



Department  
for Education

# Free school application form 2014

**Special** (updated March 2014)

**GREEN OAKS ACADEMY SPECIAL SCHOOL**

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## Completing and submitting your application

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

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

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

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

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

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

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

**Sections A to H**, i.e. the completed Word AND Excel templates and the budget plans, need to be submitted by email to the Department for Education (by the application deadline) to: [special.fsapplications@education.gsi.gov.uk](mailto:special.fsapplications@education.gsi.gov.uk). Your email must be no more than 9MB in size.

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

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

You also need to submit two hard copies (of **sections A-H** and the budget plans) by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3<sup>rd</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT. It is essential that the hard copies are identical to the version you email.

**Section I**, i.e. the **Personal Information form**, is required for each member, director and principal designate that has not submitted forms within the past 365 days, together with a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days. These need to be submitted as hard copies with a copy of Section A (from the Excel template) by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4<sup>th</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.

### **Data Protection**

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

## Application checklist

Name of task	Yes	No
1. Have you completed the <a href="#">pre-application registration form</a> by 5pm on Friday 4 April?	✓	
2. Have you established a company limited by guarantee?	✓	
3. Have you provided information on all of the following areas:		
<b>Section A:</b> Applicant details	✓	
<b>Section B:</b> Outline of the school	✓	
<b>Section C:</b> Education vision	✓	
<b>Section D:</b> Education plan	✓	
<b>Section E:</b> Evidence of need	✓	
<b>Section F:</b> Capacity and capability	✓	
<b>Section G:</b> Budget planning and affordability	✓	
<b>Section H:</b> Premises	✓	
4. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total?	✓	
5. Have you fully completed the budget plans?	✓	
6. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?	N/A	N/A
7. Independent schools only*: have you provided a link to your school's most recent inspection report and completed a self-assessment form describing how your school would perform against the Ofsted Section 5 criteria	N/A	N/A
8. Reapplications only. If you are reapplying after being unsuccessful in a previous round, have you changed your application in response to the written feedback you received?	N/A	N/A
9. Have you sent an email (of no more than 9 MB in size – can split) with all relevant information relating to Sections A to H of your application to: <a href="mailto:special.fsapplications@education.gsi.gov.uk">special.fsapplications@education.gsi.gov.uk</a> within the window below? <ul style="list-style-type: none"> <li>▪ 9am on 5 May 2014 and 12 noon on 9 May 2014.</li> </ul>	✓	
10. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 <sup>rd</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).	✓	

**Section I of your application**

**11. Have you sent:**

- a copy of Section A (tab 1 of the Excel template); and
- copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and
- a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days

by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4<sup>th</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?

✓

## Declaration

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

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

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

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

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

Signed: 

Position: 

Print name: 

Date: 8.5.14

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

**Original signed copies are included in the hard copies.**

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

## Section A: Applicant details

Complete

## Section B: Outline of the school

Complete

## Section C: Education vision

### Section C1

#### Evidence of a Shortage of Places

The following tables have been taken from national pupil projections (SFR 53/2013 12<sup>th</sup> December 2013) and indicate the future trends for special school places nationally:

Numbers are for FTE pupils up to the age 15 in thousands with projections from 2014 onwards.

2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
70	80	82	82	83	85	87	88	91	93	95	96

The above split by age group:

Age	2011	2012	2013	2014	2015	2016	2017
Under 5	4	4	5	5	5	5	5
5 to 10	26	27	29	30	31	32	32
11 to 15	48	48	48	48	48	48	49
Up to 15	78	80	82	82	83	85	87

The letter of support from the Local Authority states:

*“The number of children accessing special schools in Northamptonshire has increased over the past four years from 1037 to 1296. Projections indicate an increase in the county’s population of approximately 15% (100,000) between 2009 and 2019; indicators suggest there is likely to be an increase in the population across all age groups. Current special provision within the County is at full capacity. There is compelling evidence of the future need for additional specialist placements for children, in particular in Northampton which has seen the highest population increase and major plans for housing growth”.*



This is supported by evidence in the Statistical First Release 42/2013 23<sup>rd</sup> October 2013 – “Children with Special Educational Needs 2013: An Analysis Department for Education”.

This identifies that in Northamptonshire for both primary and secondary pupils a higher than average number of pupils with special educational needs are being educated within mainstream schools. This is particularly true for those with Autistic Spectrum Disorder (ASD) for whom this special school is proposed to cater for. The Local Authority has indicated that this is as a result of limited provision.

#### Pupils in Primary Schools

<b>Northamptonshire – 4055 pupils</b>	<b>%</b>	<b>National</b>
Specific Learning Difficulty	8.5	9.1
Moderate Learning Difficulty	18	20.3
Severe Learning Difficulty	2.5	1.3
Profound and Multiple Learning Difficulty	0.6	0.5
Behavioural, Emotional and Social Difficulty	19.7	18.4
Speech Language and Communication Needs	30.3	30.6
Hearing Impairment	2.1	2.3
Visual Impairment	1.3	1.3
Multi-Sensory Impairment	X	0.2
Physical Disability	4.1	4
Autistic Spectrum Disorder	8.8	7.8
Other	4.2	4.2

#### Pupils in Secondary Schools

<b>Northamptonshire – 2830 pupils</b>	<b>%</b>	<b>National</b>
Specific Learning Difficulty	14.7	15.8
Moderate Learning Difficulty	19.1	21.6
Severe Learning Difficulty	0.9	0.9
Profound and Multiple Learning Difficulty	X	0.1
Behavioural, Emotional and Social Difficulty	23.7	27.7
Speech Language and Communication Needs	5.4	10.1
Hearing Impairment	1.9	2.9
Visual Impairment	0.8	1.5
Multi-Sensory Impairment	0.2	0.1
Physical Disability	4.2	3.9
Autistic Spectrum Disorder	13.9	9.8
Other	6.8	5.7

Allocation of places for pupils according to need:

The above ratio of places for 2 specific needs was based upon the current Northamptonshire statistics and therefore perceived need for places:

- pupils currently accommodated in mainstream primary schools, 8.1% ASD, 2.5% SLD (2 ASD: 1 SLC)
- pupils currently accommodated in mainstream secondary schools, 13.9% ASD, 0.9% SLD (7 ASD : 1 SLC).

	Reception	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Post 16	Total
ASD	4	4	4	4	4	4	4	6	6	6	6	6	10	68
SLD	2	2	2	2	2	2	2	2	2	2	2	2	2	26
Total	6	6	6	6	6	6	6	8	8	8	8	8	12	94

The remaining 6 places are for nursery children – their needs will be much less predictable.

### **Evidence of Low Standards**

The following information taken from statistical first releases 42/2013 23<sup>rd</sup> October 2013 identifies that in Northamptonshire pupils with Special Educational Needs perform slightly below national averages.

#### EYFS – Achievement of Pupils

Northamptonshire - 8009 pupils	% with a good level of development	% Nationally
No identified SEN	68	68
Pupils at School Action	18	27
Pupils at School Action +	20	23
Pupils with SEN without a Statement	19	25
Pupils with a Statement of SEN	4	5

#### KS4 – Achievement of Pupils

Northamptonshire – 6126 pupils	5+ A*- C GCSE and Equi	% Nationally
No identified SEN	86.7	90.3
Pupils at School Action	67.1	69.2
Pupils at School Action +	42.7	55.4
Pupils with SEN without a Statement	60.7	64.5
Pupils with a Statement of SEN	26.7	27.4

Green Oaks Primary Academy currently has provision for a 30 place Dedicated Special Provision (DSP resourced provision). This caters for pupils with statements of special needs. The educational impact this has on these DSP pupils is limited, due to the accommodation being unable to cater for the breadth of need identified in the area. In line with Northamptonshire’s policy on resourced provision, pupils may therefore be taught in a mix of mainstream and a base with specialist facilities.

Green Oaks Primary School converted to an Academy on the 1<sup>st</sup> January 2014, joining the Greenwood Dale Foundation Trust.

The predecessor primary school was inspected by OFSTED on 17<sup>th</sup>/18<sup>th</sup> January 2013 and was identified as a school that “requires special measures”.

Whilst it was acknowledged that *“Disabled pupils and those who have special educational needs, who regularly attend the specially resourced provision for pupils with autism make good progress from year 1 to year 6”*, the need to improve the provision for these pupils was also identified:

*“.. the support which disabled pupils and those with special educational needs receive in the rest of the school is not precisely matched to their needs. Consequently, they do not make enough progress and the gaps in their levels of attainment, when compared to national averages, are not closing quickly enough”*

*“In the main school, disabled pupils and those who have special educational needs often find the work too difficult, and some of them do not receive the same high-quality support given to their peers in the specially resourced provision.”*



## Greenwood Dale Foundation Trust Mission, Vision and Strategic Principles

### GDFT Mission Statement

Our mission is to become the leading Academy Sponsor raising standards in areas of social and economic deprivation and/or educational underachievement.

#### GDFT Mission Statement

We will achieve this mission by:

- i) believing all our pupils can achieve high levels of success.
- ii) identifying and pursuing opportunities where we can add the most value to young people's lives.
- iii) creating a culture and framework where our pupils and employees can learn, develop and thrive.
- iv) investing in a high quality business infrastructure to support the delivery of outstanding education.

#### GDFT Long Term Vision

The GDFT will be a model of sustainable growth and operational excellence known and recognised as a leader of educational best practice.

Pupils will be our advocates, having benefitted from our educational culture to become purposeful citizens who are well qualified, confident and highly employable.

Employees will be highly skilled and motivated, supporting pupils, families and communities by delivering outstanding educational opportunities and outcomes.

#### GDFT Strategic Principles

- i) We will prioritise our resources to achieve outstanding educational outcomes for our pupils.
- ii) We will clearly communicate what we stand for and how we govern ourselves.

For all GDFT Academies which will include the Green Oaks Academy Special School in Kingsthorpe, Northampton, the vision will include:

- an outstanding education for all children and young people
- developing confidence, high expectations and significantly enhance life chances
- the appointment of an outstanding Principal and staff who will develop a calm, well-disciplined and purposeful environment, with pupils who take pride in themselves and their Academy
- developing pupil attitudes so they take responsibility for their actions, respect other pupils and their community and become confident, well-educated and purposeful citizens
- the belief that any disability, previous schooling, lack of parental support and home deprivation must never be a barrier to success
- staff who set the highest standards as role models
- the highest quality of teaching and learning
- a relevant and stimulating curriculum with personalised learning to encourage pupils to attend well and be engaged in their learning
- fostering pupil and staff pride in their Academy
- developing strong and effective working relationships with partner schools, other post-16 providers and local and national businesses
- developing a range of post-16 opportunities, in partnership with other education and training providers, to ensure 100% transference from each year 11 cohort to post-16
- developing links with universities, employers and training providers to ensure 100% transference to HE, employment or training for each post-16 cohort
- free access to sporting and outdoor pursuits.

For more information about the Greenwood Dale Foundation Trust take a look at our website <http://www.greenwoodacademies.org/home/> and those of our individual academies.

The unique vision for this Free Special School is driven by a significant shortfall in available specialist places for ASD/Asperger's pupils and/or those with Severe Learning Difficulties in Northampton. The Local Authority is working with the GDFT to provide high quality education appropriate to the needs of these children.

Parents are looking for an environment managed by staff who are experienced and specially trained in understanding the complex needs of these pupils. The proposed 3-18 Special School will provide for a range of abilities from pupils who are able to function academically at their chronological age level or above, to those who are working at P levels.

Particular features for this proposal include:-

*Providing an exciting curriculum which prepares pupils for working life and successful community engagement.*

This will be achieved by:

- teachers who deliver exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum
- a curriculum which is balanced, broadly based and promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life
- for the more academically able (Asperger's) pupils, we will provide breadth and quality of curriculum and teaching through support from our local mainstream Academies. ASC needs will be addressed whilst supporting young people to achieve their full academic potential
- the formal and informal Personal and Social Development Programme will be a key aspect of the curriculum, being valued, monitored and tracked in a similar way to academic progress. In line with the new national curriculum that highlights the need to "*provide pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement*"
- a broad range of extra-curricular activities and sports facilities available to all pupils
- individual pathway planning designed to prepare pupils for a fulfilling life is a key driver in developing the curriculum offer
- co-location with the mainstream Green Oaks Primary Academy offering additional curriculum and social engagement opportunities. We recognise the need to provide a wider social network for all pupils. At primary level the school would work closely with the local network of 3 GDFT partners and other primary schools in the vicinity. The GDFT is practised at close liaison with their partner and local primary schools providing a number of taster days as well as extra-curricular events. In order to facilitate regular opportunities for primary ASD pupils to work with mainstream peers we intend to build on that practice to develop a formal and informal timetable of shared opportunities for special school and partner primary school pupils
- less than 4 miles from a GDFT Secondary Academy (Weston Favell Academy) providing additional access to a broader range of vocational opportunities and extra-curricular activities.

*A well planned, supportive context with staff who are specially trained to manage the specific needs of pupils with ASCs and SLD and support their families:*

Northamptonshire, like many other LAs, has a particular need for places for immigrant pupils who, on arrival, do not have a statement of SEN where placement in a mainstream setting would be seriously detrimental to their needs and possibly those of others.

100 school places for pupils (3-18) with a diagnosis of Autistic Spectrum Disorder (ASD) / Asperger's and/or Severe Learning Difficulties with a SEN statement or EHC Plan recommending the Green Oaks Special School as appropriate provision.

11 Northamptonshire pupil places for assessment prior to a Single Plan. Parents/carers will have the opportunity to be included in the dialogue throughout the assessment period, working with a range of professionals to support them. Pupils will develop supportive relationships and motivation for good attendance. These provisions will guard against assessment being misconstrued as a form of punishment rather than support.

*“Pupils and parents are very positive about how the staff help them to improve their learning and behaviour”.*

*Ofsted Feb. 2014 City of Peterborough Academy Special School*

These 11 assessment places will be used to:

- to development of a single ‘on site’ assessment process bringing together all relevant agencies with each family to address the needs of *“children falling between the gaps in services or having to undergo multiple assessments”* (SEN Green Paper March 2011).
- protected places for a child to enter at the Foundation Stage and remain in the same school until the age of 19. Pupils attending special schools and their parents find that the transition from one school to another at KS2 and/or KS4 is very unsettling with the result that there is often a regression in learning. This is particularly the case for pupils on the Autistic Spectrum as predictability and familiarity are often key factors in helping them to function
- a ‘Centre of Excellence’ for professionals working with pupils with special educational needs and disabilities. We plan to develop over time a good quality training network.
- a programme of CPD will be in place for all staff including those in other local schools. Qualified staff will offer training, advice and mentoring to local schools on or off site. Staff from other schools will be encouraged to spend time in the school.

### Staffing

The GDFT always seeks to appoint teachers who are inspirational, highly professional and self-reflective. The quality of Teaching and Learning is the key to building an aspirational, sustainable community. Appropriate planning for pupils’ individual needs, a context designed to accommodate specific difficulties and promote progress, as well as a well-designed built environment, are all key factors but secondary to the appointment of skilled, experienced leaders and teachers who work together as a team to shape the learning context.

We expect children to be enthusiastic about their learning, excited by their progress and aspirational about the future regardless of their starting points. All staff play a part in engendering the conditions for success.

