use tool to assist with the analysis and evaluation of attainment and progress of our pupils. CASPA will help us with the information that we need for self-evaluation and to drive school improvement.

The comparative data will support bench-marking of attainment and progress for both individual pupils and cohorts within the school and presents analyses to meet the needs of all who require access to such information, for planning and improvement..

D5: Describe how your approach to behaviour management, pupil wellbeing and attendance will improve pupil outcomes.

Describe how you will promote pupil wellbeing, including through pastoral care and strategies for tackling bullying.

We believe in this statement from the 2009 Steer report: *'Poor behaviour in schools cannot be tolerated. To do so is to harm the interests of pupils, staff and the perpetrators of the bad behaviour. Children have a right to attend school in safety and to learn without disruption from others.'*

At Samuel Ward we have consistently shown, for example in Ofsted inspections, that the above statement informs our behaviour and attendance policies. We have higher than average attendance and outstanding levels of pupil behaviour. We will apply our philosophy and policies to effect the same in the special school.

- A clear behaviour policy and an ethos of respect; we expect each person to respect others and the community in which they live.
- all carers will sign a contract which agrees to a commitment to ensuring that the child attends, follows the behaviour policy and treats everyone with respect,
- there will be a clear and agreed code of conduct known by all and clearly displayed in all areas of the school;
- all members of the staff, will have the highest expectations of behaviour and will treat children, families and members of the wider community with courtesy and respect;

We will develop support programmes for the children with the most challenging behaviour which involve the families as well as specialist professionals. staff will be trained in managing and improving children's behaviour.

There will be programmes and support to help children know how to: manage and improve their own behaviour; support others to improve their behaviour; develop the emotional resilience to deal positively with their difficulties

We will aim for zero exclusion, but will not tolerate behaviour that put others in the school at risk

To be proactive in improving behaviour, we will provide opportunities within the curriculum in which positive social, emotional and behavioural expectations can be explicitly modelled, taught and practiced. There are regular explicit opportunities for learning about how to act in keeping with the school's values and beliefs. (This is in addition to expectations of learning behaviour, which will permeate the curriculum)

Churchill Special Free School

The development of pupils' social, emotional and behaviour skills will be achieved through:

- *a structured programme across all years in PSHE*
- *within our 'Meeting Time'*
- *within integrated curriculum approaches*
- *introducing a School Leadership Award*
- *Community and Enterprise opportunities*

Pupils with more challenging behaviour have the opportunity to benefit from a period of targeted support from a range of extended providers co-ordinated by the SENCO, where strategies and techniques are available e.g. anger management or positive leadership

In these practical strategies for intervention, full use will be made of support from the wider community of the LA, Behaviour Support Service, Education Welfare Service, Police, , multi-agency teams, partnership working

We recognise that promoting positive behaviour is the responsibility of the school community as a whole. For our policy to be implemented comprehensively, we acknowledge that there are specific roles and responsibilities for stakeholders

A clear Code of Conduct, displayed around the school

The Code of Conduct is based on our core values. These core values are underpinned by 3 basis core rights:

- *The right to learn*
- *The right to be respected*
- *The right to be safe*

The Code of Conduct enables pupils to understand and remember how to conduct themselves around the school and in the classroom. It is expressed in the positive, with examples of what to do rather than what not to do:

P = Positively participate in all tasks
E = Encourage everyone with kindness and fairness
R = Respect each other and the environment at all times
F = Follow instructions immediately
O = On task always
R = Ready to learn with resilience and responsibility
M = Make the most of yourself, be trustworthy and honest

New media (such as mobile phones, internet sites and chat rooms)

Technology can be exploited by pupils in order to bully or embarrass fellow pupils or members of staff. The use of defamatory or intimidating messages / images inside or outside of school will not be tolerated and confiscation, disciplinary sanctions / restorative justice procedures will be applied to perpetrators as appropriate

Our approach to Bullying

Lindsay, G., Dockrell, J., and Mackie, C., (2008) pointed out the vulnerability to bullying and impaired social relationships in children with specific speech and language difficulties. Bullying is unacceptable in our school and will not be tolerated and we will maintain particular vigilance for such pupils.

Our definition of Bullying

Bullying is deliberately hurtful behaviour, whether physical or psychological, repeated over a period time and when it is difficult for those being bullied to defend themselves. It is often over a period of time and differs to aggressive behaviour due to its very nature.

Examples of bullying behaviour:

- physical (hurts, damage to belongings)
- verbal (threats, insults, nasty teasing)
- relational (rumours, social exclusion)
- mobile (computer / cyber bullying)

Bullying can appear under the following types:

- racist, religious, cultural, SEN or disabilities, appearance or health, mental health conditions related to home circumstances, sexual orientation and sexist comments.

NO students and staff are to be subject to bullying whether by parents, pupils and / or other staff.

Responsibilities for preventing bullying

Governing Body

The 'nominated governor' will liaise with the Chair, the Head and 'designated teacher' over all anti-bullying strategies, and individual cases where appropriate.

The Headteacher

The Head will:

- ensure that all staff have an opportunity of discussing strategies and reviewing them
- determine the strategies and procedures
- discuss development of the strategies with the Leadership Group
- ensure appropriate training is available
- ensure that the procedures are brought to the attention of all staff, parents and pupils
- report annually to the governing body

Teachers will:

- be responsible for ensuring that the school's positive strategies are put into practice

Churchill Special Free School

- know the school's procedure and deal with any incidents that are reported
- put into practice methods for encouraging pupils to tell someone that they are being bullied
- be responsible for liaising with (AHT / IO) over all incidents involving pupils in their Meeting Time group
- be involved in an agreed strategy to achieve a solution
- take part in the anti-bullying programme in the PSHE and Citizenship course

All Staff will:

- locate the policy and procedures
- deal with incidents according to the policy
- never let any incidence of bullying pass by unreported, whether on-site or during an off-site activity
- participate in the PSHE and Citizenship course

Anti-Bullying Education in the Curriculum

The school will raise the awareness of the anti-social nature of bullying through PSHE programme, school assemblies, use of Meeting Time' and in the programmes of study as appropriate.

We expect that every allegation of bullying will be taken seriously. All staff, pupils and parents should be aware of the negative effective that bullying can have on individuals and the school in general, and should work towards ensuring that pupils can work in an environment without fear. Bullying is unacceptable in this new school and will not be tolerated.

Bullied Pupils

Staff who deal with pupils who have been bullied must always offer reassurance, Pupils who have been bullied will be given support determined by the (Assistant Head / Inclusion Officer) in consultation with the pupil

Parents, as well as all staff and pupils, should know that the school will not tolerate bullying, and takes a positive approach to educating pupils to combat it.

Churchill Special Free School

Pastoral Care

Our arrangements for pastoral care are based on our commitment to providing a nurturing and supportive environment for all our pupils to develop their learning and behaviour. We have a philosophy of constructive conflict resolution to create respect, understanding, tolerance and compassion throughout our community.

Learning coaches are at the centre of our provision for pastoral care. Each pupil is allocated to a group of no more than 10 pupils. They are led by a Learning Coach who oversees the progress of each member of the group, supported by a teaching assistant and/or learning support.

Each day begins with Our Meeting, a 30 minute session to help students start the day focused on learning

Day of the week	Brief outline of focus of session Key Stage 3
Monday	Planning and setting the agenda for the week Introducing the Core School Values and Thought of the Week through 'group' activities. Establishing both group roles, and the 'Meeting Time' ethos.
Tuesday	Review of yesterday; today's learning agenda PHSE and learning to learn; Building Learning Power
Wednesday	Philosophy for Children [P4C] which is an opportunity for talking, discussion and developing thinking skills. Social stories and comic strip conversations
Thursday	Team building/ developing friendships. Planning for community and environmental projects
Friday	Reflection. Focus of their week of learning, using the PLTS student Leadership Award Mind maps students will document evidence from their learning and set the next week target. They will use the 'What went well? Even better if' section of their planner; certificates will be awarded by the Learning Coach when evidence is complete.

Meeting Time Ground Rules

There are certain principles within Meeting Time. These principles are:

- Everyone has a right to be heard and a responsibility to listen
- Everyone has the right to decline to comment
- Everyone has a responsibility to contribute
- Should we need to say something negative we don't make it personal

i. Ensuring that pupils are kept safe and compliance with the relevant safeguarding requirements ;

The school will have a strong commitment to safeguarding and promoting the welfare of children and young people and will expect all staff and volunteers to share this commitment.

We will adopt the Samuel Ward safeguarding policy, which explicitly sets out the ways that safeguarding is considered everyone's responsibility and the procedures to be followed. The school will take steps to create the safest environment within which every pupil has the opportunity to achieve the 5 'Every Child Matters' outcomes. All pupils must feel that they are listened to and appropriate action taken. The school will work in partnership with other agencies and seek to establish effective working relations with parents, carers and other colleagues. We fully recognise the contribution we can make to protect children from harm by supporting and promoting the welfare of all children who are registered pupils at our school.

In line with the requirement for all agencies to ensure that all staff recruited to work with children and young people are properly selected and checked, we will ensure that we have a member on every recruitment panel who has received the appropriate recruitment and selection training. We will ensure that all of staff are appropriately qualified and have the relevant employment history and checks to ensure they are safe to work with children in compliance with the Key Safeguarding Employment Standards.

ii, how these strategies are informed by our education vision and linked to raising standards

Our aim in adopting policies for safeguarding is to ensure that every child and young person has the opportunity to fulfil their potential, and no child slips through the net. Children with special educational needs are some of the most vulnerable in our society.

We aim, not only to address potential threats and dangers, but to support our pupils in being healthy, staying safe, enjoying and achieving, making a positive contribution and economic well-being. Many people and organisations will contribute to these goals, including parents and carers to organisations in the public, voluntary, community and private sectors

D6: Our understanding of the local community and its needs. Plans for sharing facilities with other schools and the wider community

I, demonstrate a good understanding of your pupil intake and show how the education plan reflects that, while retaining high expectations for pupil attainment;

Our pupils will be predominantly from Haverhill and the surrounding villages. We have set out in section C the features that have influenced our educational plan.

Plans for working with other schools, educational establishments or the wider community; and

In preparing this bid we have been in consultation with:

- primary schools in the area
- The other secondary school in the town, Castle Manor
- parents and carers;
- nurseries and pre-schools,
- Suffolk LA

A representative of Castle Manor school and three of the heads from the Partnership primary schools are on steering group

lii Promoting good community relations.