*“Senior staff, the Trust and the Academy Advisory Council have high aspirations for pupils’ academic and personal development, and insist on high levels of performance from staff”.*

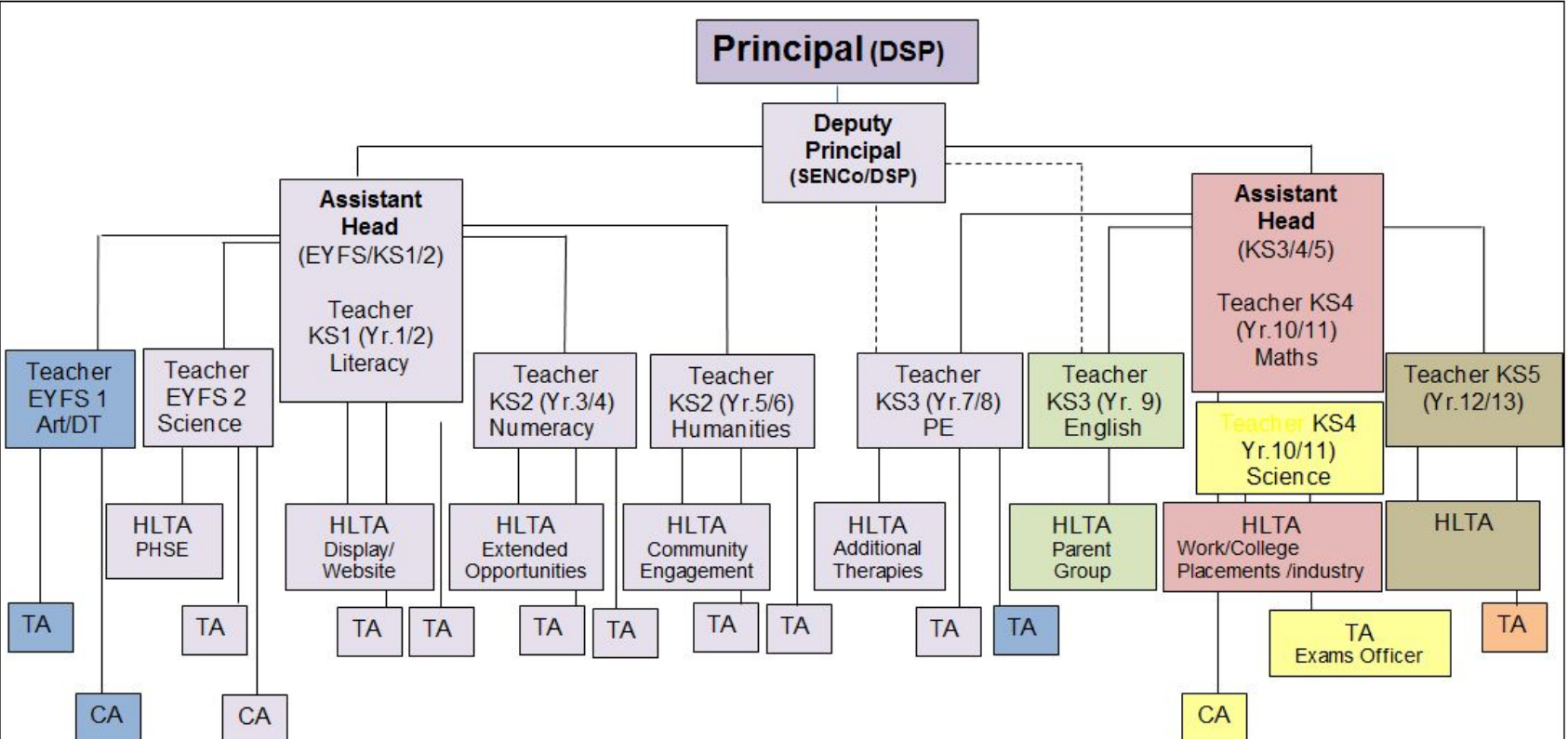
*“Pupils of all ages make good academic progress from their individual starting points”.*

*Ofsted Feb. 2014 City of Peterborough Academy Special School*

Classes are organised with 2 year groups together. The majority of the curriculum will, however, be delivered in small groups. All teaching will be planned and assessed by teachers supported by a team of trained assistants. Some aspects of the curriculum may be delivered by HLTAs under the direction of the teacher.

The following staffing diagram sets out how the staff will be appointed showing annual additions to the team to accommodate the growth in numbers.





All additional responsibilities will be allocated according to experience and skills, allocations above only demonstrate areas of responsibility

Sept 2016   2017   2018   2019   2020   2021   2022   ----- DP to line manage KS3 until 2019

Employed by GOASS, local daily management with central line management	Employed and managed by GOASS	Provided from Central Charge 4.9%	Commissioned
Finance Assistant	PA to Principal	Executive Principal (Support and challenge)	Occupational Therapy
Chef Manager 30h	Receptionist	Education Advisors inc. SEND	Speech and Language Therapy ( <i>Independent</i> )
Caretaker	SEN Admin	HR Officer	ICT Technician (GDFT)
Cook 20hrs		Support for Finance, Estates, Catering	
Asst Caretaker	Catering Assistant		

## The School Day

The Free Special School will have a traditional pattern of operation with the majority of the core curriculum being delivered in morning sessions and a combination of foundation subjects and learning activities delivered in the afternoons.

The start and end of the day will be staggered with the co-located Primary Academy to ease transport issues for parents and the management of traffic at the pressure points of the day.

### Reception and Years 1 - 6

Registration	9.00am
School starts	9.10am
Morning Break	10.40am - 10.55am
Lunchtime	11.45am - 12.35pm
Afternoon Break	1.40pm - 1.55pm
School day ends	2.55pm

### Years 7 - 12

Registration	9.00am
School starts	9.10am
Morning Break	10.40am - 10.55am
Lunchtime	12.35pm - 1.30pm
School day ends	2.55pm

## Curriculum

The new national curriculum provides a framework which is highly adaptable to the needs of the pupils. Short term planning will reflect the adaptation of topics according to the particular interests of the children (this being a key issue for pupils with ASCs). Planning for pupils with MLD/SLD will demonstrate the small progression steps needed to facilitate learning and demonstrate progress.

Some pupils will be academically capable of achieving examination success at GCSE and A Level. Less able pupils will have a choice of vocational accreditation underpinned by a basic offer of literacy, numeracy, social and practical skills.

The school aims to equip every pupil with the knowledge and skills to engage in paid employment and a variety of social circles as a minimum entitlement.

## Parents

Parents, being key stakeholders in any school, are important partners in growing the school.

Given the nature of the children's difficulties, many parents/carers are more than usually anxious to be involved with their child's provision. The complexity of need means that staff are highly dependent on parents to help them understand the children and become familiar with known triggers. Any kind of change or disruption to

routine may affect the rest of the day/week etc. Staff rely heavily on parents to communicate and where possible inform them in advance of any disruptions.

Skilled and knowledgeable staff will provide essential support to parents in understanding the needs of their children and working together to formulate consistent responses.

*“Parents are very appreciative of how staff work with them on the things that are important to them in supporting their children at home”.*

*Ofsted Feb. 2014 City of Peterborough Academy Special School*

So many parents of pupils with SEND report major frustration with accessing the appropriate support for their child. The new Children and Families Bill and SEN Code of Practice is a direct response to those frustrations as outlined in the Lamb Enquiry.

At the City of Peterborough Special School (COPASS) we have been attentive in listening to and acting upon parents' views.

The Parent Support Group, led by the Academy Advisory Council parent representatives is an ideal forum for that dialogue. The Principal/SLT (Senior Leadership Team) hosts the start of the meeting with a Q and A session which is minuted to ensure follow up actions are completed.

We believe that we should enter into an informal contract with each pupil and their family in all of our Academies, where it is made quite clear what is expected of the school, the pupil and the family.

These are shared through:

- Initial visit.
- Home /school agreement.
- Annual reviews and other parent meetings.
- Rewards and sanctions policy.
- Responses to incidents.
- Celebrations.
- School website <http://www.copaspecialschool.org/pupils/code-of-conduct>

*“Improvements in pupils' behaviour, alongside high aspirations from staff for them to do well, help pupils focus on learning and make up for past underachievement”.*

*Ofsted Feb. 2014 City of Peterborough Academy Special School*

### Additional Agencies

We provide a range of SEND support for all of our academies through our GDFT Central Team. Through:

- Curriculum Advisors.

- SEND Advisers.
- SENCo Network Group.

### Commissioned Professionals

In order to provide a full range of support, advice and opportunities to our pupils it will be necessary to commission work from Local Authority Educational Psychologists, SEND advisers and healthcare specialists where they are able to provide a good quality of service. This ensures a greater consistency of professionals involved, from diagnosis, statementing (single plan) through to on-going provision, assessment and review. Local Authorities are often unable to provide from their statutory local offer the level of intervention we will need. With additional commissioning we can improve the quality of support we offer to pupils and their families without increasing the number of people they have to work with.

The needs of the pupils will require assessment, intervention, training and guidance from therapists. Initially we plan to engage a speech and language therapist and an occupational therapists for 2 days a week to work with individual pupils and groups of pupils. We will also expect them to share treatment/intervention plans with individual or groups of staff as well as delivering training to the whole team.

Depending on the needs of the pupil cohort, music, art and drama therapists may be added to the offer over time.

*“Pupils’ access to learning is enhanced by the enthusiasm of staff to collaborate with other professionals, such as the occupational therapist, the speech and language therapist and advisers from the trust”.*

*Ofsted Feb. 2014 City of Peterborough Academy Special School*

### Accountability

Ofsted consistently comments on the vital contribution of the GDFT in providing support and challenge to all of its Academies.

Governance is the responsibility of the Trust Board. Each Academy is supported and accountable to its local Academy Advisory Council that acts as a critical friend. The makeup of that council is similar to a traditional governing body with at least two parents and one staff member. However, there is no expectation that they will carry the heavy burden of specialist committees e.g. finance, for which many lay people are ill equipped. The Central Team covers the work of those committees in conjunction with the Principal and Executive Principal. The Executive Principal provides the support and challenge to the school providing a monthly report to the CEO who in turn reports to the Trust Board.

This cycle ensures that there is a range of professionals who quality assure all aspects of the work of the Academy on a very regular basis. Any concerns are quickly recognised and dealt with efficiently.

### **C3: Aspirations and Outcomes**

#### Key Performance Indicators

Like the City of Peterborough Academy Special School, we expect the attendance, achievement and behaviour of the pupils at Green Oaks Special School to exceed national averages for pupils with comparable needs.

*“Improvements in pupils’ behaviour, alongside high aspirations from staff for them to do well, help pupils focus on learning and make up for past underachievement”.*

*“Some pupils attain as highly as those in mainstream schools and most work at National Curriculum levels close to those expected for all pupils nationally within each key stage for literacy and numeracy”.*

*“Systematic teaching of phonics (the sounds that letters make) helps almost all pupils reach the nationally expected level in the phonic check”.*

*“The behaviour of pupils is good because staff work systematically and collaboratively to reduce pupils’ anxieties. As a result, learning generally takes place in a calm, purposeful atmosphere”.*

*Ofsted Feb. 2014 City of Peterborough Academy Special School*

## Section D: Education plan – part 1

In the table below, the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time is shown.

	Current number of pupils (if applicable)	2015	2016	2017	2018	2019	2020	2021	2022
<b>Nursery</b>			0	6	6	6	6	6	6
<b>Reception</b>			6	6	6	6	6	6	6
<b>Year 1</b>			6	6	6	6	6	6	6
<b>Year 2</b>			6	6	6	6	6	6	6
<b>Year 3</b>			6	6	6	6	6	6	6
<b>Year 4</b>			6	6	6	6	6	6	6
<b>Year 5</b>			6	6	6	6	6	6	6
<b>Year 6</b>			6	6	6	6	6	6	6
<b>Year 7</b>			8	8	8	8	8	8	8
<b>Year 8</b>			0	8	8	8	8	8	8
<b>Year 9</b>			0	0	8	8	8	8	8
<b>Year 10</b>			0	0	0	8	8	8	8
<b>Year 11</b>			0	0	0	0	8	8	8
<b>Year 12</b>			0	0	0	0	0	6	6
<b>Year 13</b>			0	0	0	0	0	0	6
<b>Totals</b>			50	64	72	80	88	94	100

## Section D: Education plan – part 2

### Weekly Events

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments	Start Date	Cost
EYFS specialist instruction	4	Mandatory		2016	
KS1/2/3 specialist instruction	6	Mandatory		2016	
KS3/4 specialist instruction	1	Mandatory		2017	
KS3 extra-curricular TA led	5	Voluntary		2017	
KS3/4 specialist instruction	1	Mandatory		2017	
EYFS/KS1,2,3	1	Mandatory		2016	
KS4 Personal Development TA led	3	Mandatory		2019	
KS4/5 Extra-Curricular TA led	5	Voluntary		2020	
All 2 x TA	5	Voluntary		2016	
Primary 1 Teacher 2 TA	4	Voluntary		2016	
				Weekly cost	

### Annual Trips

Subject/other activity (e.g. enrichment)	Days	Mandatory/ Voluntary	Comments	Start Date	Cost
Extra-curricular Teacher/TA led	12	Voluntary		2016 2017 2019	
				Annual cost	

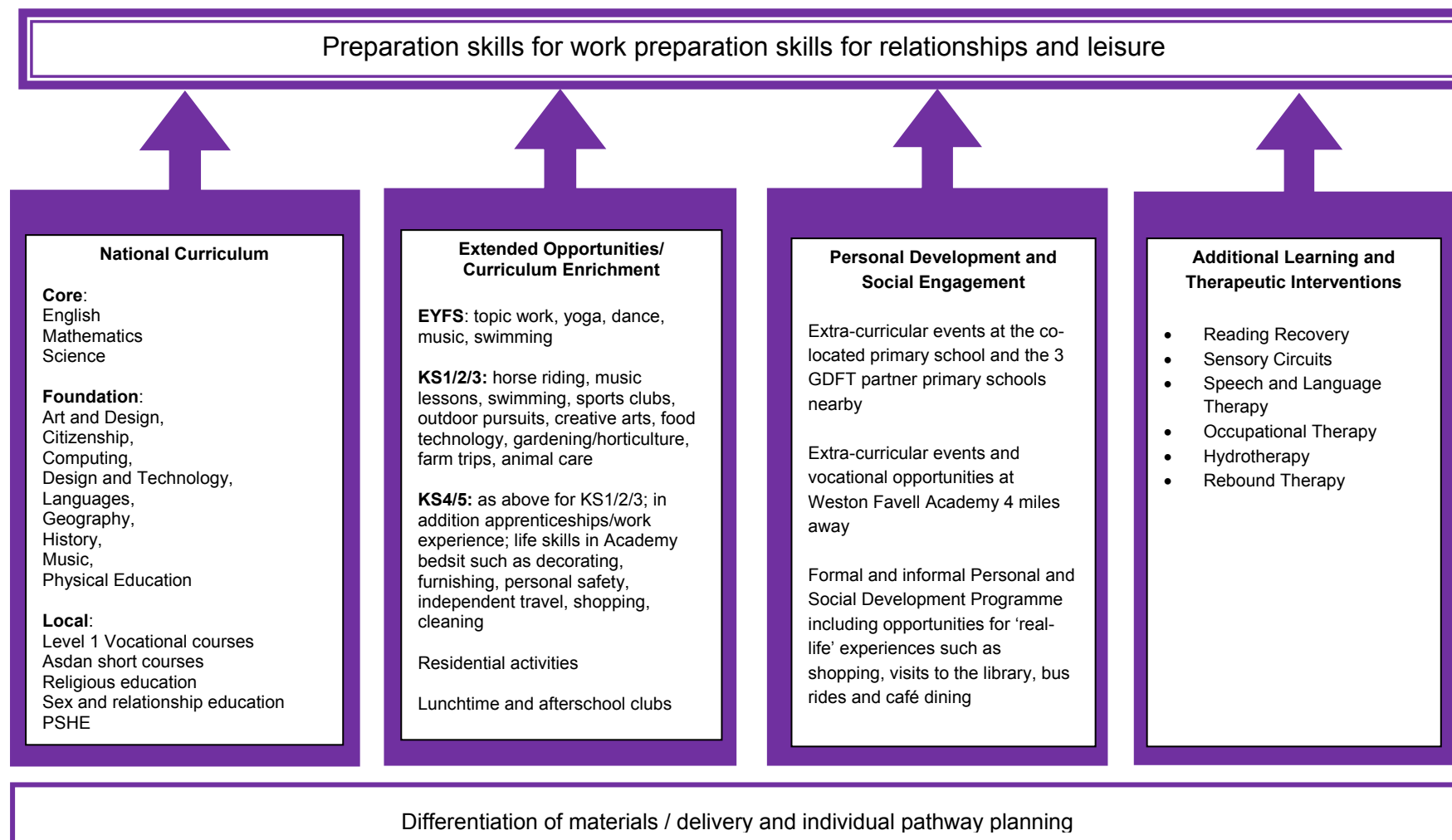
Total Cost

£	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Enrichment (Weekly)								
Enrichment (Annual)								
Total								



## Section D1: Curriculum Plan

The whole school curriculum plan is comprised of 4 key elements with an over-arching principal of preparing pupils for a successful and fulfilling future life. All planning is underpinned by an individual approach ensuring differentiation of plan, delivery and expected outcomes.



## Curriculum Principles

The following model demonstrates the key aspects we will incorporate in planning the personalised curriculum delivery. This model is equally effective and relevant for pupils who are at any stage on the academic and personal development spectrum.