We have consulted widely in the bid preparation stage and will build upon the list of consultees at the statutory stage. The consultees who are relevant to our proposal include:

- parents and carers;
- nurseries and pre-schools, child minders and children's centres;
- local schools and education providers (including primary and secondary schools,
- Suffolk, Essex and Cambridgeshire LAs
- town and parish councils;
- the local MP;

We will communicate our aims and progress through a variety of media, which will include:

- a leaflet outlining the proposal, implementation date, ways to gain answers to questions
- our website link on the Samuel Ward website ;
- an advert in the local press with direction to the websites;
- leaflets for residents handed out in the town centre
- posters and copies of the consultation document to be sent to nurseries, pre-schools, children centres, libraries, doctors' surgeries and clinics to ensure their availability where parents and prospective parents are likely to visit;
- the use of social networks such as Facebook and mumsnet;
- regular meetings with the headteachers in the locality;
-

Section E: Evidence of Demand and Marketing

E1: The need for the type of provision proposed, for example demonstrate that it is not catered for locally or where the only alternatives are low quality or too costly;

This type of provision is not catered for locally. There is no special school in the Haverhill area and the journey to Bury St Edmunds or Sudbury for pupils who need a special school is not only costly, but is a long distance to take vulnerable youngsters.

Outcomes in Suffolk in literacy are well down the national league tables and although Samuel Ward brings about impressive value-added, there are still young people whose language and literacy needs an enormous boost to have a realistic chance of meeting national expectations. Providing the boost for the least able is the first step in bringing about better communication throughout.

In 2008 Suffolk LA identified in their consultation in connection with the BSF programme, a need for more special places, in particular, specialist BSED and dyslexia provision. This proposed LA provision did not come to fruition due to lack of capital funds.

The LA undertook a review of their SEN provision, and as part of this, carried out a large-scale consultation during the summer term 2008, involving staff and governors in the nine special schools in the county, headteachers and chairs of governors in all mainstream schools, county councillors, trade unions, primary care trusts (PCTs). In total, 307 questionnaires were returned, from headteachers (100), governors (80), councillors (5) and others (139). The others included SEN Coordinators in schools (60), teachers (23) and deputy or assistant headteachers (10).

The following points were noted in the Cabinet Paper of 2nd September 2008, based on the outcomes of this consultation, making the case for enhanced provision

“The need to extend the provision in Suffolk for children and young people with autism, dyslexia and social, emotional or behavioural difficulties. There was also strong support for extending the provision for children with severe dyslexia, in North and South of Suffolk”

The Children Schools and Young People scrutiny committee for Special Educational Needs (SEN) review (15 June 2009) sets out Suffolk’s review of SEN provision, the principles of which were agreed by the cabinet in March 2008. This would provide for satellite centres and “hub” schools. Additionally, the development of countywide provision was also proposed including:

- a) *Extending the mainstream provision (currently available in the western area of Suffolk) for children with severe dyslexia to other parts of the county.*

- b) *Extending the current services for autism so that children and young people with the most complex needs can remain in Suffolk and do not need to go to specialist schools in other parts of the country.*
- c) *Creating new day school provision for children and young people with the most complex SEBD.*

The meeting notes also state:

As an interim measure the [REDACTED] is planning to create a small unit provision for SEBD students on site from September 2009. This provision is designed to meet the needs of a group of young people who are not currently accessing the mainstream curriculum but require closer teaching and supervision including a tailored timetable covering core subjects.

The above plans did not go ahead due to the Schools Organisation Review. Whilst we are not proposing to provide places for all SEBD students specifically, it is our contention that our proposal will provide places for pupils whose frustrations with learning underlie their challenging behaviour. Our hybrid provision is an innovative approach to meeting the need for special places, whilst addressing a strategic need to boost language and literacy standards and is in line with the LA's strategic plans described above. It will also provide places for ASD pupils.

ii provide written confirmation that local authorities are willing to name the Free School in pupils' statements

The LA has not yet provided a written confirmation of their willingness to name the Free School in pupils' statement or in referrals for Alternative Provision, as ad hoc undertakings cannot be given.

Suffolk LA has no funding for additional SEN provision. The concern is that any new provision will take resources away from existing special schools. The LA is anxious not to de-stabilise current provision.

The discussions relating to the need for provision for excluded pupils informed our decision to plan a hybrid provision. Although BESD is not among our entry criteria, where pupils' difficulties are related to language and communication we would be able to offer places for pupils who are excluded or at risk of exclusion

We have had positive discussions with the LA, who are to set up a board to review and assess bids for Free Special Schools. We will forward their decision once the review is completed.

Churchill Special Free School

III evidence of support from parents of children with the particular SEN that the special Free School will cater for;

We have consulted the local population, including parents. Our consultation questionnaire is shown below on pages 62 and 63.

In all cases we have firmly adhered to disseminating information only within our proposed local admission area i.e. Haverhill and its outlying villages. We have not opened up the consultation to the wider community, such as the Newmarket area or neighbouring Essex villages. We are certain that if our proposal was extended to encompass a bigger geographical area there would be significant demand from parents.

Question 6 of the questionnaire asked parents if they would apply for a place in the proposed school.

30 families replied positively, saying they would apply for a place. Several others said that they could not commit to an undertaking, as their child is established at a special school and they would not want to put that place at risk by looking elsewhere, though did not like the travelling

Although we have the family details and responses on file, respondents preferred not to be named in the bid. However, dates of birth and post cards are shown below:

Postcode	DOB	Age
CB9 [REDACTED]	[REDACTED]	14
CB9 [REDACTED]	[REDACTED]	14
CB9 [REDACTED]	[REDACTED]	13
CO10 [REDACTED]	[REDACTED]	12
CB9 [REDACTED]	[REDACTED]	12
CB9 [REDACTED]	[REDACTED]	11
CB9 [REDACTED]	[REDACTED]	11
CB9 [REDACTED]	[REDACTED]	11
CB9 [REDACTED]	[REDACTED]	11
CB9 [REDACTED]	[REDACTED]	9
CB9 [REDACTED]	[REDACTED]	9
CB9 [REDACTED]	[REDACTED]	9
CB9 [REDACTED]	[REDACTED]	8
CB9 [REDACTED]	[REDACTED]	8
CB9 [REDACTED]	[REDACTED]	8

Postcode	DOB	Age
CB9 [REDACTED]	[REDACTED]	7
CB9 [REDACTED]	[REDACTED]	7
CB9 [REDACTED]	[REDACTED]	7
CB9 [REDACTED]	[REDACTED]	6
CB9 [REDACTED]	[REDACTED]	6
CB9 [REDACTED]	[REDACTED]	5
CB9 [REDACTED]	[REDACTED]	5
CB9 [REDACTED]	[REDACTED]	5
CB9 [REDACTED]	[REDACTED]	5
CB9 [REDACTED]	[REDACTED]	5
CB9 [REDACTED]	[REDACTED]	4
CB9 [REDACTED]	[REDACTED]	4
CB9 [REDACTED]	[REDACTED]	4
CB9 [REDACTED]	[REDACTED]	4
CB9 [REDACTED]	[REDACTED]	4
CB9 [REDACTED]	[REDACTED]	3
CB9 [REDACTED]	[REDACTED]	2

Churchill Special Free School

Our consultation leaflet: 82 replies were received, 54 of them from parent but many more sent messages without filling in the questionnaire.

Haverhill Free Special School ~ Consultation Questionnaire

We are exploring the possibility of opening a Free Special School for pupils with special needs in speech, communication and literacy and would like your views. This would be on the Samuel Ward site and would open in September 2013.

Please complete and return this questionnaire by 10 February 2012 so that your views about the proposals for the Free School can be taken into account. The questionnaire can also be downloaded online at: [REDACTED]

Question 1: Who Are you?

Please tick only one box.

- Staff member at a local nursery or playgroup
- Staff member at a local primary school
- Staff member at local secondary school
- Governor at a local secondary school
- Governor at a local primary school
- Parent/Carer of a pupil at a local nursery or playgroup
- Parent/Carer of a pupil at a local primary school
- Parent/Carer of a student at a local secondary school

- Other, please state.

Question 2: Proposals

Do you support the proposal for a special school in Haverhill on the site Samuel Ward Academy, as described above?

- Yes No Don't Know

Please use the space below to give any further comments:

Question 3: Overall vision

Our aim is to establish an inclusive and accessible school for students with speech, language and communication difficulties, who need specialist teaching

What would be the most important feature you would look for in a school like this?

.....
.....

Question 4: Community

To what extent do you feel the proposed Free School will benefit the community it serves?

- Very Much To Some Extent Not Very Much
 Don't Know

Please give us an example:

Churchill Special Free School

Question 4: Education Vision

Please indicate the importance you attach to the core parts of our vision for the new special school. (Please circle 1, 2 or 3 with 1 :very important 2: fairly important and 3:not as important as other factors)

- | | | | |
|--|---|---|---|
| A) Personalised approach to learning for every pupil | 1 | 2 | 3 |
| B) High achievement for all pupils | 1 | 2 | 3 |
| E) Small learning groups | 1 | 2 | 3 |
| F) High levels of parental involvement in their children's education | 1 | 2 | 3 |
| G) Community involvement in the school and children's education | 1 | 2 | 3 |
| H) Environment that is safe, stimulating and enjoyable | 1 | 2 | 3 |
| I) A full programme of enrichment outside lessons and in holidays | 1 | 2 | 3 |
| J) Specialist teaching, such as speech therapy and help for dyslexia | 1 | 2 | 3 |
| K) Planned progression towards returning to mainstream education | 1 | 2 | 3 |

Question 6: FOR PARENTS OF SEN PUPILS ONLY

Based on the proposals described in our consultation document would you apply for a place at the new Special Free school for your child/children? (please circle as applicable)

i Yes No Don't Know

No. of children

My child/children is/are currently in Year(s)_____

Question 7: Further comments

Please use this space to record any further comments on the proposals for our Free Special School.

All information you send to us is strictly confidential and will be used for the purposes of this Public Consultation only. It will be processed and held in accordance with the principles of the Data Protection Act (1998).

Please return your questionnaire, along with any other views you may wish to contribute, to:

Samuel Ward Academy, [REDACTED], Haverhill, Suffolk, [REDACTED]

You can also drop your questionnaire off at Samuel Ward Academy reception.

Thank you for taking time to complete this questionnaire. Your views will help us to shape the proposals for a Free Special School.

Feedback from Consultation

Question 1: Do you support the proposal for a special school in Haverhill on the site Samuel Ward Academy?

100% of the replies supported the proposal, though one respondent queries whether Samuel Ward site is the best location.

Some of the comments made:

- *We know lots of people in Haverhill that have to or will have to travel to other towns for the support they need.*
- *The children with special needs will be able to be educated and included in their own community and grow up alongside their peers whom they will see in their adult lives. At the moment they are segregated as young as 3½ and taken by bus on a long journey to another town and they cannot mix with children in their own neighbourhood.*
- *Children with special educational needs will not have to travel miles to school this can add up to 2 hours on their day. Bad weather is also a worry when they travel on school transport.*
- *The pupils get a one to one and it does help with their education. I have [REDACTED] [REDACTED] both have learning difficulties this would help enormously for us as we care for them. It would be such an asset to the community.*
- *There is such a need for a SEN school in town to bring families with similar disabilities and help each other out. It would be great to have a more local SEN school as it is a long day for my son with the travelling and also to have out of school holiday clubs/activities where they can get together with their friends.*

Question 2: What would be the most important feature you would look for in a school like this?