The school plans to deliver the National Curriculum as the core of its offer. It is a balanced and broadly based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

All aspects of that curriculum will need significant adaptation according to individual starting points.

Planning for delivery will take place in class teams led by the teacher ensuring that all staff have a good understanding of what is being taught and how that matches individual levels of learning and their personal strengths and difficulties.

The programme of Extended Opportunities/Curriculum Enrichment is a key part of embedding and extending the learning of all pupils. For all pupils with SEN, learning

topics need the visual and kinaesthetic experience of a 'real' context in order to fully understand and retain their learning.

Personal Development has a major impact on pupils' ability to access learning and build relationships. In the early years, the Verbal Behaviour Milestones Assessment and Placement Program (VB-MAPP) will be used to track the acquisition of skills and progress towards milestones. This detailed mapping tool will give a wealth of information about each child from an early age which will continue to inform how teachers address individual learner needs.

PSHE themes will be flexible in order to meet needs of particular cohorts at any one time. The following KS2 range of overarching themes arranged into a long-term plan will typically cover the following:

<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<i>Settling in. Focus on feelings. Making friends. Keeping safe in school. In someone else's shoes. People and their work.</i>	<i>Feeling good. Keeping healthy. Changes in families. Ups and downs in relationships. Keeping safe outside school. Looking ahead.</i>	<i>Who decides. Risks and pressures. We are all different. It's my body. Being involved in my community. Looking at the world.</i>	<i>Managing conflict. The world of work. Taking responsibility for my own safety. Changing relationships. Rights, responsibilities and the law. Transition and managing change.</i>

The enrichment activities give vital opportunity to broaden horizons and 'have a go'. Many people with SEN and/or Disabilities often become isolated in their homes and families after leaving school because they have not practised or developed wide experience of joining clubs, visiting local attractions and attending social events. By the time our pupils leave school we would want to see them fully engaged in work, leisure and social life.

Where some pupils struggle with the formal PE curriculum, a range of other activities ensures some healthy exercise and opportunities to improve mobility and dexterity.

Additional interventions and therapies will be allocated according to diagnoses, learning deficits and barriers. Many pupils will have their need for additional support outlined in their statement of SEN or EHC Plan.

The on-going assessment cycle will identify those pupils who would benefit from a specific learning intervention e.g. Reading Recovery.

The majority of pupils will benefit from a programme of Sensory Circuits. A daily programme aids:

- ability to concentrate
- ability to organise

- self-esteem
- self-control
- self-confidence
- academic learning ability.

### Expected Pupil Intake

The number of pupils in each year groups is shown in the table at the beginning of section D (Year on year growth).

The expected pupil intake will be 50 pupils in Year 1 (2016) rising to its full capacity of 100 at the beginning of its seventh year (2022). Their needs will be ASD (Autistic Spectrum Disorder) and SLD (Severe Learning Difficulty) approximately in the ratio 2:1 (ASD:SLD) in EYFS and KS1/2 and in the ratio 3:1 (ASD:SLD) in KS3/4. At post 16 it is envisaged that the ratio of need will be 5:1 (ASD:SLD).

The following table shows the background characteristics of pupils in the 4 local Special Schools together with Northamptonshire and National Data.

Special School	Age range	NoR	% Eligible FSM	% English not First Language	
Fairfields	3 to 11	104	31.3	14.8	
Kings Meadow	5 to 11	35	57.1	Supp (assume 5)	14.29
Billings Brook	3 to 19	176	43.2	10.6	
Greenfields	11 to 19	82	19.3	Supp( assume 5)	6.10
<b>Weighted Average</b>			<b>36.4</b>	<b>11.1</b>	
<b>Northamptonshire All</b>			15.8	11.5	
<b>Northamptonshire SS</b>			34.5	5	
<b>National All</b>			19.2	18.1	
<b>National SS</b>			36.7	12.7	

This would indicate that the expected intake of pupils eligible for Free School Meals would be above county and national norms.

For pupils with English as an Additional Language (EAL) this appears to be in line with Local Authority averages but above the national.

For EAL pupils there is added opportunity to support their literacy needs with additional timetabling for phonics, guided reading, spelling and grammar alongside formal English lessons.

Pupil Premium funding will be used to offer discrete support to those in receipt of the money. It will also be used to buy targeted resources that can provide support and or enrichment to the curriculum and extra-curricular activities.

Some pupils may exhibit gifted and/or talented behaviours and learning. These will be supported and developed by extensions to the curriculum and by adding additional breadth such as through the adoption of deeper thinking skills.

The Admissions Policy will be the same as GDFT's Admission's Policy for COPASS.

### Type of Curriculum

The core, foundation and basic curricular are set by the new framework but the local curriculum is intended to leave substantial scope for school leaders and classroom teachers to exercise professional judgment and creativity in deciding how to contextualise, extend, deepen and embed the curriculum and learning experience. This ensures that the curriculum is motivating, appropriate for need and meaningful to pupils.

### Personal, Social, Health and Economic Education (PSHE)

The National Curriculum document states that 'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education'.

During earlier stages of the development of the school we plan to use the model for PSHE published by Hampshire County Council. All modules are adaptable to different abilities and year group content can be rearranged to account for differing stages of personal development where they are significantly below chronological age. The following pages show an example of a mid-term plan for Year 4.

## Year 4 – Feeling good

Skills, knowledge and understanding	Objectives	Suggested activities	Outcomes for personal and social development
<p><i>The National Curriculum framework for PSHE and citizenship teachers in England, DCSF/QCA</i></p> <p>Pupils should be taught:</p> <p><b>1a</b> to talk and write about their opinions, and explain their views on issues that affect themselves and society</p> <p><b>1b</b> to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.</p>	<p>Children should have opportunities to:</p> <p>appreciate home and school values</p> <p>make “I” statements about their interests and feelings</p> <p>express positive things about themselves and others</p> <p>recognise and be sensitive to the needs and feelings of others</p> <p>clarify what is important to them</p> <p>form reasoned opinions.</p>	<p>Generating class rules and understanding school’s positive behaviour rules.</p> <p>Circle time to raise self-esteem, make positive “I” statements, and talk about “<i>I am responsible for ...</i>”</p> <p>Circle time, making positive statements about each other “<i>I appreciate ... because ...</i>”</p> <p>Celebration assemblies.</p> <p>Identify personal priorities and treasures.</p> <p>Use of personal diary/log to record targets and achievements.</p> <p>Working to support a charity or appeal.</p> <p>Debate, discussion, role play</p>	<p>Children can:</p> <p>name and describe positive qualities about themselves</p> <p>demonstrate a positive self-image</p> <p>recognise and name positive qualities in others</p> <p>express an opinion</p> <p>listen to other people’s points of view.</p>

		<p>on a relevant issue.</p> <p>Writing a letter to a newspaper.</p> <p>Story – It’s not fair!</p>	
<b>Have you thought about?</b>	<p>Supporting those children with low self-esteem.</p> <p>Possible dichotomy between home and school values.</p> <p>The breadth of opportunity required to support children’s personal development learning.</p> <p>Exploring the possibility of productive links with other curriculum areas.</p>		
<b>Resources</b>	<p>Books and stories.</p> <p>Stories – <i>It’s not fair</i>, by Bel Mooney.</p> <p>Local newspapers.</p> <p>Materials from a charity or appeal.</p> <p>HIAS <i>e-Profile</i> CD.</p>		
<b>Assessment opportunities</b>	<p>Written work – “<i>I feel good when ...</i>”.</p> <p>Positive writing and comments about another child.</p>		
<b>Links</b>	<p><b>Every Child Matters</b></p> <p><b>Be healthy</b></p> <p>Mentally and emotionally healthy.</p> <p><b>Make a positive contribution</b></p> <p>Develop self-confidence and successfully deal with significant life changes and challenges.</p>		

	<p><b>RRR</b></p> <p><b>Articles:</b> 5 (<i>family guidance</i>), 7 (<i>name and nationality</i>), 12 (<i>opinions</i>), 15 (<i>joining groups</i>), 16 (<i>privacy</i>), 24 (<i>health care</i>), 27 (<i>financial stability</i>), 31 (<i>relaxation and play</i>), 37 (<i>legal punishment</i>).</p>
	<p><b>Healthy Schools</b></p> <p><b>Emotional health and well-being</b></p> <p>Have clear, planned curriculum opportunities for children to understand and explore feelings using appropriate learning and teaching styles.</p> <p>Provide opportunities for children to participate in school activities and responsibilities to build their confidence and self-esteem.</p>
	<p><b>SEAL</b></p> <p><i>Good to be me.</i></p>



## Curriculum Models

The week will usually be divided up into 30 x 50 minute slots.  
The timings of these will be more flexible in the primary phases.

	EYFS	KS1	KS2	KS3	KS4
<b>Primary</b>					
Topic	4	2	2		
Sensory Circuits	1	2	2		
Phonics	2	1			
Story	3	1	1		
<b>Core</b>					
English	5	5	4	4	4
Mathematics	5	5	5	5	5
Science	2	2	2	2	2
<b>Foundation</b>					
Art and Design	2	1	1	2	1
Citizenship		1	1	1	1
Computing	1	1	1	1	1
Design and Technology		1	1	1	1
Languages		1	1	1	1
Geography		0.5	0.5	1	Opt 1
History		0.5	0.5	1	Opt 1
Music	2	1	1	1	1
Physical Education	1	2	2	2	2
<b>Local</b>					
Vocational Courses					3
Asdan Short Courses					2
Religious Education		1	1	1	1
Sex and Relationship Education			0.5	0.5	0.5
PSHE			0.5	0.5	0.5
Guided Reading	1	1	1	1	
Spelling	1	1	1	1	1
Grammar			1	1	1
Social Interaction				2	
Personal Reading				1	1
<b>Totals</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>

## Content of the Curriculum

It is planned to incorporate all aspects of the new national curriculum as set out in the following excerpts from the July 2013 document.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/210969/NC\\_framework\\_document\\_-\\_FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/210969/NC_framework_document_-_FINAL.pdf)

The proposed structure of the new national curriculum is set out in the table below:

Figure 1 – Structure of the National Curriculum

	Key stage 1	Key stage 2	Key stage 3	Key stage 4
<b>Age</b>	5 – 7	7 – 11	11 – 14	14 – 16
<b>Year groups</b>	1 – 2	3 – 6	7 – 9	10 – 11
<b>Core subjects</b>				
English	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓
Science	✓	✓	✓	✓
<b>Foundation subjects</b>				
Art and design	✓	✓	✓	
Citizenship			✓	✓
Computing	✓	✓	✓	✓
Design and technology	✓	✓	✓	
Languages <sup>4</sup>		✓	✓	
Geography	✓	✓	✓	
History	✓	✓	✓	
Music	✓	✓	✓	
Physical education	✓	✓	✓	✓

All schools are also required to teach religious education at all key stages.

Secondary schools must provide sex and relationship education.

Figure 2 – Statutory teaching of religious education and sex and relationship education

	Key stage 1	Key stage 2	Key stage 3	Key stage 4
<b>Age</b>	5 – 7	7 – 11	11 – 14	14 – 16
<b>Year groups</b>	1 – 2	3 – 6	7 – 9	10 – 11
Religious education	✓	✓	✓	✓
Sex and relationship education			✓	✓

All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.

## Key Stage 4 Entitlement Areas

The arts (comprising art and design, music, dance, drama and media arts), design and technology, the humanities (comprising geography and history) and modern foreign language are not compulsory national curriculum subjects after the age of 14, but all pupils in maintained schools have a statutory entitlement to be able to study a subject in each of those four areas.

The statutory requirements in relation to the entitlement areas are:

- schools must provide access to a minimum of one course in each of the four entitlement areas
- schools must provide the opportunity for pupils to take a course in all four areas, should they wish to do so
- a course that meets the entitlement requirements must give pupils the opportunity to obtain an approved qualification.

Given the nature of difficulties for pupils with ASD and SLD, the KS4 individual plans will reflect the national curriculum statutory offer only where it is appropriate to their academic potential. Less able pupils who will form the majority of the school roll will access a foundation learning curriculum focusing on helping them to achieve their intended destination – such as GCSEs, level 2 college courses for some, apprenticeships or skilled work. In some cases a young person's programme may be more about working towards supported employment or independent living.

## Qualifications

### **ASDAN Courses**

In order to provide a broad offer accessible by all pupils, we plan to register as an ASDAN Centre and use the full range of courses according to individual need and strengths.

ASDAN offers a wide choice of activity-based curriculum programmes that can be used in a variety of educational settings with learners working at a range of levels. More flexible than qualifications, these programmes offer imaginative ways of developing, recording and certificating young people's personal achievements.

From Entry to University levels and for all ages of learner, but with a particular focus on the 13-19 age group, ASDAN courses offer wide-ranging provision. The courses are suitable for delivery from KS 2 through to post-16, from 10 to 180 hours.

The ASDAN Preparatory Programmes for SEN pupils will meet needs for SLD pupils from as early as Year 4.

The decision to use ASDAN courses is because of the variety and flexibility of the courses which fall into three categories.

**Programmes** - structured, 'light-touch' courses which promote active learning and progression and reward achievement.

**Qualifications** - Rigorous qualifications, from Entry 1 to Level 4, approved by the national regulators for England (Ofqual), Wales (DfES), Northern Ireland (CCEA) and recognised by the Scottish Qualifications Authority (SQA).

**Development Courses** - low-cost programme with a certificate at the end, for individuals or small numbers of learners and because ASDAN can offer bespoke accreditation for your own programme through their Customised Accreditation option.

### Enrichment Activities

“Preparation for life” is the key target in deciding the range of enrichment activities that the Free Special School will offer and the opportunities provided for learning outside the classroom will be instrumental in the achievement of this. All pupils will be able to access a wide range of age appropriate and interest led enrichment activities. These will provide opportunities for creative and inspirational experiences that encourage risk-taking, promote independence and provide memorable achievements and progress over time.

Pupil engagement, both inside and outside of the classroom, is an extremely important outcome for this Free Special School to strive for, as we recognise the vital nature of involving the whole community in making the school a safe, happy and truly outstanding place for pupils to learn. The shared commitment to building a better future will ensure that every single pupil is given the opportunity to be all that they can be.

The Free Special School will be committed to equipping young learners with the appropriate strategies to access enrichment activities to their best potential. By differentiation and modification of activities to meet the needs of pupils with ASD and/or SLD every opportunity will be provided for high quality learning both within and outside of the Academy grounds.

Extended Opportunities for EYFS may include: topic based outside exploration using the local environment; yoga, dance, music and swimming. These will promote socialisation, provide therapeutic and relaxing times and develop sense of body awareness.

Extended Opportunities for KS1/2/3 may include: horse riding (in small groups); individual and small group instrumental lessons; swimming; sports clubs (boccia, basketball and football); outdoor pursuits (rock climbing, abseiling, canoeing, archery, sailing and orienteering); creative arts (drama, dance, theatre trips and pottery); food technology; gardening/horticulture trips to the local farm) and animal care. These activities offered in a structured, supportive environment will promote positive peer interaction, improve communication skills and develop patience to help build pupils' confidence and independence.

Extended Opportunities for KS4/5 may include: all of the above and skills required for daily living, helping all of them to have a measure of independence over their own lives. Life skills developed from the opportunities to volunteer; undertake an apprenticeship or work experience allow pupils to demonstrate a high degree of independent choice-making and improved communication skills, increased tolerance of new situations and acquisition of new skills in settings not easy to reproduce at school or at home. The development of an Academy 'bedsit' will allow for the development of life skills such as preparing, decorating and furnishing a place of residence alongside learning about personal safety, travelling as independently as possible, shopping and cleaning. Links with FE colleges will allow for pursuit of vocational courses in areas such as construction, health and beauty and IT. These practical, vocational experiences will clearly demonstrate the power of enrichment outside the classroom, and give pupils a much wider view of the world and what they are capable of achieving in the future.

All pupils will have the opportunity to participate in residential activities in differing locations and of varying length matched appropriately to their needs. There will also be the provision of an after school club operating on several school nights between 3.30pm and 5.30pm as well as the introduction of a lunchtime club programme to ensure there are no missed learning opportunities at these times.

Many of the outlined enrichment activities will be delivered by appropriately skilled/ and or qualified TAs and teachers from the Academy to keep financial costs down and to enable more effective relationships between staff and pupils to form. Costs will be covered either as part of a member of staff's contracted hours or as a negotiated hourly rate over and above their basic pay. Some activities require specialist instruction and so this will be negotiated on a case by case basis taking into account the providers' experience of working with pupils with complex needs, frequency of activity, travel costs incurred and whether it might be appropriate and/or necessary to make a reasonable charge for the activity to the parents/carers (if able to pay).

### Pupil Transition

Strategies to support pupils entering and leaving (planned and in-year):

#### EYFS

- Home visits by staff.
- Visits to nursery with parents/carers. Sample various sessions e.g. snack time, playtime, circle time etc.
- Photo book with relevant staff pictures, photos of activities and areas in EYFS setting e.g. sandpit, lunch table, doll's corner etc.
- Specific training for staff involving a child's specialist needs.
- Pen portrait of child to be drawn up with parents/carers.

## EYFS → Primary or Primary (in year)

- Transition visits into new school, child to be accompanied by a familiar adult, and sample various sessions including structured lessons, assembly, lunch and play.
- Transition pack to be developed for the child, including photos and an “all about my new class/school” booklet.
- Opportunities to meet teacher, teaching assistant/ learning support staff.
- Transition planning with parents and Early Years staff should include a pupil pen portrait, Behaviour Support Plan, sharing of documents/information and two way transition visits (i.e. primary staff to visit child in Early Years setting and vice versa).
- Focus on “learning to learn” behaviours (Individual Education Plan (IEP) targets should reflect this) for example listening to teacher, adult directed tasks, sitting for longer periods etc.
- Annual class to class transition to be facilitated with the following considerations:
  - information transfer
  - visits; personal introductions
  - visual reminders of new expectations/changes but also what will remain the same (for example same peers, same dining room etc.)
  - transfer of attachment/allegiance
  - transfer of classroom
  - support on first day
  - allowance for purposeful return (e.g. delivering note to previous teacher).

## Primary → Secondary or Secondary (in year)

- Provide a map of the new school building; colour code subjects and classrooms; highlight important areas e.g. dining hall, hall, form room/classroom.
- Make the timetable easy to use for the individual.
- Create daily checklists so the correct items are taken to/from school according to daily activities.
- Create a user-friendly diary for organising home work.
- Set up a “buddy-system” with a designated peer/group to help the individual move between classes.
- Assign a member of staff as a “mentor” to help in times of “crisis”.
- The same person could be the home/school liaison link.
- Plan for a consistent approach between all lessons. A staff communication system (in diary form) may be useful to pass on information. Remember to consider a Behaviour Support Plan or Pupil Profile.
- Make provision for a “chill out” space for an individual to withdraw to when necessary.

- Consider procedures for break and lunchtimes which can often be the most stressful time of the day. Options include a “circle of friends” or a lunch club as a way to structure these times.

#### KS3/4 → KS5/ College / Further Education / Work Experience

- Provide ample time for induction, including being able to look around at different times of the day and to sort out manageable timetables that are achievable.
- Support making decisions about appropriate clothing suitable for the job/task/placement.
- Observe classes or work placement; sit at the back or side and watch how the pupil-teacher; manager-worker interaction differs to those of younger pupils at school with their teachers.
- Help the pupil to build a relationship with their 1:1 or small group support worker before undertaking the next stage of their education in a relaxed, non-educational setting such as a café.
- Provide training for staff to meet the specific needs of those they will be supporting.
- Provide a quiet area to enable a place of retreat if overloaded.
- Help in the development of organisational tools to aid self-study such as weekly timetabling of events.

#### Education → Life/Work

- Provide as much opportunity for advanced orientation as possible.
- Spend time observing new social rules.
- Increased understanding of peer/staff awareness.
- Ensure minimising anxiety with developing a relationship with a new non-school based support worker through use of effective orientations and introductions.
- Time spent on building up more developed life skills especially those which are more home based including learning new schemas such as:
  - a. interacting with people they are unfamiliar with
  - b. learning how to plan for and then go shopping
  - c. how to use public transport especially in an unfamiliar area
  - d. home organisation such as cleaning, cooking, security
  - e. money management.

All staff will understand the significance and importance of their role in ensuring successful and smooth pupil transitions either into or out of their class. Certain members of staff will be given the role of Key Person as a specific contact for the pupil, parents/carers and staff when joining the school in-year.

In the formative years of the school, members of the Senior Leadership Team will be involved which includes the Principal, Deputy Principal and Assistant Head until such time as the school (2021) has all Year groups in place when it will be appropriate to delegate the role appropriately.

Transition arrangements will start for a known pupil transfer up to year before joining or leaving the school. However, it is more likely that transition activities will mainly take place in the final 2 terms before transition to the school and for 1 term afterwards.

To ensure on-going collaboration before and after transfer a number of strategies will be put in place to allow an equal partnership for all stakeholders.

These will include:

- identifying a key person as a contact for the pupil, parents /carers and staff at school
- staff from the receiving school to be invited to attend the final Annual Review of the joining pupil at their current school
- for staff from both schools to set IEP targets collaboratively to address transition issues identified
- to consider staffing issues and plan for familiarisation with a wider range of staff members
- provide copies of all information communicated to parents/carers
- timetable carefully transition meetings involving staff from both schools and parents/carers
- create a portfolio of best work by the pupil to provide them with a lasting memory of their journey so far and to further inform the new placement
- to create an accessible transition plan in conjunction with the pupil
- encourage the pupil to note queries and concerns in a Transition Journal then allowing time to air these and to reach solutions or compromises
- the new school provides a school information pack to the feeder school and feeder school creates and provide a pupil passport/pen portrait of the pupil to show which strategies work and what support is needed
- the SENCO from the new school shadows the pupil for a day in the old school to become familiar with their support need
- identifying a buddy for the pupil (if appropriate)
- timetabling extra visits if required and creating social stories to aid the pupil's understanding of what is happening.

A number of strategies should be adopted at the time of transition to ensure that learning does not dip, especially for the most vulnerable. Before joining a school some pupils' anxiety can be extreme so offer counselling sessions can be effective.

One of the main issues can be that there is a lack of understanding between subject specialist teaching at a secondary level and the more classroom based approach at primary. Improved liaison between the two sectors allows for better sharing of knowledge and can stop an underestimation of what has been learnt before so that work is not found unchallenging or repetitive. Efficient transfer of records will provide effective benchmarking of where a pupil is at academically and then careful and regular monitoring of progress allows for personalised, targeted intervention if the correct progress is not being made. The long summer holidays can be problematic for some learners so offering 'catch up' or holiday clubs in the summer are an engaging way of allowing learning to continue. This too can be extended to breakfast



and homework clubs to extend the school day and provide a suitable place to continue learning. Monitoring teaching and learning using Learning Walks at times of transition by members of SLT will ensure that flexible teaching takes place that takes account of differences in pupils' preferred learning styles. Intervention can be provided for pupils with the greatest needs in key areas which may impact on successful transitions such as building up emotional resilience and developing a greater sense of self-worth and belief in themselves; work on creating and maintaining appropriate friendships; improving organisational skills; exploring coping strategies for dealing with feelings and exploring ways of tackling problems and ways to solve them.

Up to Y9 pupils and parents will be involved in planning, monitoring and reviewing their child's education and points of transition through being involved in all of the above discussed strategies but also the Annual Review process. From Y9, the continued use of strategies will be maintained but instead of an Annual Review, the pupil and parents will be invited to attend a person-centred Transition Review Meeting, where they can review the plan and continue to talk about their son/daughter's options for the future. These are a way of running Transition Review meetings that puts the focus firmly on the young person. The Transition Plan should clearly set out the pupil's ideas and hopes for the future and cover all aspects of life, not just which college or service they may be moving on to. Any health, housing or social care needs should be clearly stated, and the plan should set out what each service will do, and when, in order to meet these needs. It is important that the plan is based on what the young person thinks is important and does not just focus on existing available services. It is also vital that the transition plan covers money and benefits and ways of funding the services or support that they will need as an adult.

The appropriate careers service must complete an assessment of their education and training needs and produce a written report in the last year of compulsory school. This is called a **Section 140 Assessment**.

The assessment may be made up to the age of 25. This should help parents and pupils to think about possible education and training options. If the pupil is thinking about getting a job, the school will help them organise some work experience or a volunteer placement. This will help them to get an idea of what kind of work they would like to do, what they enjoy and what they find difficult, and what kind of support they may need in the workplace. There are a range of different training schemes available, including work based training, apprenticeships and volunteering schemes.

Even if paid work is not a possibility these opportunities may still provide valuable experience and skills. Increasingly local areas in England and Wales are now offering personal budgets rather than services, giving parents and pupils the flexibility to arrange their own choice of daytime or evening activities. This is a key part of **personalisation** – the term used to describe new changes in social care services in England. Personalised approaches recognise that young people and their families are the best people to say the kind of support they need for adult life, and who they would like to provide it. It means giving young people real choice and

control over their adult lives – and this can mean having greater control over funding for support.

**Section D2:  
Measuring Pupil Performance Effectively and Setting Challenging Targets**

Academic Achievement

Below is the current performance measure for KS2

Key Stage 2	Percentage
% 4+ in English and Mathematics	
% making expected progress in English KS1 to KS2	
% making expected progress in Mathematics KS1 to KS2	

However, with the introduction of the new National Curriculum in September 2016 and the abolition of National Curriculum levels is not yet clear how results will be published for set of results in the summer of 2017. Other than to say that there will be some indication of the “readiness for secondary education”.

Once the Special School opens in September 2016 and the 6 Yr 6 pupils this includes, appropriate targets will be set.

For Secondary pupils in 2016 the new Attainment and Progress 8 Measures will be in place. These will be based on the Examination results from 2016 and until the first set of results are published, it is very difficult to be in a position to predict targets for Mainstream pupils without the added difficulties of Special School Pupils.

GDFT Central Team members are fully up to speed with the proposed changes and will be monitoring all information as it is published.

The first set of KS4 data published date for the Special School will not be until the summer of 2022, which is so far into the future and taking into account that this will only include 8 pupils the data is likely to be statistically invalid anyway.

When National Data is published during the Academic Year 2016-17 and the precise cohort of the Special School has been identified, appropriate targets will be set.

Attendance

The intention is for the attendance measures to reflect those for mainstream schools and the national statistics for similar special schools.

Currently the following measures are monitored on a monthly basis across all Academies within the GDFT:

	Percentage
% Ever 6 average attendance	
% Non-ever 6 average attendance	
% Total average attendance	
% Persistent absentees	

### Behaviour

The planned MIS (Progresso) will be used daily by staff to record incidents of good and unacceptable behaviour.

The SLT will work with staff to establish the benchmarks for assessment of behaviour and clear systems for recording so that the school can report regularly and consistently to parents, the Academy Advisory Council and the GDFT on behaviour.

Exclusion will only be used as a last resort strategy if it becomes impossible to keep others safe in school and then for the shortest time possible.

Recognising and rewarding good behaviour is important in motivating pupils and encouraging parents. The nature of rewards will be determined by consultation with staff and more importantly with pupils so that they value the system.

The pupils 'code of conduct' will look something like the following but must be finalised in agreement with all stakeholders

#### **Pupils agree to:**

#### **School agrees to:**

<ul style="list-style-type: none"> <li>Carry out reasonable requests made by staff</li> </ul>	<ul style="list-style-type: none"> <li>Welcome you into the school where you can belong</li> </ul>
<ul style="list-style-type: none"> <li>Accept support from staff</li> </ul>	<ul style="list-style-type: none"> <li>Support you to achieve success</li> </ul>
<ul style="list-style-type: none"> <li>Allow staff to keep me and others safe</li> </ul>	<ul style="list-style-type: none"> <li>Keep you safe</li> </ul>
<ul style="list-style-type: none"> <li>Take time away from others if they are at risk</li> </ul>	<ul style="list-style-type: none"> <li>Give you space when you need it</li> </ul>
<ul style="list-style-type: none"> <li>Listen when staff are talking to me</li> </ul>	<ul style="list-style-type: none"> <li>Meet your needs where we can</li> </ul>
<ul style="list-style-type: none"> <li>Speak truthfully</li> </ul>	<ul style="list-style-type: none"> <li>Listen to you when you need to talk to us</li> </ul>
<ul style="list-style-type: none"> <li>Not to threaten or swear at others</li> </ul>	<ul style="list-style-type: none"> <li>Speak to you kindly and considerately</li> </ul>
<ul style="list-style-type: none"> <li>Treat others as they like to be treated</li> </ul>	<ul style="list-style-type: none"> <li>Treat you as you like to be treated</li> </ul>
<ul style="list-style-type: none"> <li>Not damage, or threaten to damage property</li> </ul>	<ul style="list-style-type: none"> <li>Promote positive decision making</li> </ul>
<ul style="list-style-type: none"> <li>Work with staff to make and keep agreements</li> </ul>	<ul style="list-style-type: none"> <li>Work with you to make and keep agreements</li> </ul>
<ul style="list-style-type: none"> <li>Not bring illegal or harmful things into school</li> </ul>	<ul style="list-style-type: none"> <li>Support you to keep this agreement</li> </ul>

<ul style="list-style-type: none"> <li>• Walk in school corridors</li> </ul>	<ul style="list-style-type: none"> <li>• Support you to walk around school</li> </ul>
<p>General pupil rules:</p> <ul style="list-style-type: none"> <li>• Wear the school uniform</li> <li>• Be punctual for school</li> <li>• Students are only allowed to bring electronic gadgets such as mobile phones, ipods, MP3 players etc if you have prior written agreement between school and home.</li> <li>• Under no circumstances must students access the computer network under the login of anyone else.</li> </ul>	

Standards of behaviour at unstructured times, meal times and around the corridor are as important as in classrooms as they give an indication of pupils' attitude to school and others in the community. Expectations will be made clear with staff and pupils and monitored as part of learning walks and other SLT observations.

We attach great importance to consultation with staff, pupils and parents and so, as we do in COPASS, we will ask all 3 groups to complete annual questionnaires anonymously on their views of the school and then let them know how we will address any issues that have arisen from the consultation.

All pupils will be given a free set of uniform on the opening of the school and expected to wear it with pride. We are realistic about the need for comfort and the sensory difficulties of some pupils and so we favour the polo shirt and sweatshirt with school logo even in the senior school. Personal care and hygiene will be a part of the informal curriculum and may be a particular issue for some. For those with physical care needs the GDFT Intimate Care Policy addresses any concerns that may be raised by parents or staff.

Safeguarding the physical and emotional well-being of our pupils is as important as their academic progress. Our policies and practices are designed and supported by the Trust, DSPs are currently trained locally in order to make strong links with the Local Authority Designated Officer (LADO) and are subject to regular audit as a part of the GDFT annual Quality Assurance cycle. All staff will be trained in Safeguarding as part of induction and updated on an annual basis.

In order to identify areas for improvement and sustain good and outstanding practice every GDFT Academy is subject to an annual Quality Assurance Review similar to an Ofsted inspection but carried out by GDFT Executive Principals and supported by Principals from other Academies in the Trust. COPASS commissioned an independent Ofsted Inspector, who is very experienced in inspections in SEN schools, to carry out the review last year. The outcome of the review was very supportive in preparing for the Ofsted inspection in the following term. This is a model we expect to continue.

Whilst we are rigorous and robust in our lesson observations and expectations of staff, particularly the quality of teaching we do understand the huge pressure it puts on staff to perform exceptionally every day. Especially in special schools, where pupils' difficulties can be very disturbing and sometimes threatening, it is important to remain aware of staff well-being. Regular morning briefings, staff meetings and

training sessions will be convened to ensure good communication, open dialogue and consultation. SLT will plan a programme of coaching, mentoring, training and staff development in order to improve the quality of provision, staff morale and give opportunities for career progression. The GDFT runs a programme of training across the Trust network to prepare staff for middle management and senior leadership. We convene regular network meetings/training and development for Principals, SENCos and all subject areas at primary and secondary level.

### Pupil and Parental Satisfaction

The Academy aims to work in partnership with parents/carers and pupils.

The Academy will aim to provide satisfaction by:

- keeping parents and carers informed and giving support during any further assessment and any related decision-making process about their child's SEN provision
- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- ensuring all parents and carers have appropriate communication aids and access arrangements
- providing all information in an accessible way
- encouraging parents and carers to inform the Academy of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the Academy can help their child
- agreeing targets for the child
- making parents and carers aware of the Parent Partnership services at review meetings.

Furthermore the Academy will endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning (self-assessment and self-evaluation)
- share in individual target setting across the curriculum
- self-review their progress and set new targets.