The replies were extremely supportive. Two respondents though positive, thought that the school's specialism should be autism and Asperger's. Other typical replies were:

- *Open to all children with special needs.*
- *Teaching at the correct levels for the children with one to one and small classes so they can digest easier what they are being taught.*
- *Available for all children that need special help.*
- *Give all children the opportunity to get extra assistance if required.*
- *Open to everyone who needs the support of these schools.*
- *Free choice for all parents/carers and support.*
- *Small classes, support, social skills.*
- *For my child to gain confidence in his reading, spelling and writing. It will give children confidence when leaving school to go out and apply for jobs.*
- *An inclusive environment for all children supporting them as individuals. We have no provision for special needs at present.*

Churchill Special Free School

Question 3: To what extent do you feel the proposed Free School will benefit the community it serves?

All replies were positive about the benefits. Typical comments were:

- *It will provide a positive SEN education locally.*
- *To allow children to be educated in their own community.*
- *A positive outlook on education for special needs locally. To work as a community as it has been much needed for a long time. Also for children that do not have severe learning difficulties so they have a chance to have an education and achieve goals that in mainstream are unachievable.*
- *Having a school in the Haverhill area would be a benefit to families who have a need. The travelling aspect would then be eliminated and not another worry.*
- *A school for high functioning autistic and Asperger's students, as we have nine special schools in Suffolk and a special free school turned down because of the drain on the 9 special schools, it would be better to put your emphasis on autism.*
- *A school that could accommodate all aspects for children with Autism/Asperger's high functioning. As so many children need specialist provision in Suffolk and schools are too far away. My son is on the autistic spectrum and has great difficulty coping in mainstream but as he does not fit special school there is nothing in Suffolk. We need a school for children with high functioning autism.*
- *Children have to travel great distances at the moment. The town is expanding with a need for its own facility.*

10 letters or emails were received from people who did not complete the questionnaire, all supportive: Typical examples are shown below

Response 1

"Our [REDACTED] is [REDACTED] and has [REDACTED]. We have been advised by is Portage and Early Years Support team to start looking around at schools for him in our local area to ensure we find the most suitable place for him when he is [REDACTED].

We can't tell you what a difference it would make to have a learning facility like this in our home town as recently we have visited Hillside in Sudbury where [REDACTED] can potentially start after Easter! The thought of [REDACTED] being sent off on a bus on [REDACTED] own all that way for the whole day is something we are really not relishing as parents. When [REDACTED] would only be going for ½ days in [REDACTED] pre-school up to [REDACTED] he has to be out of the house at 07:45am and not get back until after 4pm due to having to travel to Sudbury which is will exhaust [REDACTED]. You don't expect children who have no additional needs to have to do that so it seems cruel for children like [REDACTED] to have to travel so far to go to school and be away from home for all

Churchill Special Free School

that time, not to mention the distance if [REDACTED] were to become ill and need to come home as we don't drive.

We already have to travel by bus to Linton just to get [REDACTED] to a playgroup. Unfortunately due to the fact he is exceptionally small and not yet walking, no play groups in Haverhill would take [REDACTED], only baby groups and [REDACTED] not a baby. [REDACTED] needs age appropriate stimulation to help [REDACTED] learn and develop. Linton Granta playgroup and the staff there have been exceptional (so have Suffolk CC in funding some of the SENCO support in recognition of the lack of settings in Suffolk we could access) in supporting and embracing [REDACTED] needs in their setting where [REDACTED] is the only child they have ever had with additional needs. [REDACTED] has a SENCO allocated to [REDACTED], attending off site meetings to understand his needs, allowed OT's etc to come to the setting to assess and bring in specialist equipment. Most importantly they have all learned Makaton to promote communication throughout the setting with the other children all learning it too!

So far our experiences within the education system have been really positive (after getting around no placement for [REDACTED] in Haverhill playgroups) and it would be wonderful for [REDACTED] to be able to attend such a school in [REDACTED] own locality especially when the feedback from the professionals already involved in his education have told us in their opinion, [REDACTED] would thrive especially well in a joint placement with the majority of the time being spent in mainstream school and we have approached [REDACTED] of [REDACTED] to that avail. We will be visiting the new Westfield site when it opens in the spring.

We note that the proposed school will be for 7-18 year olds so obviously [REDACTED] it seems, will sadly still have to travel to Sudbury to start [REDACTED] school life and by the time [REDACTED] reaches [REDACTED] it may be too much of an upset for [REDACTED] to change to the Haverhill school (if goes ahead) but we would certainly like to add our support to the proposed school which we believe will be an asset to the town and the Samuel Ward Campus as an all encompassing educational facility. “

Response 2

There is currently no local provision for pupils who would benefit most from attending a special school, resulting in young children having to travel a long way out of their community to have access to specialist teaching. Older students would be able to interact more with their peers if they are schooled in their own locality, rather than travelling to Bury St Edmunds or Ipswich, thus building their confidence and social skills too. High quality specialist teaching in a designated building providing appropriate resources and mainstream schools, both primary and secondary, to aid pupils development of social skills and build confidence.

Specialist staff can also liaise closely with other local schools providing follow up guidance for pupils and additional support for staff. Close links with the pupils' local community can be developed, building confidence in pupils to raise their aspirations about how they see themselves as members of their community, enabling them to contribute with ease and confidence. I have taught in this locality for a large part of my career and have worked with many pupils who have special educational needs; this has included a significant number of children with speech,

Churchill Special Free School

language and communication difficulties. Often the needs of these pupils have not been able to be met through mainstream education as specialist teaching in small groups has been necessary to enable them to make good progress. It has always concerned me that these vulnerable pupils have had to travel a long way out of their own community to access such provision and as a result have lost the close links and support that are gained from attending school in their own locality. Also parents have not been able to be closely involved with their children's learning development as the specialist provision has been too far away and inaccessible unless they are able to drive the distance to the special school; so often not possible as a significant number of families in this area fall into the hard pressed Acorn category. I fully support the proposal to place a special school in this locality, particularly if providing support for pupils with speech, language and communication difficulties as this is an area of concern.

Response 3

My [REDACTED] travels to Sudbury to attend school putting two hours onto his day, a local school would be excellent. Not focus on what they can't do but celebrate what they can. Treat each child as an individual and give them the specialist teaching they need. I know a number of Haverhill children who would benefit. I also know families who feel they have been failed by mainstream schools who cannot find a place in special school. This would be a wonderful thing for the community.

Response 4

The government has under its SEN policies, a pledge to "remove the bias towards inclusion" in the education system. Our parent group has always said the bias has not worked for autistic and Asperger's students in Suffolk. County Inclusive Resource that covers Haverhill has one person to cover 59 students, from their base in Sudbury and have admitted they are over whelmed.

Response 4

Having a special needs school at Haverhill would be fantastic and what a great place Samuel Ward would be for it. Having a child go to a special school out of town, I know how it feels to put them in a taxi everyday and wished this was available in Haverhill instead.

Consultation with local schools

We have already built relationships with local primary schools and consulted the other secondary school in the town. Three of the [REDACTED] are on the steering group. Examples of [REDACTED]' views are shown below.

Churchill Special Free School

I fully support the proposal to develop a special school/unit for pupils in Haverhill and the surrounding area; if proceeding with a Free School will achieve it then I feel the proposal should go ahead, sooner rather than later. Provision for vulnerable pupils is something we have needed in Haverhill for a long time, especially since the unit at Coupals closed many years ago; I am very encouraged by the fact that Samuel Ward are seriously considering how this can be achieved.

This school (which is located within a mile from the proposed site) would be in support of the unit for the following reasons:

- 1. Families who attend our school would directly benefit from a resource so close to their own school.*
- 2. Pupils would not have to travel out of catchment to be supported.*
- 3. We anticipate good communication and opportunities for advice from the unit*
- 4. The site is familiar to pupils and transition back into mainstream school would be easier*
- 5. Schools with proven excellence would be able to provide support if requested*

Haverhill has no specialist provision at present, resulting in young children having to travel to access support. This is not always viable resulting in putting some of our children at a disadvantage. Local support would enable them to access and engage in learning improving their life chances.

Whilst it is important for all pupils to be educated within their community, it is crucial for those with additional needs to have opportunities to learn at least some of the time alongside their peers with whom they will have spent their early years of schooling where they will already have established friendships. Existing support involves travelling significant distances and opportunities such as socialising with their peers out of school are limited as the students are spread across a wide area.

Innovation by definition is the creation of new ideas and services. We know that the schools in Haverhill are known for their innovative approach. We know that Haverhill is not well served for special school provision. As a cluster we identified in 2007 a significant need for SEN provision as part of the SOR process. The government's free school system encourages innovation and we don't believe that anyone has delivered such an approach, making the proposal by definition, innovative. Local provision for this clearly identifiable need is by far the best approach

Churchill Special Free School

Community Engagement.

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

- We have informed the local community via the local media including two local newspapers and an invitation issued to a public meeting. Despite being held on the coldest night of the winter, the meeting included 35 parents and 5 education staff(including 2 SENCOs) 1 Behaviour Support staff, 1 governor, 1 headteacher and the [REDACTED].
- Email correspondence with Cambridgeshire and Essex Local Authorities
- School staff: headteachers of the local primary schools met on January 10 2012 and were consulted about the bid
- Local charities such as Wednesdays for Women, also the Chamber of Commerce

Information Provided:

- We have prepared press releases one of which provided details of the bid and the public meeting and these achieved a good response from local newspapers
- Leaflets and questionnaires have been distributed to schools and to local families. This provides summary information about the special educational needs of children the school is aiming to support, proposed location, age range, aims, mission statement and links to the website and questionnaires
- At the public meeting held on 6th February 2012, we provided a summary of the aims, core purpose, values, mission statement, outline of provision including curriculum, teaching methods and received a positive response.
- Our website provides information, plus news updates about progress of the proposal. There are also links to the questionnaire for families and for professionals.

Set out below is a description of the other ways in which we have been raising awareness, building relationships and entering into more formal partnerships. We have gained support for the Special Free School through:

- a consultation leaflet setting out in outline the vision and rationale for the new school was circulated to all local schools and playgroups;
- articles in the local newspaper;
- a website page for the Samuel Ward website;
- representatives of Castle Manor school and the Partnership of primary schools are on steering group

E2: Demonstrate how you intend to engage with the wider community

As described above we have consulted widely in the bid preparation stage and will continue to build upon the list of consultees. The consultees who are relevant to our proposal include:

- parents and carers
- nurseries and pre-schools
- local schools and education providers (including primary and secondary schools)
- Suffolk, Essex and Cambridgeshire local authorities

We will continue to provide press releases and to provide information on our website.