Parents/carers and older pupils will have the opportunity to voice their thoughts at review meetings and they will also be given the opportunity to complete satisfaction questionnaires which will be sent out to them annually from the Academy. The results of these questionnaires will be collated and a report outlining their findings will be created and published.

## Staff Morale, Development and Retention

As an Academy we would endeavour to embed the following proposals within the working environment to create a climate of high staff morale:

- Allow the climate of accountability to coexist with one of innovation and creativity
- Promote the importance of teacher collaboration -- in person or in professional learning communities and networks online -- demonstrating and evidencing why it is such a positive catalyst for teacher improvement
- Find ways in which the Academy can connect with its local communities in substantive ways
- To ensure that staff well-being is measured and that the Academy provide supportive activities to support best staff performance and to develop morale
- Ensure that all members of the organisation feel valued equally so that they feel that they can perform their best.

We believe that all staff (teaching and non-teaching) working at the Academy are entitled to a framework of support to enable them to develop effectively, confidently and competently within their role. This support will be offered from within the Academy and through external agencies/institutions. The aim of Staff Development is to improve the quality of teaching and pupil learning by the development of staff potential. In order to achieve this we must:

- Make staff development and training a right and duty of all staff and a responsibility of management.
- Provide experiences likely to contribute to the personal, spiritual and professional development of each member of staff.
- Co-ordinate individual and whole-school in-service education and training in order to respond to the needs of the Academy in search of best practice and to meet the challenge of change.
- Respond to the needs of teachers as part of the Performance Development Review.

We believe that retaining the Academy's workforce is a key to providing the best education for our pupils.

We aim to:

- Provide induction for all staff.
- Provide clear job descriptions stating roles and responsibilities.
- Conduct exit interviews to evaluate our procedures.
- Teachers are provided with sufficient non-contact time to allow for the required Planning, Preparation and Assessment time. Senior management and subject leaders receive additional time to carry out tasks related to their position.
- Staff have use of a staff room, can purchase lunches and staff are encouraged to take appropriate breaks.

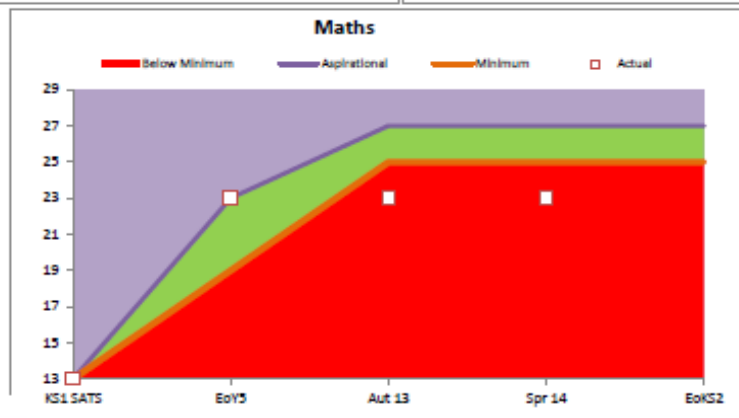
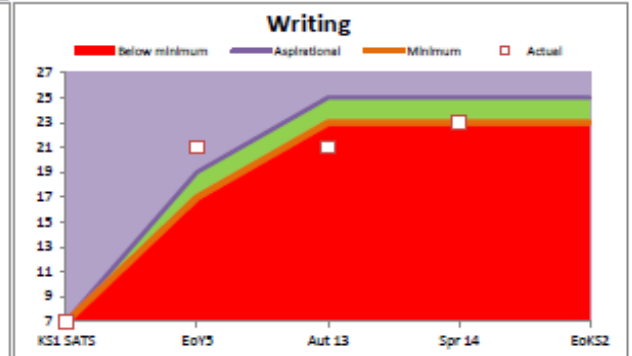
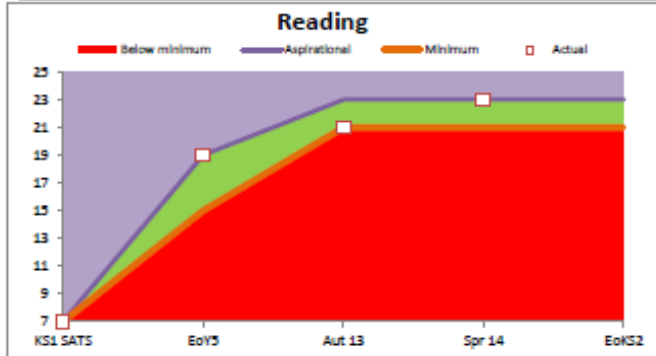
- All teachers are supported by classroom assistants and class teams developed.
- We aim to cover absent staff when required / possible by using known staff and supply agencies.
- We are open to flexible work patterns e.g. part time or job share.
- Staff are supported in the management of challenging behaviour; all pupils exhibiting such behaviour have detailed management guidelines and programmes. Staff are offered specific training.
- Essential lifting and hoisting equipment is provided and regard given to manual handling regulations. All staff are offered manual handling training.
- Communication is encouraged across the school and staff have both formal and informal opportunities to share concerns and experiences.
- Staff are encouraged to share good practice, knowledge and skills.
- Staff are encouraged to be self-critical and be involved in the self-evaluation of the school.
- All achievements and successes are acknowledged and praised.
- Innovation is encouraged and promotion, both internally and externally.

### Assessment and Data Tracking

The Data Manager at COPASS has developed a bespoke assessment tracker within Progresso based on national data from the Transition Matrices.

The following example demonstrates the minimum and aspirational targets set for pupils, giving the green area of expected progress.

KS1-2 Progress	SATS KS1	July 13 Level	Aut 13 Level	Spr 14 Level	EoY5 Min Target	EoY5 Asp Target	EoKS Min Target	EoKS Asp Target
Maths	2c	3a	3a	3a	3c	3a	4c	4b
Reading	1c	3c	3b	3a	2b	3c	3b	3a
Writing	1c	3b	3b	3a	2a	3c	3a	4c



Jan 2014 individual student graphs KS2 Y6

Green Oaks Academy Special School will adopt the same tracker, setting 2 individual targets for each subject area. Teachers will provide termly assessment to measure against targets and review where necessary. SLT will review outcomes on a termly basis and the Executive Principal will discuss and challenge the individual progress of all pupils each term with the Principal to ensure pupils are fulfilling their potential or receiving the additional interventions needed to support them. Where pupils are working below National Curriculum Level 1, P levels will enable the school to measure progress, set targets and evaluate the impact of their provision. The P levels support summative assessment at the end of an academic year or Key Stage.

They will help to track and identify linear and lateral pupil progress. They provide a best-fit judgement on SEN pupil performance, as a pupil may not demonstrate every element of a P level descriptor.

Teachers' pupil assessments could be very well supported by using 'Connecting Steps' the newer 'B Squared' assessment tool. It provides effective 'next steps' guidance for less experienced teachers, supports assessment and will be appropriate for the majority of pupils' abilities.



## Monitoring and Evaluation

The annual internal Quality Assurance cycle will include 3 lesson observations usually by 2 members of SLT or the Executive Principal. Regular announced and unannounced learning walks, termly work scrutiny and moderation.



Co-location with a primary academy and close proximity to a secondary academy will aid the process of moderation for those more academically able pupils. As in Peterborough we expect to be a full partner in the local special schools network giving, among other advantages, the opportunity for external moderation with comparable children.

The Executive Principal will begin working on the SEF with the Principal from pre-opening to ensure that all data is tracked, evidenced and analysed from the outset including specific cohorts e.g. pupil premium pupils.

The School Improvement Plan (SIP) will demonstrate SLT judgements about how the school is performing and what needs to be improved. Evidence of all aspects of school development will need to be collected.

At COPASS we have developed an electronic model of SIP that states the aspiration for each area of improvement behind which sits an action plan for each area detailing what needs to happen to achieve the aspiration.

# School Improvement Plan 2013/14

<p><b>A</b> RAISING PUPIL ATTAINMENT &amp; ACHIEVEMENT</p>	<p>Raise attainment &amp; achievement of all pupils from their different starting points so the majority of pupils exceed expected progress.</p>	<p>1. All students make at least good progress, irrespective of their entry dates.</p>	<p>2. Targets for pupil achievement in foundation subjects are challenging and as well tracked as they are for core subjects.</p>	<p>3. Pupil premium and catch up funding helps pupils make at least good progress to apply their reading skills in all subjects.</p>	<p>4. Communication of pupil achievement to parents is good.</p>	<p>5. The impact of special interventions is monitored and evaluated leading to well-targeted plans.</p>
<p><b>B</b> QUALITY OF TEACHING</p>	<p>Improve the quality of teaching and learning to accelerate the progress made by all groups of pupils</p>	<p>1. Most teaching is outstanding and never less than consistently good.</p>	<p>2. All pupils are well supported to access learning that enables them to improve their academic and personal skills.</p>	<p>3. Teachers draw upon assessment, plan exceptionally and systematically check pupils' understanding.</p>		
<p><b>C</b> BEHAVIOUR &amp; SAFETY</p>	<p>Promote good behaviour and safety.</p>	<p>1. Pupils demonstrate increasing ability to assess and manage their own behaviour so they return to learning quickly.</p>	<p>2. Pupils with more complex behaviours are supported to fully integrate with their class groups.</p>	<p>3. The Personal Development of all students, especially behaviour, is systematically tracked to show that interventions are having a positive impact.</p>	<p>4. The behaviour policy to gives clear guidance to staff to further develop consistency of behaviour management.</p>	<p>5. Pupil leadership and voice opportunities are well developed, though pupils' positive contribution.</p>
<p><b>D</b> CURRICULUM DEVELOPMENT</p>	<p>Offer a broad and balanced curriculum based on the school ethos of excellence and enjoyment.</p>	<p>1. The curriculum reflects changes in introduced by the new National Curriculum requirements and Ofsted best practice.</p>	<p>2. The use of ICT enhances learning opportunities for all, within and outside the school.</p>	<p>3. An appropriate KS4 curriculum is in place and being developed.</p>	<p>4. The impact that sports premium has on the curriculum is measured and therefore informs planning.</p>	<p>5. The PSHE curriculum is fully embedded which in turns impacts on behaviour.</p>
<p><b>E</b> LEADERSHIP &amp; MANAGEMENT</p>	<p>Develop the quality of Leadership &amp; Management across the school.</p>	<p>1. The systems for monitoring teaching and pupil outcomes are robust, rigorous and clearly evidenced in the SEF.</p>	<p>2. Pupils have a wide range of opportunities to practice their skills in a range of real life situations.</p>	<p>3. Subject leaders demonstrate secure knowledge in monitoring data.</p>	<p>4. Staff have access to appropriate, high quality CPD and mentoring.</p>	<p>5. KS3/4 pupils curriculum offer is enhanced by the co-location with the mainstream academy</p>
<p><b>F</b> BUILDINGS &amp; LEARNING ENVIRONMENT</p>	<p>Maximise the use of all buildings and grounds to provide safe and exciting learning experiences.</p>	<p>1. The covered area for children in the Early Years improves access for teaching and learning outside of the classroom.</p>	<p>2. The quality of information displayed in the class rooms has a significant impact on learning and personal skills.</p>		<p><i>'Be inspired'</i></p>	
<p><b>H</b> FAMILIES &amp; COMMUNITY</p>	<p>Work in partnership with GDFT, LEA and local community to develop extended services.</p>	<p>1. Parents are regularly involved in learning and other aspects of school life.</p>	<p>2. The school website is well developed giving good quality, current information to all stakeholders fully reflecting the specialist nature of provision.</p>	<p>3. Families have a good understanding of EHCP's.</p>	<p>4. There is a rich and varied offer of after school clubs to extend learning opportunities.</p>	

## Monitoring and Improving the Quality of Teaching

Having 2 trained Ofsted inspectors on the GDFT Executive Principal team ensures that we continually reference the latest Ofsted criteria and guidelines.

We use the National Teacher's Standards as part of the framework for our Personal Development Review Process. Support staff have access to a published set of professional standards to help them in assessing how they are doing and how they can improve. Feedback from lesson observations and self-review inform teachers and support staff targets. GDFT adheres to national standards for teachers pay and conditions.

The Principal will manage the PDR cycle for all school staff delegating some responsibility for teachers to the other SLT members and line management of support staff to appropriate teachers. The staffing diagram indicates lines of managements. The Executive Principal will be responsible for the Principal's PDR and implications such as training and development.

## Liaising with and Reporting to Parents

Regular liaison with parents will be organised through formal and informal processes via the following methods:

- Annual reviews.
- Termly parents evening.
- Bi – weekly newsletter.
- Email.
- Website.
- Parent Support Group.
- Home/School diary.
- Special Assemblies.
- Open mornings/afternoons.
- Keyworkers' weekly (or more as needed) liaison.
- SLT quick response/availability.

## Section D3: Staffing Structure

Staffing Structure – see section C2 page 17

### Phased Growth

	Sept 2016	Sept 2017	Sept 2018	Sept 2019	Sept 2020	Sept 2021	Sept 2022
Number of students	50	64	72	80	88	94	100
<b>Leadership</b>							
Principal	1	1	1	1	1	1	1
Dept. Principal	1	1	1	1	1	1	1
Ass. Principal 1	1	1	1	1	1	1	1
Ass. Principal 2	0	0	0	1	1	1	1
<b>Teaching Staff</b>							
EYFS1	0	1	1	1	1	1	1
EYFS2	1	1	1	1	1	1	1
Year 3/4	1	1	1	1	1	1	1
Year 5/6	1	1	1	1	1	1	1
Year 7/8	1	1	1	1	1	1	1
Year 9	0	0	1	1	1	1	1
Year 10/11	0	0	0	0	1	1	1
Post 16	0	0	0	0	0	1	1
<b>Learning Support</b>							
LM EYFS 1	0	1	1	1	1	1	1
LM EYFS 2	1	1	1	1	1	1	1
LM Y1/2	1	1	1	1	1	1	1
LM Y3/4	1	1	1	1	1	1	1
LM Y5/6	1	1	1	1	1	1	1
LM Y7/8	1	1	1	1	1	1	1
LM Y9	0	0	1	1	1	1	1
LM Y10/11	0	0	0	1	1	1	1
LM Post 16	0	0	0	0	0	1	1
Care Assistant 1	1	1	1	1	1	1	1
Care Assistant 2	0	1	1	1	1	1	1
Care Assistant 3	0	0	0	0	1	1	1
TA Nursery	0	1	1	1	1	1	1
TA Reception	1	1	1	1	1	1	1
TA Year 1	1	1	1	1	1	1	1
TA Year 2	1	1	1	1	1	1	1
TA Year 3	1	1	1	1	1	1	1
TA Year 4	1	1	1	1	1	1	1
TA Year 5	1	1	1	1	1	1	1
TA Year 6	1	1	1	1	1	1	1
TA Year 7	1	1	1	1	1	1	1
TA Year 8	0	1	1	1	1	1	1
TA Year 10	0	0	0	1	1	1	1
TA Post 16	0	0	0	0	0	1	1
<b>Administration</b>							

PA	1	1	1	1	1	1	1
SEN Admin	0	0.5	0.5	0.5	0.5	0.5	0.5
Finance Assist	1	1	1	1	1	1	1
Reception	1	1	1	1	1	1	1
<b>Site Staff</b>							
Caretaker	1	1	1	1	1	1	1
Assist Caretaker	0	0	0	0	0.5	0.5	0.5
<b>Catering</b>							
Chef/Manager	1	1	1	1	1	1	1
Cook	1	1	1	1	1	1	1
Cat Assist	0	1	1	1	1	1	1
<b>Totals</b>							

## Staff Roles, Experience and Expertise

### Leadership Responsibilities

Principal	<b>Whole school processes</b>	Deputy Principal	<b>Subject lead</b>	Assistant Principal	<b>Subject lead</b>
	- SEF		- PSHE		- English/Literacy
	<b>Achievement</b>		<b>Teaching and learning</b>		<b>Curriculum</b>
	- Whole school target setting.		- To model demonstrate to colleagues the characteristics of good and outstanding teaching and to support staff in their teaching roles.		- Develop the primary curriculum and to support staff with planning and assessment.
	- To monitor and evaluate the assessment of pupil progress and achievement		<b>Behaviour</b>		- Curriculum timetables.
	<b>Behaviour</b>		- To develop systems within the school that support positive behaviour and to manage challenging behaviour effectively in the context of Team Teach.		<b>Behaviour</b>
	- Behaviour Lead – including review and implementation of behaviour policy.		<b>Community Links</b>		- Support staff to manage behaviour especially during break times
	- Data analysis of behaviour.		- To develop effective links with Colleges and further education providers.		<b>Community links</b>
	<b>Community Links</b>		- To manage PGCE placements.		- Manage Educational visits and risk assessments for all off site opportunities including residential visits.
	- Liaison with central team and members of GDFT.		- To support NQT's and school direct placements.		- School performances/charity events
	- Liaison with LA and SEN school head teachers		<b>Quality Assurance</b>		<b>Quality Assurance</b>
	- PR		- Observe teaching/work scrutiny		- Observe teaching/work scrutiny
	<b>Finance</b>		<b>Safeguarding</b>		<b>Safeguarding</b>
	- Budget management		- Designated personnel		- Designated personnel
	- Pupil premium		- CIN meetings		<b>Staffing</b>
	- Sports Premium		<b>Staffing</b>		- LA's performance management
	<b>Quality Assurance</b>		- LM's performance management		- Staff rotas and organisation of lunch clubs
- Manage PDR process/data cycle	<b>SENCo</b>	- Staff cover for absence and PPA			
- Strategic overview of Health and Safety	- Interim review meetings	<b>Pupils</b>			
- External publications and communication	- Monitor support plans	- Gifted and talented			
<b>Safeguarding</b>	- Therapies	<b>Publicity</b>			
- Designated personnel	<b>Assemblies</b>	- Website – cumculum information			
<b>Staffing</b>	- Key stage assemblies	<b>Assemblies</b>			
- Designated personnel	<b>Publicity</b>	<b>Additional Responsibilities (HLTAs)</b>			
- Managing absence and return to work	- School brochure, planners and website	- Extended services			
- Staff structure		- After School clubs			
- Recruitment		- Summer scheme			
- Teachers performance management		- Parent Group			
- CPD		- Display			
- Designated personnel		- Website			
<b>SENCo</b>		- College/Work Placements			
- Chair review meetings		- Management of Additional Therapies			
- Monitor paperwork					
<b>Pupils</b>					
- Student admissions					
- Class lists					
- Assemblies					
- Tribunals					
		HLTAs			

## **Section D4: Assessing and Meeting the Needs of all Pupils**

### Initial Assessment of Pupils' Needs

The following principles are essential elements of good pupil progress:

- High expectations are key to securing good progress.
- Accurate assessment is essential to securing and measuring pupil progress.
- Age and prior attainment are the starting points for developing expectations of pupil progress.