Discussions you with the local authority about pupil placements or any details you have gathered about the need for more special provision in the area;

We have had positive discussions with Suffolk LA through the [REDACTED], [REDACTED] and [REDACTED]. We have had 2 meetings with them and an extended telephone discussion with [REDACTED]. They have been very supportive of the suggestion of our vision for joined up provision with open movement between sectors.

Constructive advice was given which led to the decision for a hybrid provision with some places for pupils who have not completed the statementing process. We also clarified the entry criteria in the light their feedback.

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

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

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

Churchill Special Free School

How our school will work in partnership with other schools and local authorities in its locality to help develop its own staff and share its expertise;

We are seeking creative ways to develop expertise in SLCN. Given the need for early intervention we will identify a member of staff to work with local primary schools, using the Every Child a Talker (ECAT) approach. This will help participating primary schools to create a developmentally appropriate, supportive and stimulating environment in which children can enjoy experimenting with and learning language. As the funding will not cover the cost of this we will offer a service level agreement for schools willing to contribute.

The Bercow report highlighted the need for multi-agency working and access to specialist multidisciplinary services for initial assessment planning and ongoing support, especially through transitions. We will work with the Primary Care Trust to facilitate joined up provision for the pupils and his/her family. We have contact with a number of charitable organizations, for example, ICAN and have membership of Royal College of Speech and Language Therapists

We aim to develop the school as a base for interaction between agencies concerned with speech and language, and to build a centre of excellence. We will offer high quality outreach in the form of training sessions and advice to SENCOs and practitioners working with SLCN children in other schools are invited to visit the school to look at resources and support strategies.

We have also had discussions with a number of charities including ICAN (national organisation promoting communication in children), and partners such as The Primary care Trust and CAMHS.

Links with the Wickhambrook Centre for Dyslexia

The Wickhambrook Centre for Specific Learning Differences is Local Authority provision with 32 spaces and caters for pupils in Key Stages 2 and 3 (Years 3-9). The Centre receives pupils from all schools in the Western Area and pupils attend for two days a week, for a maximum of three terms. All pupils must be supported at School Action Plus or have a Statement of Special Educational Needs for Specific Learning Difficulties.

The objectives of the provision are:

- to deliver intensive literacy and numeracy programmes appropriate to the needs of the pupils;
- to develop learning strategies that can be practiced in the home school;
- to nurture the self esteem of all pupils in the Centre;
- to provide a resource bank for western area schools to visit and lend equipment/resources;
- to provide a centre of excellence accessible to schools in the western area.
- to promote high expectations of attendance, behaviour and attainment all pupils;

Churchill Special Free School

- to facilitate routine and structure that provides a platform for independent learning in an educational environment that alleviates stress and anxiety;
- to work in partnership with parents/carers and the home school to further pupil attainment and achievement;
- to work with schools to enhance and develop their skills in meeting the needs of pupils with Dyslexia e.g. SENCO Network meetings.
- collaboration with other services is regular and has included: Team Around the Child Meeting, Multi Agency Meetings, contact with home schools, working with Pupil Referral Units, liaison with the Traveller Education Service, liaison with the County Inclusive Resource, attending Looked After Child Reviews, working with Educational Psychologists, consulting Occupational Therapists and Specialist advisory Teachers.

The Centre provides an opportunity for pupils to receive intensive literacy (and numeracy) teaching aiming to accelerate their current rate of progress. Pupils also learn strategies to make them more independent learners. During that time the National Curriculum continues in the home school but not in the Centre. We aim to provide a short, intensive period of tuition while enabling the pupils to remain in contact with their peer group.

Outreach support is provided for leavers and for other pupils where appropriate. The Centre also provides SpLD support for schools in the Western Area.

We have had extensive discussion with the [REDACTED] of [REDACTED], who is a member of the steering group. The [REDACTED] and the special Free school would work together in a number of ways including:

- Sharing Expertise in teaching pupils with literacy difficulties especially dyslexia
- Providing training for staff and parents
- Split placements for those pupils who require intensive literacy support,
- Provision at Year 3 for those pupils the special school is supporting through outreach training for teachers

Section F: Capacity and capability

F1: Accessing appropriate and sufficient educational expertise to deliver our vision.

The resources, people and skills that are needed to set up and operate a special Free School

The team responsible for the Special Free School has a proven track record of innovation, visioning and the setting up new provision, having successfully completed a major re-organisation from First, Middle and Upper to a two tier system. The Academy's vision is *the best way to predict the future is to create it*.

The Samuel Trust will provide the infrastructure, stability, skills and expertise that has resulted in the Samuel Ward Academy becoming an outstanding school. The Academy has a long history of innovation, partnership working and strong community links and expertise to ensure that this new school is successful. Pupils arrive at the school with significantly lower outcomes than pupils nationally (see RAISEonline) and also lower aspirations (see PASS survey), but leave with higher outcomes and aspirations than average. The school has the highest value added outcomes (1041) for any in Suffolk and is in the top three for 3 levels of progress in both maths and English. Despite this excellent track record a group of students remains that even the highest value added will not enable to gain the national expectations at 16, especially in English.

The Academy has a proven track record of supporting other schools, primary, middle and secondary across 3 neighbouring counties and is a Leading Edge School, Training School, strategic partner for a Teaching School as well as a National support School. Its capacity to support other schools has developed through its team of Advanced Skills teachers, managed by [REDACTED] who is [REDACTED], through the [REDACTED] and through a number of accredited staff in a range of areas including SEN.

Samuel Ward has supported the Open Academy in Norfolk, Kirkley High School and Thurlestone Upper in Suffolk and the City of Ely School in Cambridgeshire. It has also supported Middle and Primary schools through a major reorganisation and the impact of its work is documented in Ofsted reports and through evaluation by the local authority. Samuel Ward is currently joint sponsor of East Point Academy in Lowestoft with the AET.

The Free Special School will be run by the Samuel Ward Trust which has been registered with Companies House and currently runs Samuel Ward Academy. The free school will benefit from the expertise that Samuel Ward has developed as well as from working with the partnership of primary schools, which are all rated good or outstanding by Ofsted, Priory Special School in Bury St. Edmunds and Castle Manor Community School in Haverhill, both rated as outstanding.

Churchill Special Free School

clear and detailed plans for identifying and securing any necessary expertise currently missing from our group.

We already have available to the Trust, the expertise of the following personnel:

██████████ – ██████████, ██████████.
██████████ – ██████████, ██████████. ██████████.
██████████ – ██████████, ██████████.
██████████ – ██████████, ██████████.

F2: How we will access appropriate and sufficient financial expertise to manage our school budget.

How we have identified the resources, people and skills needed to set up arrangements for and undertake the ██████████ of the special Free School;

██████████, ██████████, ██████████, ██████████, ██████████.

Time commitments to the project from relevant individuals;

During the set up process:

- ██████████ 0.2 – ██████████.
- ██████████ – 0.2 – ██████████.
- ██████████ – 0.1 – ██████████.
- ██████████ – 0.1 – ██████████.

- ██████████ (██████████), ██████████ (██████████), ██████████ (██████████) and ██████████, will all provide the time through the Samuel Ward Trust

Detailed plans for identifying and securing any necessary ██████████ (including an understanding of school budgets) currently missing from your group.

During transition ██████████ will provide 0.1 per week supporting the process. Another 0.1 will be provided by ██████████. Both will provide this time on behalf of the Samuel Ward Trust. Before the opening of the school a part-time bursar will be appointed, together with office support.

F3: How we will access other relevant expertise to manage the opening and operation of our school.

Details of the members of the company and their particular areas of experience and expertise;

Churchill Special Free School

The Free School will be run by the Samuel Ward Trust which has been registered with Companies House and currently runs Samuel Ward Academy. The Trust is in the process of adopting the Memorandum and Articles of association provided for Special Free School and is also increasing the capacity on the Trust to ensure relevant Special School expertise.

Educational and other Expertise

Currently the following expertise resides in the Trust:

- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]

How our group has identified other relevant expertise, such as individuals or organisations with successful experience of setting up a new organisation or business, school governance, human resources, ICT, property/construction, marketing and project management;

The individuals described above are able to offer the relevant expertise.

[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]

Additionally we have identified In order to expand capacity The Trust has formed a Steering Committee comprising the following staff:

- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]

Time commitments to the project from the relevant individuals;

The time commitments from the core team are set out above. Leadership will be provided by [Redacted] and [Redacted] with specialist support on special needs from [Redacted] and [Redacted] and from others as outlined above. In addition

Churchill Special Free School

to this, the Steering Group will meet every two weeks throughout the set up period.

Clear and detailed plans for identifying and securing any necessary expertise currently missing from your group.

See previous section: We have already secured a range of expertise including special school expertise.

Samuel Ward Trust has recently successfully undertaken an extensive re-organisation of the school, Upper School to 11-18 Academy. This entailed the appointment of new staff and their induction, a major building project, new curriculum. This has given us the experience and insight to set up a new school.

We will need to secure advice, guidance and expertise in the design, delivery and on-going maintenance of the new school building, though in the last 18 months have managed three new builds similar to our Special School proposals. We have established excellent working relationships with PL Construction Ltd and will be able to access the services of architects and quantity surveyors from this or a similar company.

F4: How our staffing structure will deliver the planned curriculum.

We envisage a build up as follows:

- Year 1: Headteacher, 1 teacher / SENCO, 1 teacher, 2 specialist TAs, part time speech therapist, P/t Burser, P/t office support. We will arrange staggered entry, so as to assess needs and integrate and induct pupils. Roll: 18 pupils in Year 9, 10, 11 arranged in two groups according to educational need
- Year 2 Headteacher, 1 teacher / SENCO, 3 teachers, 5 specialist TAs, part time speech therapist, P/t Burser, P/t office support;. Roll: 30 pupils in four groupings based on a mixture of age and educational need. Intake from Year 7.
- Year 3: Headteacher, 1 teacher / SENCO, 6 teachers, 7 specialist TAs, part time speech therapist, P/t Burser, p/t office support; Roll: 49 in 6 groupings , with broad age groups. One post will be a specialist teacher in music and media and at least one member of staff will have a sports coaching qualification
- Year 4 Headteacher, SENCO, 8 teachers, 14 specialist TAs, part time speech therapist, P/t Burser, p/t office support; Roll 70 pupils in 8 groupings , with broad age groups. One post will be a specialist teacher in music and media, one member of staff will have a specialism in Forest Education, and at least one member of staff will have a sports coaching qualification

For 75% capacity

- Year 1: Headteacher, 1 teacher, 3 specialist TAs, part time speech therapist, P/t Burser, office support. Roll: 14 pupils in Year 9, 10, 11 arranged in two groups according to educational need
- Year 2 Headteacher, 1 teacher / SENCO, 1 teacher, 4 specialist TAs, part time speech therapist, P/t Burser, office support;. Roll: 22 pupils in 3 groupings based on a mixture of age and educational need. Intake from Year 7.
- Year 3: Headteacher, 1 teacher / SENCO, 3 teachers, 8 specialist TAs, part time speech therapist, P/t Burser, p/t office support; Roll: 37 in 5 groupings , with broad age groups. One post will be a specialist teacher in music and media and at least one member of staff will have a sports coaching qualification
- Year 4 Headteacher, SENCO, 6 teachers, 10 specialist TAs, part time speech therapist, P/t Burser, p/t office support; Roll 52 pupils in 6 groupings , with broad age groups.

Churchill Special Free School

Arrangements for the first term and year, and for the longer term, as the school builds to full capacity, with clear delineation of roles and responsibilities; provide evidence to demonstrate access to appropriate and high quality specialist SEN expertise;

Pre and post opening phases

██████████ will become ██████████ in the short term during the set up phase and until a Head of School is appointed. ██████████, ██████████ will then take over this role when the Trust appoints a headteacher for the School. ██████████ has extensive experience in ██████████, both as a ██████████ and in a ██████████ role. He is currently supporting a ██████████.

Staffing structure

The proposed staffing structure is a flat model in order to maximise capacity and cover all functions. The Business Manager and SENCO will report to the headteacher who will be responsible for their performance management. Class teachers' will also report to the headteacher. Specialist classroom based support staff will report to class teachers – it is envisaged that class teachers will establish a partnership with a TA, however class teachers and TA's will have a range of specialist skills to ensure curriculum and skill cover.

One of the staff will be designated as Inclusion officer and will have responsibility for working with parents and agencies. This teacher will not have responsibilities as a Learning Coach, but will have a teaching role.

The SLT will comprise the Executive Head, Head and SENCO. Reports will go to the Full Governing Body on a termly basis with 6 weekly reports to sub committees on Teaching and Learning and Finance. The Executive Head will report to The Samuel Ward Trust.

From September 2012 the Executive head, will help set up the School, pending the appointment of the Head and the transition to the substantive Executive head – currently Principal of Samuel Ward. The school will open in September 2013 with a teacher who will take on the role of SENCO, a specialist teacher, part time speech and language therapist and 2 specialist teaching assistants. Priority will be given in the first year of operation to Key Stage 4 pupils who need specialist input to address their difficulties as these pupils may be at risk of exclusion. We will take younger pupils each year until we reach capacity in Year 4.

We anticipate a staged admission during the first term, so that assessment can be undertaken then an appropriate programme set up for each individual

Our inclusion officer will liaise with local authorities, families and schools to facilitate decisions about admission and to smooth the path of entry to the school.

Accountability

Churchill Special Free School

In one sense responsibility for the success of the special school rests with all the schools in the town, as it is to serve the whole community.

Specifically, however, all staff throughout the school will be held to account through a clear line and performance management system which focuses on the pupils' outcomes, the quality of provision, areas of specific responsibility and on professional development. Decisions about performance against targets and any increase on the incremental scale will be decided as an outcome of the annual performance management cycle

The headteacher and members of the leadership team will be held to account by the governing body for the success of the school and particularly the progress made in enabling pupils to return to successful learning in mainstream. This will happen in regular meetings with the chair of governors, meetings of the governing body and, for the headteacher, as part of the annual performance management process.

The executive headteacher will hold the senior leaders to account through regular meetings and periodic performance management. Senior leaders will take collective responsibility for the school's performance and the pupils' outcomes as well as any specific areas of responsibility.

F5: Plans for recruiting a high quality principal designate, other staff and governors in accordance with our proposed staffing structure and education plans.

I. Plans for recruiting our school's principal designate (head teacher) and the role you envisage him/her playing in the implementation phase

We seek a headteacher for the school with experience of leadership in special schools, with a proven track record in SLCN, who, like the steering group is passionate about the role that this school can play in raising standards and improving youngsters' life chances. We also place high value on the commitment to working with the local community and its families. The prospective candidate should be forward looking in order to lead an innovative curriculum.

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

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

Shaping the Future:

- securing the mission, creating vision and establishing the strategic direction of the school. The candidate should show the imagination and flexibility to seek innovative solutions.
- managing change and shaping the future of the school. As this is a new school, it is important that the headteacher has a proven ability to articulate vision and take the steps to put this into practice

Leading Learning and Teaching

- securing success and improvement for the school through school self evaluation;
- ensuring high quality teaching, high quality individual learning. The appointed head teacher will need strong leadership skills to drive teaching standards

Developing Self and Working with Others

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

Managing the Organisation

- operating within a regulatory framework and interpreting and applying
- relevant legislation;
- managing and organising the school from day to day to ensure that resources, including the school environment and human resources, are

Churchill Special Free School

efficiently, effectively and safely used to achieve the school's aims and objectives;

Securing Accountability

- developing, implementing, monitoring and continually improving policies and practices;
- operating within a regulatory framework and interpreting and applying relevant legislation;

Strengthening Community

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

Time Line for recruitment of headteacher

Date	Action
Aug 2012	Develop Job Description and Persons Specification
Beginning of Sept 2012	Involve colleagues with Marketing and PR expertise to confirm advertising strategy and appointment procedures
Sept 2012	Set out staff selection process to include trawl of applications, interviews and other assessment. Prepare information pack for enquiries.
Sept 2012	Develop appointment procedures for headteacher and later appointments to include CRB and reference checks according to Safer Recruitment best practice and regulations
Sept 2012	Place advertisement observing safe recruitment best practice guidelines, closing dates and interview dates
Oct 2012	Prepare information packs
Oct 2012	Identify interview / appointment panel to include HR, Governor, parent representative, steering group representative
Oct 2012	Assess applications, check references and photocopied information. Agree shortlist and issue invitation to selection meeting
Third week of Oct 2012	Hold interviews, check original documents, Make offer
Oct/Nov 2012	Issue contract

II. Plans for recruiting high quality members of staff;

The executive headteacher will lead and manage the process of recruitment starting with the appointment of full time headteacher who will manage the preparation for the opening in September 2013. Governors will be involved in the selection process including representatives from our Partnership schools.

III. Individuals you have already identified as prospective governors and their relevant skills and expertise;

The governance of the new special school will be the responsibility of the Samuel Ward Trust, who is sponsoring this bid. We have identified the following prospective governors:

[REDACTED], [REDACTED], [REDACTED]

IV describe how you will identify and appoint committed governors with the breadth of skills needed to oversee successfully both the implementation of the school and its operation once open

The governing body for the special school will have the same Chair of Governors as the Samuel Ward Academy. In line with the regulations for Free Special schools we plan a small group of governors, with strong representation of parents. Parent governors will be identified from the group who have submitted interest in applying for a place for their child.

Proposed Governing Body

[REDACTED], [REDACTED], [REDACTED]

[REDACTED], [REDACTED], [REDACTED]; [REDACTED], [REDACTED]; [REDACTED], 3 parent governors

We will invite the LA to identify a prospective governor.

F6: Demonstrate a clear understanding and describe the respective roles of the company members, governing body and principal designate in running our school.

Lines of accountability and methods of escalation between the company members, the school's governing body (the company's directors) and the principal; Respective roles and responsibilities of the company members, the governing body and the principal;

Primary responsibility for setting up the school will rest with a steering group. The group already exists (see pen portraits), and is the body which has planned and developed this application. The steering group will lead and undertake the work required to establish and open the new school, as follows:

- financial planning and financial management of pre-opening phase
- detailed planning of the operation of the school formulation of key policies and detailed plans for delivery of the curriculum
- recruitment of staff,
 - marketing of the school

Interim Leadership and Management

As the school approaches the date of opening, the steering group will be replaced by an executive committee constituted as a committee of the Samuel Ward governing body. When a permanent head is appointed, he or she will become a key member first of the steering group and then of the executive committee.



Governance model with lines of accountability and escalation

[REDACTED]

Arrangements that ensure that any potential conflicts of interest are avoided and deliver independent challenge to those with executive functions

We will have procedures to avoid conflict of interest where the personal or professional interests of a governor or committee member are potentially at odds with the best interests of the non profit Trust.

We will adopt a conflict-of-interest policy that

- limits business transactions with governors/ Trust members and requires members to disclose potential conflicts.
- Requires disclosure of conflicts when they occur so that members who are voting on a decision are aware that another member's interests are being affected.
- Requiring board members to withdraw from decisions that present a potential conflict.
- Establishing procedures, such as competitive bids, that ensure that the organisation is receiving fair value in the transaction.

Section G: Initial Costs and Financial viability

[REDACTED]

I. [REDACTED].

[REDACTED].

[REDACTED].

[REDACTED]

[REDACTED]

[REDACTED].

[REDACTED].

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

1. [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]



[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[Redacted]

I. [Redacted]

[Redacted]

[Redacted]

II. [Redacted];

[Redacted]

III. [Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

Section H: Premises

We have minimised the need for capital investment. Our requirements in terms of site and buildings are driven by our educational vision. The proposed location is critical to the success of the special school. The school will be sited on [REDACTED], close to the Academy and Westfield Primary school. This will enable the new school to build a common ethos and culture with the two other partners. It will also facilitate staged progression back into mainstream

We will lease premises which will be built on the land owned by the Academy. The building will be designed for the needs of the curriculum: suitably-equipped teaching spaces to deliver our curriculum requirements. An example of this is our proposal for small class sizes. Also important are outdoor and garden spaces to deliver our wider objectives. An area will be developed as an outdoor woodland learning area.

The internal structures will allow flexibility. There will be small spaces for meetings and one –to-one discussion. There will be a space within the school set up as a ‘calm zone’ where pupils can take time out in a space designed for them to reflect, talk and make appropriate choices

Part of the new build will be developed as a music and media room for Alternative Provision.