Summative and formative assessment is important to be able to accurately track progress. Many pupils transitioning to their first special school will probably have become over reliant upon adult support and lost the ability, if they ever learnt it, to work independently. Much of the work they have completed will have been heavily adult-supported and therefore gives little indication of the pupil's real ability. Hence we often see achievement levels drop on entry to a special school. With the right transition, careful withdrawal of support and a more appropriate setting for the child to learn we should see a steep rise in improvement from the initial drop.

The majority of children will have been subject to testing by an Educational Psychologist and health professionals prior to entry to the school. Others will be undergoing that assessment if they do not have a statement of SEN or EHC Plan.

However, we do know that teachers need a greater level of detail in order to plan lessons. Therefore, assessment of reading, writing, mathematics and personal development (e.g. self-help skills) in both electronic and manual formats will be carried out at the appropriate time.

### Tracking and On-going Assessment

Many publishers are taking some time to ensure that their materials are up to date with the new national curriculum requirements and therefore before the school opens in September 2016 there will be a broader choice of assessments. We will need to continue to research the most appropriate packages. We have used Hodder Education's SNAP suite of assessments and the new PIRA tests both electronically and on paper as pupils with different needs have different preferences with regard to access methods. COPASS also uses the "Assessing Pupil Progress" (APP) framework to make assessments. KS1/2/3 pupils working above P Levels will be assessed using this framework which works well with Connecting Steps.

The GDFT is working hard with primary colleagues to discern the best way forward in the absence of the current NC levels. It is too early to predict what that might look like. The DfE have said that P Levels will remain in place for the foreseeable future.

Formal assessment information is helpful in providing an initial profile for "Connecting Steps". Throughout the first year of entry teachers will add to this profile whilst tracking the new skills learnt in order to be able to provide the summative end of year assessment. As pupils move up through the school, the accumulated data and profile

will be used at annual and class reviews to judge the appropriate pathway for each individual learner.

Individual targets will be set from pupil profiles using the transition matrices and the minimum and aspirational targets recorded in the Progresso Assessment Tracker as described earlier.

Assessment and profiling will be a shared responsibility for each class team led by the teacher. Support staff will expect to contribute their observations of pupil engagement and learning to help the teacher build a rounded profile. The team will work in a way that respects and values the contributions of all staff members. Each member of the team will have gathered different information according to the context in which they are working, whether it is to support the pupil during a meal time, changing for PE or learning a new letter blend.

A combination of on-going assessment and class team dialogue/collaboration will identify any concerns regarding the lack of progress generally or in a specific area. Teachers will attend annual reviews for their class pupils in order to bring in depth knowledge of their pupils progress or lack of progress.

Classes of 2 year groups will be taught and cared for by a team of staff led by a teacher. Each team will consist of a Teacher, a Learning Mentor (HLTA) and 2 Learning Assistants (TAs). Care Assistants will work across the classes as needed.

#### Approaches to Meeting Different Needs

The Verbal Behaviour Milestones Assessment and Placement Program (VB-MAPP). Delivery and Development of Speech and Language along with the behaviours that affect engagement with learning in the Early Years will be tracked by VB-MAPP.

This is a published, recognised tool, in use in our City of Peterborough Academy Special School, that is a criterion-referenced assessment tool, curriculum guide, and skill tracking system designed for children with autism, and other individuals who demonstrate language delays. The VB-MAPP is based on B.F. Skinner's (1957) analysis of verbal behaviour, established developmental milestones, and research from the field of behaviour analysis.

There are five components of the VB-MAPP, and collectively they provide a baseline level of performance, a direction for intervention, a system for tracking skill acquisition, a tool for outcome measures and other language research projects, and a framework for curriculum planning. Each of the skills in the VB-MAPP is not only measurable and developmentally balanced, but they are balanced across the verbal operants and other related skills. For example, many aspects of an intraverbal repertoire are based on an existing tact and listener repertoire. The VB-MAPP balances the curriculum in an attempt to avoid the common trap of developing rote responding due to deficiencies in the related verbal repertoires.

The first component is the **VB-MAPP Milestones Assessment**, which is designed to provide a representative sample of a child's existing verbal and related skills. The



assessment contains 170 measurable learning and language milestones that are sequenced and balanced across 3 developmental levels (0-18 months, 18-30 months, and 30-48 months). The skills assessed include mand, tact, echoic, intraverbal, listener, motor imitation, independent play, social and social play, visual perceptual and matching-to-sample, linguistic structure, group and classroom skills, and early academics. Included in the Milestones Assessment is the Early Echoic Skills Assessment (EESA) subtest developed by Barbara E. Esch, Ph.D., CCC-SLP, BCBA.

The second component is the **VB-MAPP Barriers Assessment**, which provides an assessment of 24 common learning and language acquisition barriers faced by children with autism or other developmental disabilities. The barriers include behaviour problems, instructional control, defective mands, defective tacts, defective echoic, defective imitation, defective visual perception and matching-to-sample, defective listener skills, defective intraverbal, defective social skills, prompt dependency, scrolling, defective scanning, defective conditional discriminations, failure to generalise, weak motivators, response requirement weakens the motivators, reinforcer dependency, self-stimulation, defective articulation, obsessive-compulsive behaviour, hyperactive behaviour, failure to make eye contact, and sensory defensiveness. By identifying these barriers, the clinician can develop specific intervention strategies to help overcome these problems, which can lead to more effective learning.

The third component is the **VB-MAPP Transition Assessment**, which contains 18 assessment areas and can help to identify whether a child is making meaningful progress and has acquired the skills necessary for learning in a less restrictive educational environment. This assessment tool can provide a measurable way for a child's IEP team to make decisions and set priorities in order to meet the child's educational needs. The assessment is comprised of several summary measures from other parts of the VB-MAPP, as well as a variety of other skills that can affect transition. The assessment includes measures of the overall score on the VB-MAPP Milestones Assessment, the overall score on the VB-MAPP Barriers Assessment, negative behaviours, classroom routines and group skills, social skills, academic independence, generalization, variation of reinforcers, rate of skill acquisition, retention, natural environment learning, transfer skills, adaptability to change, spontaneity, independent play, general self-help, toileting skills, and eating skills.

The fourth component is the **VB-MAPP Task Analysis and Skills Tracking**, which provides a further breakdown of the skills, and serves as a more complete and ongoing learning and language skills curriculum guide. There are approximately 900 skills presented covering the 16 areas of the VB-MAPP. Once the Milestones have been assessed and the general skill level has been established, the task analysis can provide further information about a particular child. The skills identified on the task analysis contain a wide range of supporting components of the target area.

These skills may not be significant enough to identify as Milestones or IEP goals, but each of them play an important role in moving a child's repertoire closer to that of a typically developing child. They also provide parents and teachers with a variety of activities that can facilitate generalisation, maintenance, spontaneity, retention,

expansion, and the functional use of skills in a variety of educational and social contexts.

The task analysis of the learning and language skills contained in the VB-MAPP presents a new sequence of the verbal behaviour curriculum that is developmentally balanced. Collectively, these four components of the VB-MAPP represent over 30 years of research, clinical work, field-testing, and revisions (Partington & Sundberg, 1998; Sundberg, 1980, 1983, 1987, 1990; Sundberg & Michael, 2001; Sundberg & Partington, 1998; Sundberg, Ray, Braam, Stafford, Rueber, & Braam, 1979).

The fifth and final component is the **VB-MAPP Placement and IEP Goals**, which correspond with the four assessments above. The placement guide provides specific direction for each of the 170 milestones in the Milestones Assessment as well as suggestions for IEP goals. The placement recommendations can help the program designer balance out an intervention program, and ensure that all the relevant parts of the necessary intervention are included.

Our experience of using this tool has been that it provides valuable information informing teachers about how to introduce skills and knowledge in a way that the individual child can access it, respond and learn. Progress may be slow and inconsistent but the mapping provides a clear picture of progress and over time some indication of potential.

### Staffing

The staffing allocation will be subject to change according to pupil intake in the year groups and according to different types of need. As in any special school, this is likely to change each year and staff will expect to be flexible and move as needed whilst retaining a balance with the level of consistency.

Areas of subject responsibility for each teacher will be decided within the first year of opening when the SLT have had the opportunity to observe their strengths and prioritise needs.

Areas of responsibility for support staff, as outlined in the staffing diagram will be allocated within the first term. Candidates will be made aware at interview that they will be expected to develop a particular aspect as part of their role.

### Safeguarding, Behaviour and Attendance

The Trust is committed to safeguarding all pupils. A designated senior member of staff ensures that safeguarding procedures and practice are embedded across the Academies. All staff, regular volunteers and members of the Advisory Council are required to have enhanced Disclosure and Barring Service checks (DBS) prior to commencing work for the Trust. Induction for all new staff includes safeguarding and such training is updated with all staff on an annual basis.

A copy of the Trust's Safeguarding Policy for the City of Peterborough Special School is available on the COPASS website: <http://www.copaspecialschool.org/about-us/academy-policies>. However, at present the whole Trust's systems, policies and practices are being reviewed by a safeguarding consultant to ensure consistency between Academies within the Trust given the recent updates in legislation.

The School will actively provide a friendly, calm and consistent atmosphere and curriculum which enables all staff and pupils to feel safe. The School will have clear expectations of pupils and an agreed approach towards behaviour support. The staff team focus will be on always promoting positive pupil behaviour through consistency of staff attitude, regular and predictable routines and clear rules. Behaviour management programmes will be differentiated to the individual pupil and will be monitored using the agreed Academy tracking procedures and then adapted as they develop and change. Team Teach positive handling strategies will also be used in the development of the detailed and specific behaviour management programmes. Alongside these strategies, the School will use and teach a sensory diet to help pupils develop self-control, increase attention as well as awareness of themselves and others.

The Trust's Policy for the City of Peterborough Academy Special School on Behaviour and Exclusions supported by a document giving specific guidance for pupils with high functioning autism and Asperger's can also be found on the website to show how the Academy's approach will be tailored to meet the individual needs of the pupils we cater for. To view these visit <http://www.copaspecialschool.org/about-us/academy-policies>

Parents/carers will sign a Home Academy agreement which asks them to ensure that their child will attend the Academy/Special School regularly. Missed attendance issues will be followed up with phone calls/letters home and home visits. Discussions to put in place strategies to make the child feel safer and happier at school will always be implemented.

### Other Agencies

Assessment and diagnosis will be undertaken by a multi-disciplinary team including consultant paediatricians, speech and language therapists and educational psychologists.

To support emotional well-being and development of life skills and leisure activities we will make use of Advisers for Sensory Impairment, Social Workers, a swimming teacher, a music therapist and an art therapist.

Health needs will be met by an on-site Special Needs Nursing Team, a School Medical Officer, Physiotherapy, Occupational Therapy, Speech and Language Therapy, Dental services, Clinical Psychology, Community Nursing Team, and Wheelchair Services. Mental health needs will be addressed by CAMHS.

The Transitions Manager at the Academy will liaise with work-related learning providers and colleges ensuring that pupils and their families are fully involved in the process of transition into post school placements.

The Academy will work collaboratively with local charitable organisations such as Mencap and Autism Peterborough to support week-end clubs, summer play-schemes and residential trips.

# Section E - Evidence of need – part 1

Table 1: For pupils with statements of SEN

	2015				2016			
	A	B	C	D	A	B	C	D
Nursery					0			
Reception					5			
Year 1					5			
Year 2					5			
Year 3					5			
Year 4					5			
Year 5					5			
Year 6					5			
Year 7					7			
Year 8					0			
Year 9					0			
Year 10					0			
Year 11					0			
Year 12					0			
Year 13					0			
Year 14					0			
Totals					42			

Table 2: For pupils without statements of SEN

	2015				2016			
	A	B	C	D	A	B	C	D
Nursery					0			
Reception					1			
Year 1					1			
Year 2					1			
Year 3					1			
Year 4					1			
Year 5					1			
Year 6					1			
Year 7					1			
Year 8					0			
Year 9					0			
Year 10					0			
Year 11					0			
Year 12					0			
Year 13					0			
Year 14					0			
Totals					8			

## Section E: Evidence of need – part 2

### Section E1

#### Evidence of demand from Northamptonshire County Council

The proposals have been communicated to all Special School Headteachers within the authority via the email below:

Dear Heads

You will be aware that the Local Authority is continuing to review the number of school places available in the county as the population grows. The need for mainstream places and the council's response is well documented and has received considerable publicity. In order to meet the demand at a time of economic challenge has required a variety of solutions.

The council is equally aware of the need for additional places for children with special educational needs. As with mainstream, a variety of solutions will be required to meet the need. For example, we have been successful in obtaining funding directly from DfE to fund the refurbishment of a former Infant school in Rushden as an additional facility for Rowan Gate. In addition to this, we are currently in the early stages of discussions with Greenwood Dale Foundation Trust to provide additional capacity at Green Oaks Primary School in Northampton. A recent decision not to give planning permission to an extension at Kingsthorpe Village Primary School has necessitated the council to look for an alternative. The discussion with Greenwood Dale, a trust that already includes Special Schools, has the potential to provide additional mainstream and SEN places. This may include a Free School bid.

When further information is available we will keep you updated.



Children Families and Education  
Old Gaol Block  
County Hall  
Northampton  
NN1 1ED  
Tel no: 01604 361193 Mobile 

The information is also published on the Council's Forward Plan

<https://cmis.northamptonshire.gov.uk/cm5live/ForwardPlanandNoticeofPrivateMeetings.aspx> This will be discussed in the June Cabinet meeting.

### Letters of Support

Copy of the letter sent to Northamptonshire from the Greenwood Dale Foundation Trust

1<sup>st</sup> April 2014



Northamptonshire County Council  
John Dryden House  
8-10 The Lakes  
Northampton  
NN4 7YD

Dear Sir / Madam

**Re: Support for a new Special Free School in Northampton**

The Greenwood Dale Foundation Trust is bidding to set up a Special Free School in Northampton. It is intended that this will be an all through 3 to 18 Academy Special School on a site [REDACTED]. It will be a day school catering for 48 primary and 52 secondary aged pupils opening in September 2016. This would initially admit up to 50 pupils in Reception up to Year 7 and then building year on year until full in September 2023.