Locations

Within the site owned by the Samuel Ward Trust are several possible locations

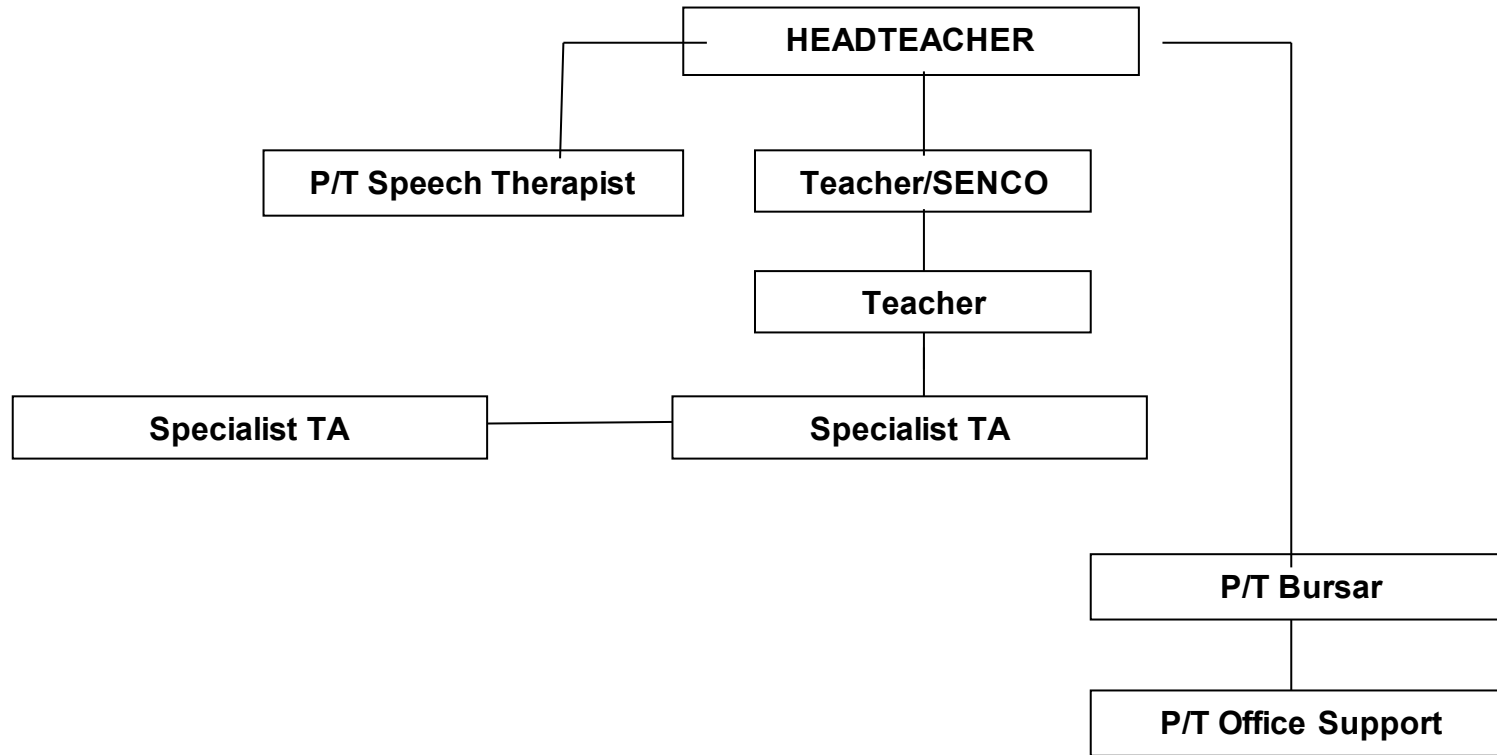
Location 1: A site close to the [REDACTED]. It can have its own entrance close to the Westfield Entrance. There is access for heavy vehicles during the building and services have been laid on for the new primary school. **This is our preferred option**

Location 2: A site close to the [REDACTED]. This is not so close to the mainstream facilities, though is still close enough to allow access to the facilities, though with more movement time.

Churchill Special Free School

Annex 1a

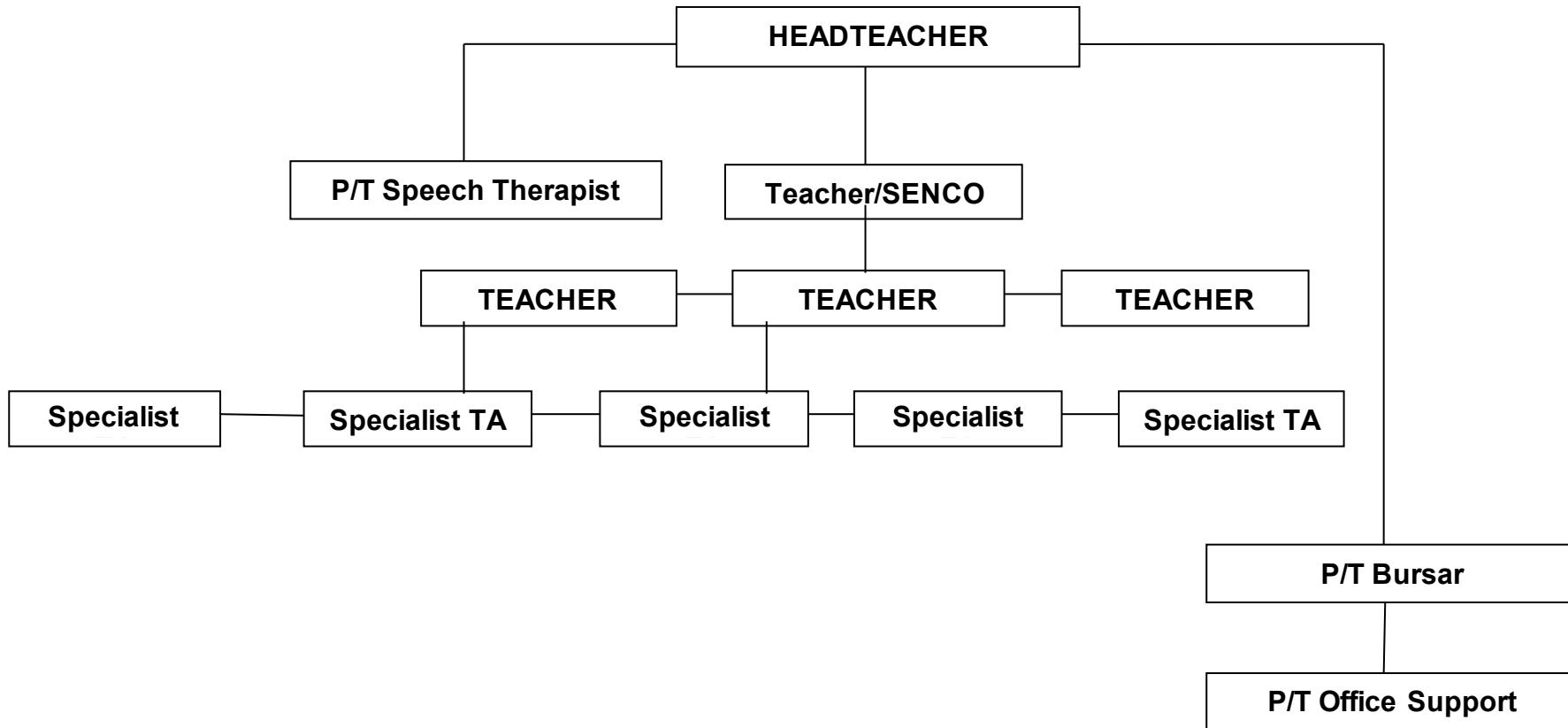
FREE SPECIAL SCHOOL – Year 1



Churchill Special Free School

Annex 1b

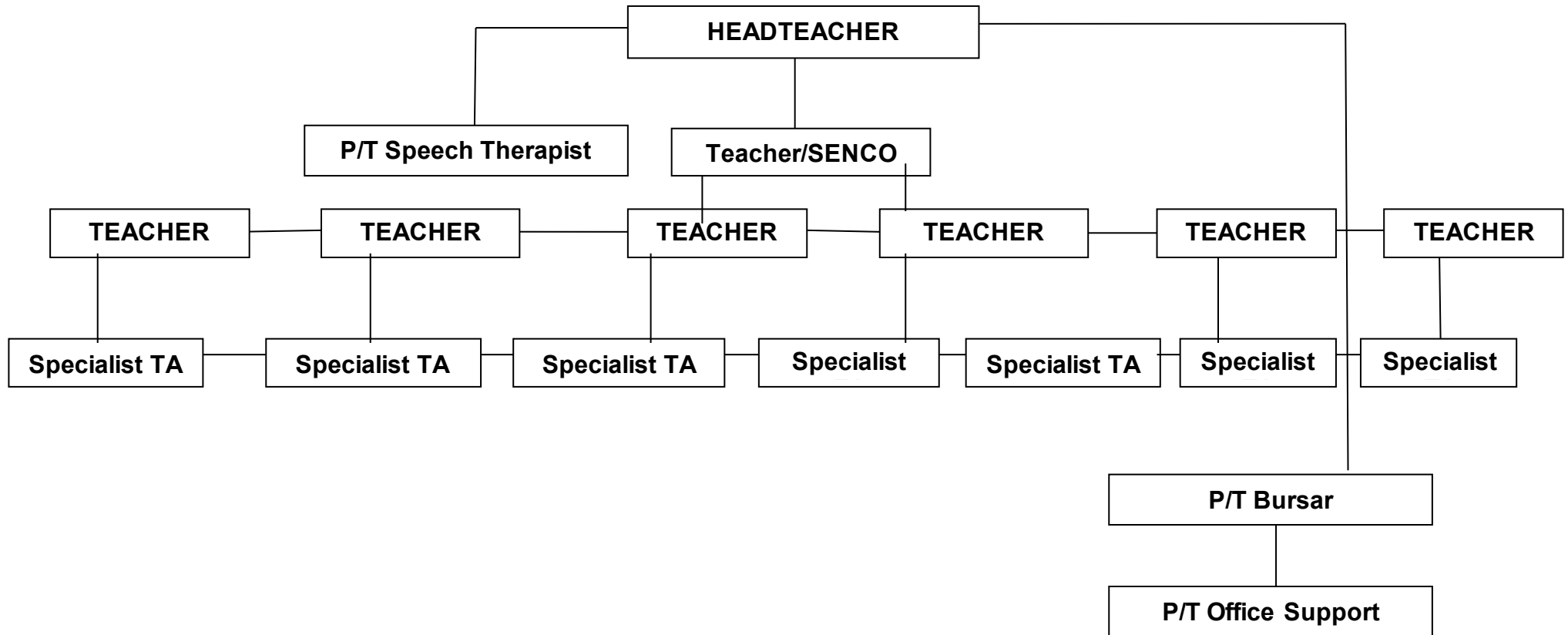
FREE SPECIAL SCHOOL – Year 2



Churchill Special Free School

Annex 1c

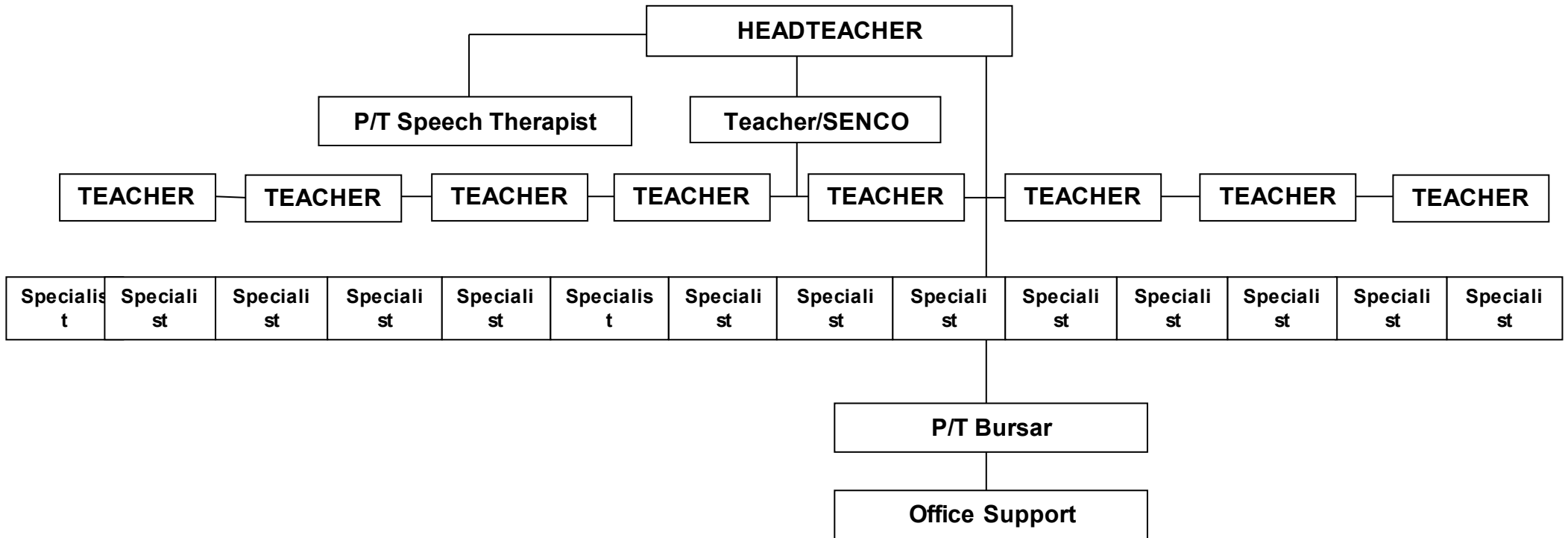
FREE SPECIAL SCHOOL – Year 3



Churchill Special Free School

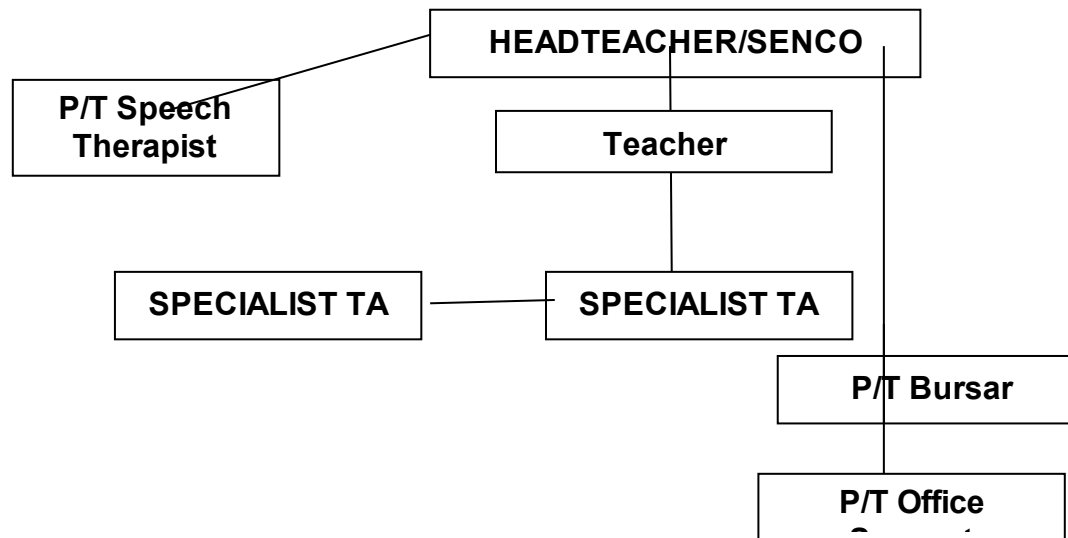
Annex 1d

FREE SPECIAL SCHOOL – Year 4



Annex 2a

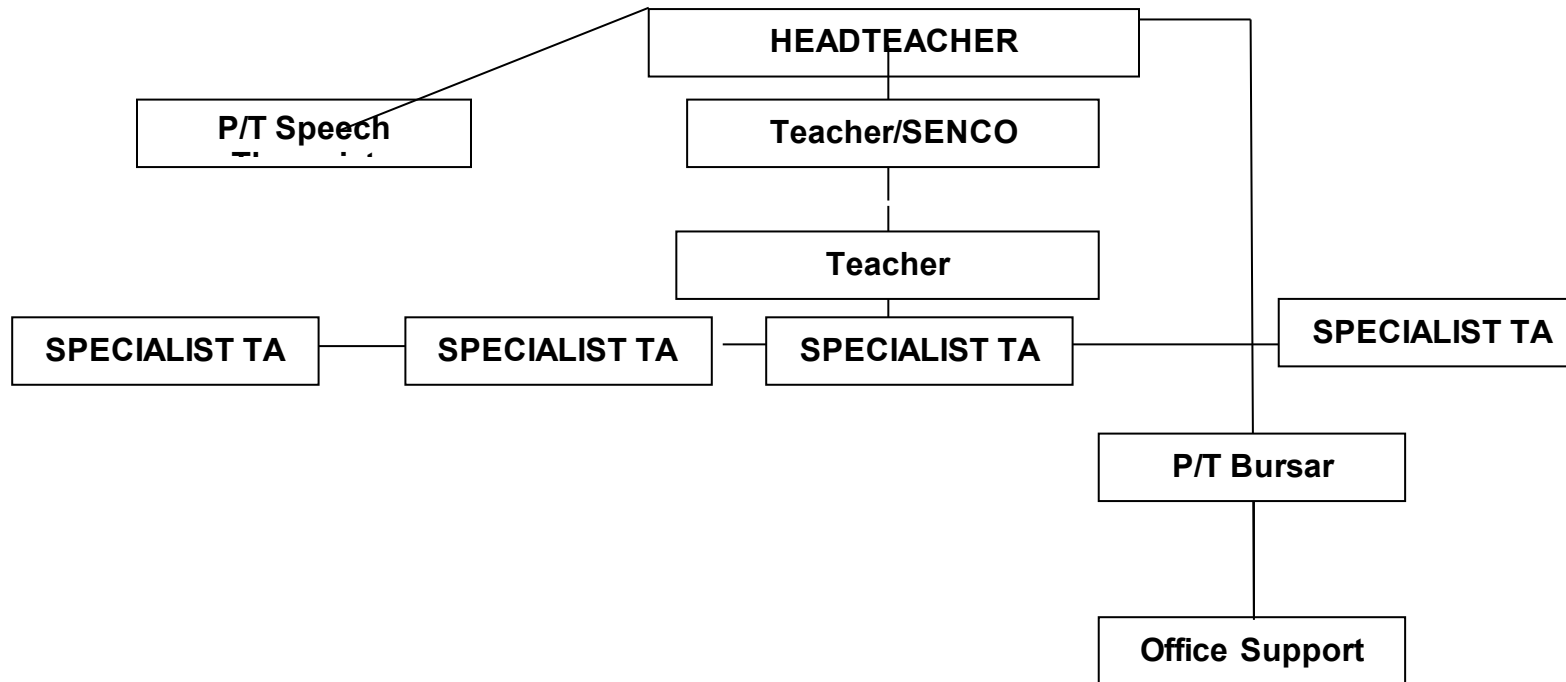
FREE SPECIAL SCHOOL – Year 1 (75%)



Churchill Special Free School

Annex 2b

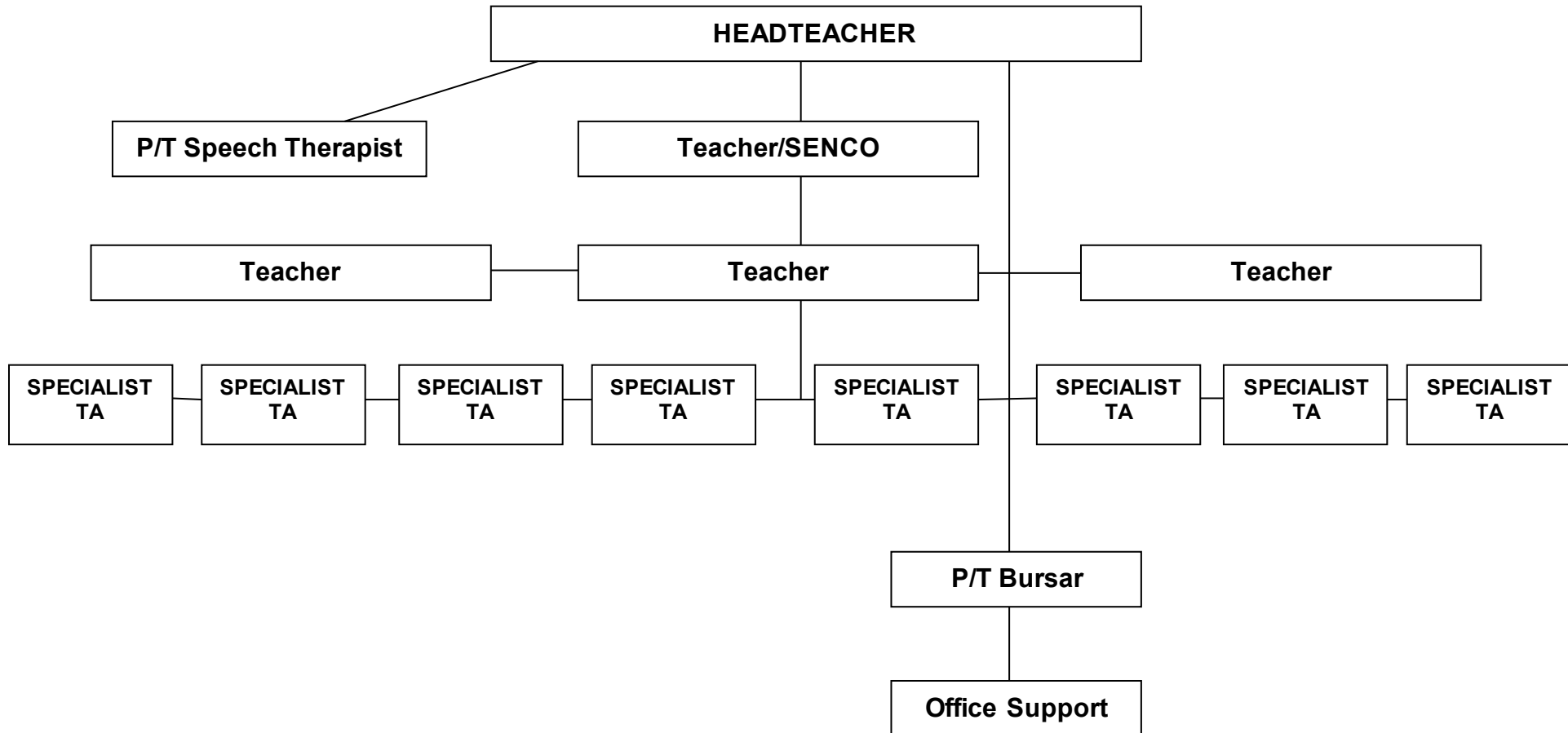
FREE SPECIAL SCHOOL – Year 2 (75%)