We plan to set up a Free School to cater for children who have a diagnosis of Autistic Spectrum Conditions and/or significant learning difficulties identified through either a Statement of Special Educational Need or an Education and Health Care Plan. A number of places will be reserved for pupils who are currently undergoing assessment with the expectation that the school would be the most appropriate placement for them.

In order to complete our application to the Department for Education to open the Special Free School we need to show evidence of demand. Part of this includes showing the support of the Local Authority and its commitment in principle to name our school in Statements of Special Education Needs for pupils with the type(s) of SEN for which our school will be designated. We are writing to you to obtain your confirmation that you would be happy to name our school in pupils' statements and approximately what number we might expect.

We plan to offer these children a Special Free School who, where appropriate would access a highly differentiated academic National Curriculum alongside an individually planned and tracked personal development programme. In order to offer this education we would expect there will be a cost for local authorities commissioning individual placements of between [REDACTED] according to individual need per Full Time Equivalent pupil, after taking into account the [REDACTED] per place base level of funding provided by the Education Funding Agency to special Free Schools.

We believe that this Free School is necessary in this area because the Local Authority approached the Greenwood Dale Foundation Trust to ask if we consider plans for the expansion of the Green Oaks Primary Academy from 1 to 2 forms of entry and to open a Special School on the adjacent site. Currently there is specialist provision for 20 pupils within

the Green Oaks Primary Academy but this is no longer adequate for the level of demand or designed to cater for the increasing severity of need.

Please would you confirm your support for our plans by completing the attached support letter and returning it to us signed so that we may include it in our application papers to the Department for Education. We would be grateful if you could return your letter to us by 22<sup>nd</sup> April 2014 so that we can meet the deadline to submit our application.

Please do not hesitate to contact me on if you have any further queries regarding our plans or the process to open the Free School.

Yours faithfully

[Redacted signature]

[Redacted signature]

[Redacted signature]

Copy of Letter support from Northamptonshire to DfE

[Redacted]  
Greenwood House  
Private Road no. 2,  
Colwick Quays Business Park  
NOTTINGHAM NG4 2JY

Please ask for: [Redacted]  
Tel: [Redacted]

Date: 25<sup>th</sup> April 2014

Newport Pagnell

Dear [Redacted]

**Re: Support for a new Special Free School in Northampton – The Green Oaks Special Academy**

We are writing to confirm the Council’s full support for your application to the DfE for the establishment of a special free school in Northampton.

The number of children accessing special schools in Northamptonshire has increased over the past four years from 1037 to 1296. Projections indicate an increase in the county’s population of approximately 15% (100,000) between 2009 and 2019; indicators suggest there is likely to be an increase in the population across all age groups. Current special provision within the County is at full capacity. There is compelling evidence of the future need for additional specialist placements for children, in particular in Northampton which has seen the highest population increase and major plans for housing growth.

In view of this the Council would commission places at a special school in the Northampton area for pupils who have severe learning difficulties and autism spectrum disorders. The Council would be prepared to fund 60 places in the first year and 90 in the second as well as providing top-up funding based on the individual



needs of pupils. A reasonable average top-up rate to use in your modelling is between 8-10k per annum. This is with the caveat that the EFA will fund the population increase in the Council, reflecting this in the High Needs Block funding allocation at the appropriate time.

The Council has been impressed by the extent to which the Greenwood Dale Foundation Trust has engaged with the Council in order to identify need. We welcome the opportunity of working closely with the Trust to support the future needs of children and families through this exciting development.

Please do not hesitate to contact us if you require any additional information.

Yours sincerely

[Redacted signature area]

**Evidence of demand from parents and young people**

The Media and Communication Manager for GDFT has worked up a full strategy for capturing support for the proposal. This has been fully reviewed by the LA representatives and they are in full support of the proposals.

The above proposals may impact upon the staff and pupils currently employed in the DSP unit at Green Oaks Primary Academy. It is felt that reassurance about their future will need to be handled sensitively.

The [Redacted], [Redacted] is in the process of setting up a meeting with the staff of Green Oaks Primary Academy in the week beginning 12<sup>th</sup> May 2014. In the meeting [Redacted] will be able to talk through the Local Authority proposals, share the key features of the bid here and to answer any questions and concerns raised.

Following this meeting the strategy can be launched and the evidence of parental and pupil support be collected before the next stage of the process.

This project has been initiated by Northamptonshire County Council who have identified the need for additional Special School places within Northampton. Expanding the DSP unit within Green Oaks Primary Academy already has sufficient support from parents.

### Background

Northamptonshire County Council has made an informed decision that it requires a new Special School to ease the pressure on mainstream schools and enable the Local Authority to find suitable places for more pupils within the County.

Whilst the decision has been made to create a new special school, the Trust is keen to raise awareness of the proposal and demonstrate the strength of support from parents and the local community.

### Objective

Demonstrate that there is demand for this new Special Free School.

### Audiences

- Local Authority
- Commissioners
- Parents of children in the DSP at Green Oaks Primary Academy
- Parents of children at GDFT primary Academies in Northampton
  - Green Oaks - 210
  - Sunnyside - 240
  - Woodvale – 498
- Parents of children with statements of SEN
- Local residents

### Key Messages

- Brand new Special Free School for up to 100 pupils aged 3 to 18 with Autistic Spectrum Conditions and/or severe learning difficulties.
- A £xxm building programme (including £xm donated by Northamptonshire County Council) will create new accommodation to provide exceptional resources for pupils. (Amounts not yet confirmed).
- Opening in September 2016.
- Pupils will shape the development of the new Academy right from the start.
- We can ensure that each individual pupil is supported with an efficient and caring system of pastoral care.
- We will provide a package of uniform and sportswear items for every new pupil, free of charge.

### Call to Action

Register your interest for this new Special Free School.

### Activity Plan

This plan below outlines the various activities that the Trust has either completed, has in progress or is planning to undertake, which demonstrate the demand for this school.

Activity	Approximate distribution / reach	Notes
Letters	LA	Demonstrates the LA's commitment in writing for a specific number of places in the first 2 years, including the top-up funding they will pay.
	<ul style="list-style-type: none"> <li>Parents whose children attend the DSP at the Green Oaks Primary Academy</li> <li>GDFT primary academies in Northampton</li> <li>Parents and carers on Snix database</li> </ul>	Will include a link to the online survey. Will include details of drop in sessions. Will enclose copies of marketing tri-fold leaflet.
Meetings	Northamptonshire Chamber	Will supply copied of tri-fold leaflet for them to distribute to local Members of Parliament (MPs) and regional Members of the European Parliament (MEPs).
	[REDACTED]	Will supply copies of tri-fold leaflet
	Ward councillor for Kingsthorpe South (Councillor Sally Beardsworth)	Will supplied copies of tri-fold leaflet
	SEN groups <ul style="list-style-type: none"> <li>Autism Concern <a href="http://www.autismconcern.net/">http://www.autismconcern.net/</a></li> <li>FACT Northampton <a href="http://www.factnorthants.org.uk/">http://www.factnorthants.org.uk/</a></li> <li>Northamptonshire Carers <a href="http://www.northamptonshire-carers.org/">http://www.northamptonshire-carers.org/</a></li> <li>Northamptonshire's Parent Partnership Service <a href="http://www.npps.info/">http://www.npps.info/</a></li> <li>Stars support group <a href="http://www.autism-stars.webs.com/">http://www.autism-stars.webs.com/</a></li> <li>Northants Parent Forum Group <a href="http://www.northantspfg.co.uk/">http://www.northantspfg.co.uk/</a></li> </ul>	Will supply copies of tri-fold leaflet
	<ul style="list-style-type: none"> <li>Community groups</li> <li>Tenants and Residents Assoc.</li> <li>Disability Inclusive Sports Club <a href="http://www.disc-northants.org/index.html">http://www.disc-northants.org/index.html</a></li> </ul>	Will supply copies of tri-fold leaflet
	Commissioners	LA to provide details

<b>Local / regional media (inc. specialist trade mags)</b>	<ul style="list-style-type: none"> <li>• Northampton Chronicle &amp; Echo</li> <li>• Northampton Mercury</li> <li>• Northamptonshire Telegraph</li> <li>• Northampton Herald &amp; Post</li> <li>• Heart Home Counties</li> <li>• BBC Look East (West)</li> <li>• ITV Anglia</li> <li>• Primary Times Northamptonshire</li> <li>• SEN Magazine</li> </ul>	Will supply background information including details of the online survey and the drop in sessions
<b>Drop in sessions</b>	<ul style="list-style-type: none"> <li>• Parents whose children attend the DSP</li> <li>• Parents and carers on Snix</li> <li>• GDFT primary academies in Northampton</li> </ul>	To be hosted at Green Oaks Primary Academy
<b>Marketing materials</b> <ul style="list-style-type: none"> <li>• Tri-fold leaflet</li> <li>• A5 flyers</li> <li>• A4 &amp; A3 posters</li> </ul>	<ul style="list-style-type: none"> <li>• LA</li> <li>• Commissioners</li> <li>• GDFT Primary Schools in Northampton</li> <li>• Library</li> <li>• GP surgeries</li> <li>• Dental surgeries</li> <li>• Partner primary Supermarkets</li> <li>• Post Office</li> </ul>	Will include a link to the online survey as well as a reply slip
<b>Websites</b>	<ul style="list-style-type: none"> <li>• Visitors to the GDFT website</li> <li>• Visitors to the LA website (Local Partner Consultations page)</li> <li>• Visitors to the websites of the 4 GDFT primary Academies in Northampton</li> </ul>	Will include a link to the online survey and the marketing materials
<b>Twitter (@GreenwoodAcad)</b>	700+ followers	Will tweet links to the online survey and details of the drop in sessions. Will re-tweet by the Green Oaks, Sunnyside and Woodvale Primary Academies.

GREENWOOD DALE FOUNDATION TRUST  
GREENWOOD HOUSE  
COLWICK QUAYS BUSINESS PARK  
PRIVATE ROAD NO.2  
COLWICK  
NOTTINGHAM  
NG4 2JY



We will consult widely with parents and the wider community to ensure that the new Special Free School develops partnership working that is both effective and supportive.

**Further information**

**Email:** [admin@greenwoodacademies.org](mailto:admin@greenwoodacademies.org)

**Tel:** 0115 748 3310

**Visit:** [www.greenwoodacademies.org](http://www.greenwoodacademies.org)  
[www.copaspecialschool.org](http://www.copaspecialschool.org)

**Follow:** [www.twitter.com/GreenwoodAcad](http://www.twitter.com/GreenwoodAcad)



**Show your support  
for a new  
Special Free School  
in Northampton**

**'Be inspired'**



### **The Greenwood Dale Foundation Trust (GDFT)**

The GDFT is a not for profit educational charity that successfully sponsors 24 Academies which educate over 14,000 pupils aged from 3 to 18 years.

The GDFT takes support for pupils with Special Educational Needs (SEN) very seriously. We have two Directors of SEN on our Central Team to ensure our Academies offer outstanding practice.

We have a 4-18 Special School in Peterborough supporting young people with Autistic Spectrum Conditions. To find out more visit [www.copaspecialschool.org](http://www.copaspecialschool.org)

We are proposing to open a new Special School in Kingsthorpe, Northampton to cater for 100 pupils aged 3 to 18 with Autistic Spectrum Conditions and / or Severe Learning Difficulties.

### **There are no limits**

The new Special School will ensure pupils reach their full potential, with no limit on what they can achieve. We will be committed to the highest of standards.

### **Raising aspirations**

We will encourage individual pupils to develop a sense of personal responsibility so that they can each make a full contribution to their learning. The new Special School will establish positive partnerships with parents/carers and provide strong, effective welfare and guidance services to support pupils' academic progress and all-round development.

### **All our pupils matter**

We want our pupils, no matter what their age or ability, to be proud to belong to the Special School and proud of their achievements. Whatever our pupils' backgrounds, we want them to be in the best possible position to move on to a successful life beyond school.



### **Show your support**

Please register your support for this new Special School by completing the survey online at:

[www.surveymonkey.com/s/NorthamptonSpecial](http://www.surveymonkey.com/s/NorthamptonSpecial)

Alternatively complete and return the form below:

Child's date of birth: \_\_\_\_\_

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

Type of SEN: \_\_\_\_\_

### **If your child currently has a Statement of Special Educational Needs (SEN) or an EHC Plan**

I would request for this Special Free School to be named on my child's statement of SEN

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

### **Keep up to date**


If you provide us with your email address we will keep you updated

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

*We may share this information with the Department for Education*

## On-line Questionnaire

The following survey has been created in "Survey Monkey" and will be used to capture parental interest. It is live and can be accessed at: [www.surveymonkey.com/s/NorthamptonSpecial](http://www.surveymonkey.com/s/NorthamptonSpecial)

  
**GREENWOOD DALE FOUNDATION TRUST**

**Parental Support - A new Special Free School in Northampton**

We are currently seeking support for a new Special Free School in Kingsthorpe, Northampton.  
This new school will cater for up to 100 children aged 3 to 19 with Autistic Spectrum Conditions (ASC) and / or severe learning difficulties (SLD).  
Please register your interest in sending your child to this school / for Northamptonshire County Council to name this school on your child's Statement by completing the survey below.  
We may share this information with the Department for Education as part of our application to run the new Special Free School in Northampton.

**\*What is your child's date of birth?**

**\*What is your postcode?**

**\*What type of Special Educational Needs (SEN) does your child have?**

**\*Does your child have a Statement of SEN or an EHC Plan?**  
 Yes  
 No

**If 'Yes'**

**If 'No'**

**\*Would you request for this Special Free School to be names on your child's Statement?**  
 Yes  
 No

**\*Would this Special Free School be your first choice for your child?**  
 Yes  
 No

**If you provide us with your email address we will keep you updated on the progress of this application?**

**\*What proof do you have that your child has the SEN for which this new Special Free School is designated? report**

**If you provide us with your email address we will keep you updated on the progress of this application?**

## Section E2

All the places identified for children without Statements will be pupils who have been identified by the Local Authority as needing assessment with a view to applying for a Statement of Special Educational Needs in the near future.

With this in mind all the strategies identifies in section E1 for pupils with Statements applies.

The Local Authority has asked that these places could be filled by pupils who already have Statements if the need arises. As such the initial focus will be on pupils with Statements of Special Educational need or Health Care Plans.

## Section F: Capacity and Capability

### F1 (a) Pre-opening skills and experience

#### Section F1

##### Access to Pre-opening Expertise

The GDFT has significant experience of successfully opening new schools and has the full range of requisite skills, experience and capacity to successfully deliver this project.

The Trust worked exceptionally well with Peterborough City Council and the DfE to open its 2 Free Schools in Peterborough, including the City of Peterborough Academy Special School. Not only does the Trust's significant experience of opening schools provide assurance that it would successfully open this Free School but its approach of establishing the Trust's ethos and setting high standards under-pinned by robust systems and processes ensure success from day one of the school opening.

The project will have access to a vast array of professional staff across 5 Core Directorates:

- Education.
- Finance.
- Operations.
- Human Resources.
- IT.

In addition to this various expertise across the GDFT's 2,500 staff, including Special School staff, SEN and Education advice will be brought into the project pre and post opening as required.

A Project Team will be established, from the GDFT staff, which will cover all professional disciplines required to deliver the project. The Trust's external legal advisers, [REDACTED], will also join the team. The Trust and [REDACTED] have extensive experience of delivering similar schemes.



Form F1(a) provides details of the key staff that will lead on the pre-opening work.

There are many other professional staff not listed that will provide key input and support to the project. Other key areas which would be resourced from experienced Trust staff that have worked on numerous academy projects.

Such areas include:

- various education advice
- IT
- health and safety
- admissions.

It should be noted that ALL the core team identified for this project worked on, amongst others, the City of Peterborough Academy Special School. Also, because of the similarities with this project many of the policies, procedures and practices can be imported to this project which will reduce the pre-opening capacity required to successfully deliver the project.

The Trust does not believe that there are any skills required as part of pre-opening that it does not have the capacity to provide into the project. External resources have not had to be brought in for other projects, many of which are similar to this one.

The project is identified in the Trust's growth plan which can be fully resourced from existing permanent Trust staff.