Churchill Special Free School

Annex 2c

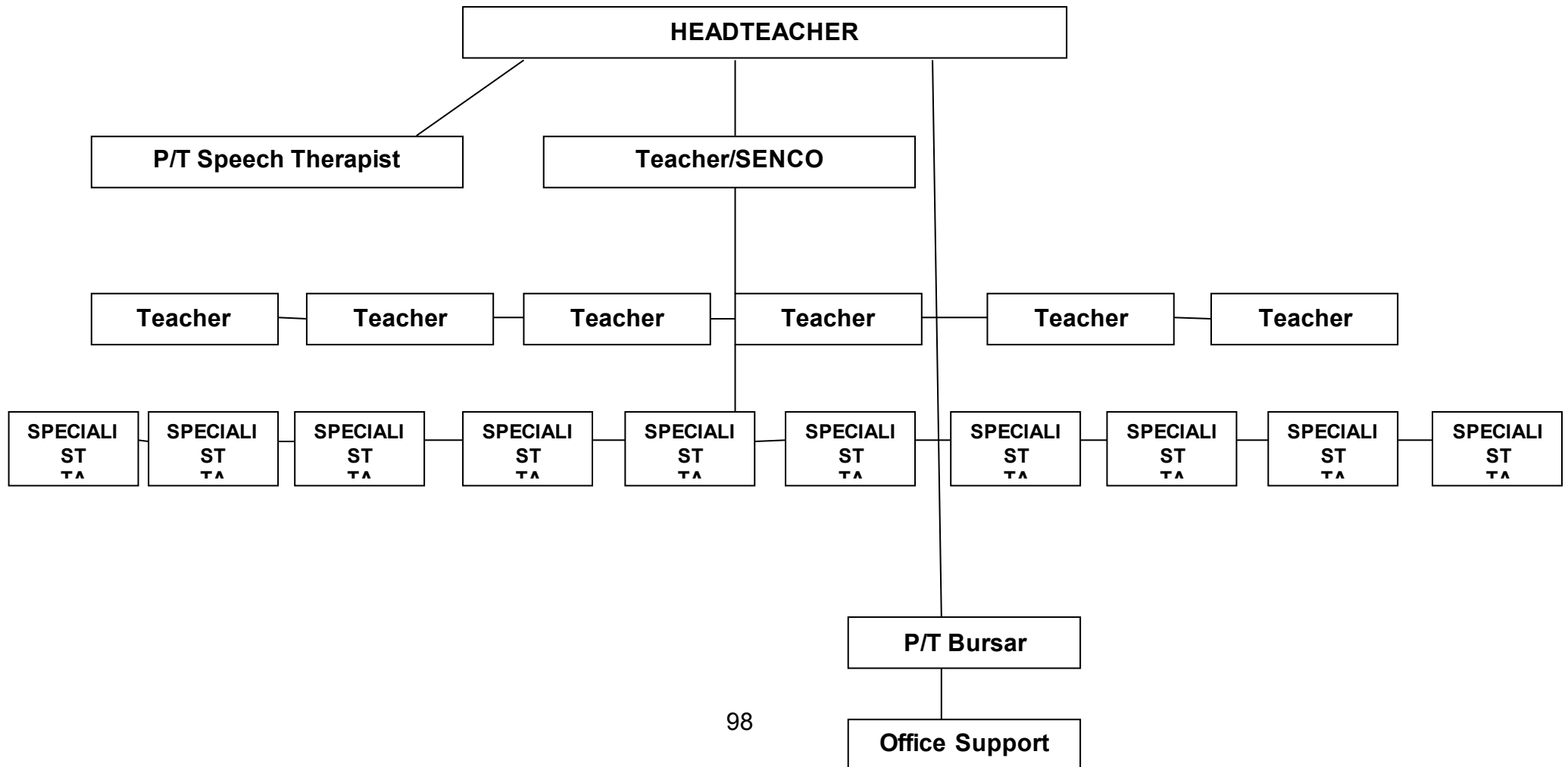
FREE SPECIAL SCHOOL – Year 3 (75%)



Churchill Special Free School

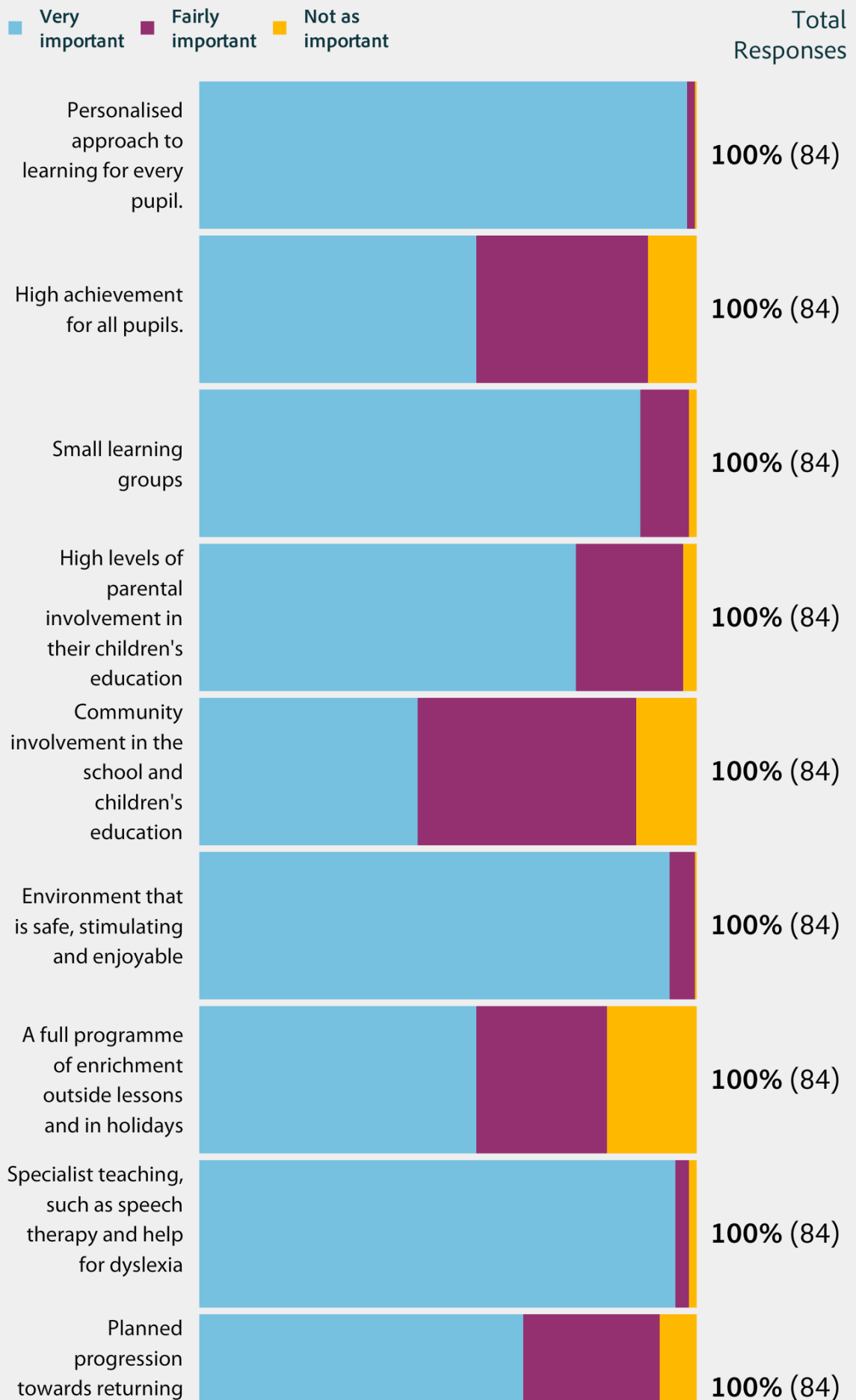
Annex 2d

FREE SPECIAL SCHOOL – Year 4 (75%)



Churchill Special Free School

Annex 3: Parents' priorities for a new special school



Annex 4

The Samuel Ward Teaching and Learning Policy



May 2011

This shows the Academy's approach to judging the quality of teaching and learning. The policy links to a grid setting out the criteria for Outstanding, Good, Satisfactory and Inadequate teaching. We will adapt and adopt this policy in order to monitor the quality of teaching and to support Performance Management

Churchill Special Free School

Annex 5

Letter of Support from Governor

To Whom it May Concern

I just wanted to say how excited we are about the proposed Special Free School for Haverhill. I cannot overstate how much this has been eagerly awaited and needed for the Haverhill area.

I have been the [REDACTED] at Samuel Ward for some [REDACTED] and also did a number of years of [REDACTED] there. This has shown me the vital need for just this sort of school in Haverhill. It would be a marvellous umbrella to support our most needy children, underpinning all the hard work put in by the schools and helping to push up overall standards.

Two meetings in recent years have made an indelible mark on me and have caused me to become an impassioned supporter of the need for just such specialist provision. One was at the Haverhill Town Council about four or so years ago, which I was invited to as [REDACTED]. Along with members from the LEA and representatives from the local community, the Town Council were discussing how Haverhill's really needy children were not being fully supported. Present also at the meeting were some very frustrated parents who, two days a week or even every day, were having their children, some quite young, bussed or taxied miles from the town.

The other meeting was in Bury St Edmunds during the height of School Organisation Review. During a discussion on Special Needs, it became apparent that by not acting then and there on the basis of 'start as you mean to go on', an opportunity during the SOR of setting up something permanent would sadly be missed.

The proposed Special Free School for Haverhill will be part of the family of schools in the area and contained within the friendly competition of the two upper schools, Samuel Ward Academy and Castle Manor Business & Enterprise College. We would hope and believe that this form of reinforcing good language and literacy could somehow be incorporated throughout the school system. As is now well established, without 'good literacy', no child is able to access the school curriculum to its full potential.

I therefore ask you to consider our bid most favourably, being assured that the governors, the staff, the parents and the whole local community would be behind making this new school a great success.

Yours sincerely,

[REDACTED], [REDACTED]