Name	Member of core applicant group?	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
[REDACTED]	Yes	Nottinghamshire	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	Yes	Derby	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	Yes	Nottingham	[REDACTED]	[REDACTED]	[REDACTED]

[REDACTED]	Yes	Nottingham	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	Yes	Nottingham	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	Yes	Nottingham	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	Yes	Nottingham	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	Yes	Nottinghamshire	[REDACTED]	[REDACTED]	[REDACTED]



## F1 (b) Skills gap in pre-opening

No skills gaps have been identified.

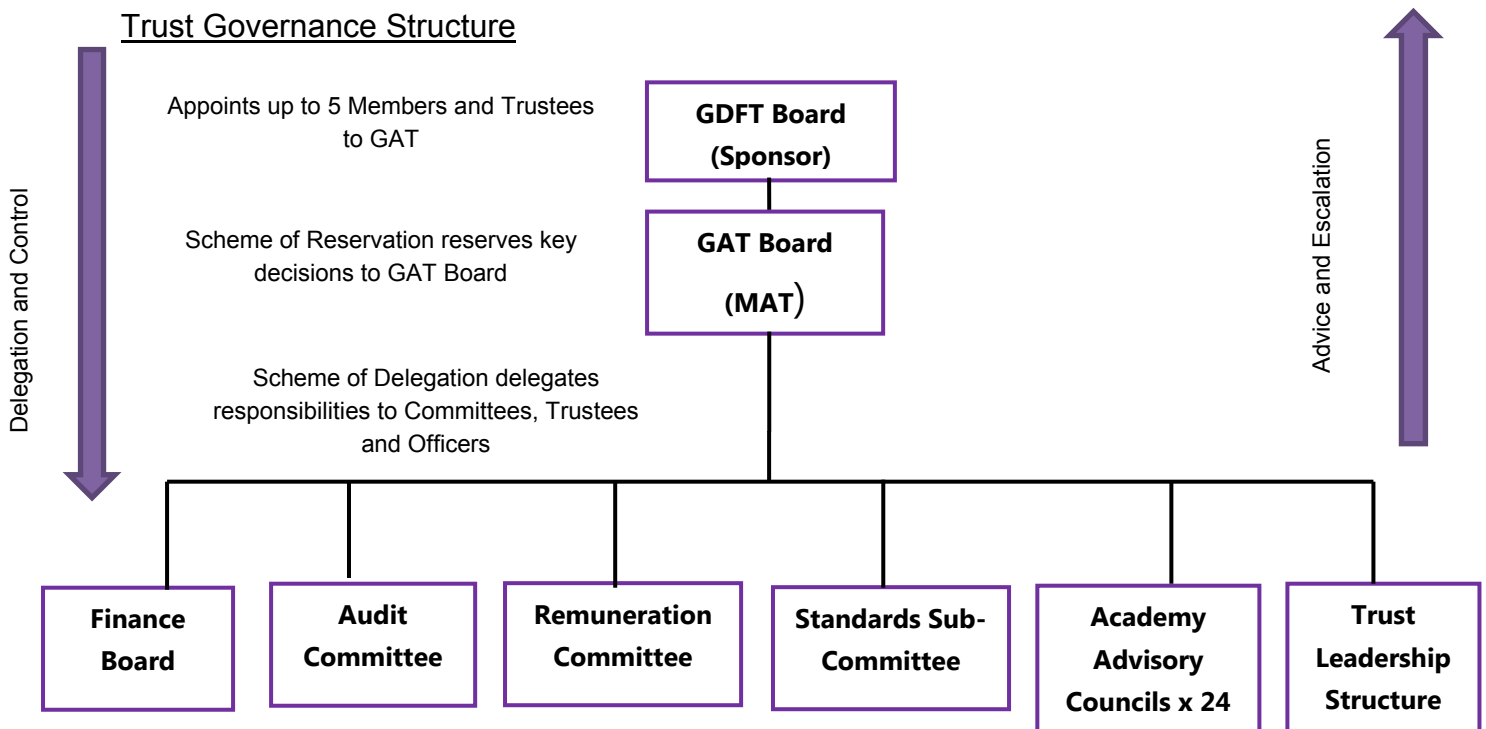
### Section F2

#### Trust Governance

The Greenwood Dale Foundation Trust (GDFT) is the legal entity which promotes and sponsors Academies within the Group. The Greenwood Academies Trust (GAT) establishes and maintains Academies on behalf of GDFT as sponsor. GDFT controls GAT through appointing up to five Members and five Trustees to the GAT Board. The Members of GDFT are set out elsewhere in this document and there are no plans to add to any further Members or Directors. There are also no plans to increase the number of GAT Members. There are plans to add 3 further Trustees to GAT (explained further in section F3) to enhance the current skill set and capacity of the present Board.

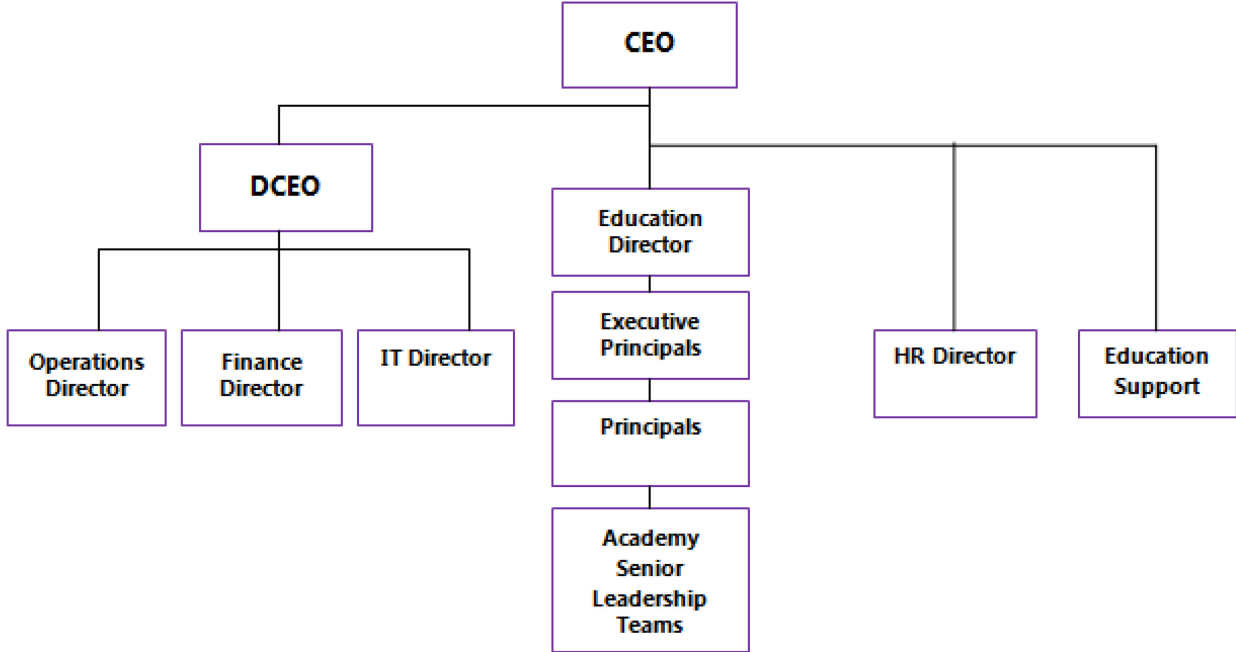
The Trust has established a clear organisational structure with identified lines of accountability and reporting for all its operations. This includes defining the responsibilities of the Trust Board and those responsibilities delegated to its committees and officers within the Trust. This avoids the duplication or omission of functions and provides a framework of accountability for members of the Trust Board and staff. The diagram below sets out the relationship of the Sponsor (GDFT) to the MAT (GAT) and its sub-committees. Ultimately, if GDFT Members are unhappy with how GAT is operating they can remove its existing sponsor GAT Trustees and replace them with new Trustees. The Articles of Association of both organisations set out these arrangements clearly and have been approved by the DfE.

#### Trust Governance Structure



Trust Leadership Structure

The table below summarises GAT’s high level leadership structure.



Scheme of Delegation

The responsibilities of the GAT Board and its sub-committees are set out in the Trust’s Scheme of Delegation. Decisions reserved for the Trust Board are set out in a Scheme of Reservation. The Trust Board has agreed Terms of Reference for each sub-committee and key responsibilities for members of the Executive team, which are summarised below. The different roles of Trustees and Company Officers are clearly laid out in the Scheme of Delegation to ensure that there is no room for doubt about where responsibilities rest. The Scheme makes it clear how methods of escalation happen between officers, sub-committees and the Trust Board and on what matters sub-committees are required to make recommendations or provide advice to the Board.

Trust Board

The Trust Board, through its body of, largely, non-executive trustees, is responsible for the overall strategic direction of the Trust and holding the executive to account for delivering agreed priorities.

Specific responsibilities include:

- priority setting and ratification of new projects
- holding the executive to account for delivery of strategic objectives and the overall performance of the Trust and its academies through receiving regular performance data and analysis

- appointment, appraisal, discipline and dismissal of the Chief Executive and Deputy Chief Executive
- approval of the annual budget, Medium Term Financial Plans, the Trust's Business Plans and risk management policy
- approval of the Trust's annual report and statutory accounts receiving the annual management letter and governance report of the External Auditor and agreement of proposed action
- continuous appraisal of the affairs of the Group, its Academies and subsidiary companies
- consideration of the Trust's overall performance, including financial performance
- approval of significant management policies
- requiring and receiving the declaration of Board members' interests that may conflict with those of the Trust and determining the extent to which that member may remain involved with the matter under consideration and maintaining a register(s) of pecuniary interests for Board members, Academy Advisory Council representatives and staff.

The Trust Board meets at least 4 times annually. At 3 of the 4 meetings the Chief Executive presents a comprehensive report on the key performance measures at each Academy, including predicted examination results, attendance and absence. Annually the Board will consider in detail the full suite of published academy data. Ultimately the Trust Board holds each Academy to account for its performance through the Chief Executive.

### Finance Board

The main purpose of the Finance Board is to assist the decision making of the Trust Board, by enabling more detailed consideration of the Trust's and individual Academy's planning, control and monitoring of finances and resources. This includes making recommendations to the Trust Board in relation to annual budgets, Medium Term Financial Plans, financial policy, spending performance etc. The Finance Board meets Termly.

### Audit Committee

The Audit Committee provides independent advice and assurance to the Trust Board, primarily in relation to matters of probity, propriety and the effective stewardship of public funds. It is chaired by the Finance Director of a large public company and is serviced by an independent assurance team supported by external auditors. The Trust also has a Responsible Officer (RO) who happens to also be the Chair of the Audit Committee. The assurance team has a dual reporting line into the Responsible Officer and the executive. The annual RO programme is a risk based programme which not only focuses on the key requirements set out in the Academies Financial Handbook but all key risk areas. The Audit Committee meets at least 3 times a year. Specific responsibilities of the Audit Committee include:

- considering the appointment of the external auditor and assess independence of the external auditor, reviewing the external auditor's management letter and management's response
- reviewing the Responsible Officers' programme and individual reports including reports on the effectiveness of systems for internal financial control, financial reporting and risk management
- considering management's response to any major external audit or Responsible Officer recommendations
- reviewing the Trust's procedures for handling allegations from whistleblowers and allegations of fraud, bribery and corruption
- receiving reports on the outcome of any investigations of suspected or alleged impropriety
- reviewing, and challenge where necessary, the actions and judgements of management, in relation to the interim financial management statements, termly reports and annual financial statements before submission to the Trust Board
- reviewing the adequacy and effectiveness of the Trust's governance, risk management and internal control arrangements, as well as its arrangements for securing value for money.

### Remuneration Committee

The Remuneration Committee meets at least once a year. The Chair of the Remuneration Committee is responsible for drawing any matters to the attention of the Trust Board that require full disclosure or require any action by the full Board. The main responsibilities of the Remuneration Committee include:

- making any necessary decisions on appropriate remuneration and terms of service, arrangements for termination of employment and other contract terms for the Chief Executive and Deputy Chief Executive
- monitoring and evaluating the performance of the Chief Executive and review the performance of the Deputy Chief Executive
- receiving reports on decisions made by the Chief Executive about appropriate remuneration and terms of service for other Directors, Executive Principals, Education Advisors and Principals and their performance.

### Chief Executive

The day to day responsibility for running the Trust is delegated to the Chief Executive.

The Chief Executive has overall executive responsibility for the Trust's activities and is responsible to the Chairman and the Board for ensuring that the Trust delivers its priorities and governs itself according to the requirements agreed by the Board.

The Chief Executive is specifically responsible for ensuring the quality, standards, performance and development of teaching and educational services provided by the Trust and its Academies. The Chief Executive delegates much of the day to day responsibility to other officers, which is agreed in the scheme of delegation.



On a monthly basis the Chief Executive meets his Education Director and all Executive Principals monthly to review all academy performance indicators, including predicted examination performance.

### Education Director

The Education Director is responsible for the Education-related aspects of the Trust. This responsibility is delivered through line-management of a team of Executive Principals.

### Executive Principals

Executive Principals are responsible for overseeing, quality assuring and supporting all Academies assigned to them, and for ensuring that the Greenwood Academies Trust's vision, strategic aims and ethos are embedded in all Academies and that its targets are met. Executive Principals provide direct line management and support to Academy Principals. The Green Oaks Academy Special School Principal would report into an Executive Principal who is an SEN specialist.

### Local Academy Governance

Each Academy within the Group has an Academy Advisory Council (AAC) that provides governance at a local level. The remit and terms of reference are established by the Trust Board.

The membership of AACs are as follows:

- six Trust Council Members
- one Local Authority Council Member
- one Staff Council Member
- either one or two Parent Council Members (depending on the Academy)
- the Principal
- the Chief Executive.

The main responsibilities of AACs include:

- advising and acting as a critical friend to the Executive Principal or Principal of the Academy and advising the Trust Board about local issues they need to consider that affect the Academy
- representing the interests of the Academy community in the running of the Academy and representing the Academy in its community
- providing support to the Executive Principal or Principal in undertaking appropriate day to day procedures that are essential to the life of the Academy, such as disciplinary and complaint procedures.

The frequency of the AAC meetings is determined by the Academy Principal but must be at least annually. The key focus of the 'annual' meeting is to consider the previous year's examination results and other performance measures in order to hold the

Principal accountable for performance and to be involved in setting the following year's Academy target setting, which will ultimately be agreed between the Principal and Executive Principal.

The Sponsor will nominate Trustees and Senior Officers to act as its Sponsor AAC Members. The nominees will be selected from a large combined pool of senior staff, including from the Sponsor's other Special School, and trustees with all the requisite professional skills required to service the advisory council. The Executive Principal (SEN Specialist) would be nominated on to the Council.

### Academy Principals

Academy Principals are responsible for the provision of a full learning experience and support for pupils, and for carrying out the professional duties of a Headteacher. They provide the vision and professional leadership to secure high quality education and high standards of achievement for all pupils, through the implementation of Greenwood Academies Trust's vision, strategic aims, ethos and policies within their Academy. Academy Principals report directly to Executive Principals.

The Scheme of Delegation set out the full range of responsibilities delegated to the Principal. The Principal will in turn delegate to his/her Senior Leadership Team specific responsibilities to ensure that all aspects of school performance are delivered effectively.

The monitoring of the delivery of these numerous responsibilities is undertaken through GAT's Central Team by various mechanisms and processes that cover, amongst other things.

- Ofsted readiness, examination and other pupil centred targets – Executive Principal.
- Quality of Teaching and Learning – Executive Principal and Peers.
- Finance performance/control – Director of Finance/Responsible Officer.
- Operation of site, health and safety and business continuity – Director of Operations.
- Staffing decisions, performance and attendance – Director of Human Resources.

### Avoiding Conflicts of Interest

Very clear procedures are set out in the Trust's Financial Regulations to ensure conflicts of interests are avoided. All Trust Board members, ACC members, officers within the Central Team, Principals and all other officers with significant financial or spending powers are required to declare all business and financial interests they have in companies or individuals from whom the Trust, its Academies and subsidiary companies may purchase goods or services. Declarations and Registers of Interests include all business and pecuniary (monetary) interests; they also include interests of related persons.

Declarations are regularly updated; a new form is handed out at each Trust Board meeting and AAC. All Trust Board meetings and sub-committee meetings, including Academy Councils include a standard agenda item for declaration of interests.

Where an interest has been declared financial regulations set out appropriate arrangements for decisions to be made that avoid any conflict of interest.

In any circumstances where related parties are employed by the Trust there are no line management responsibilities between the parties to avoid potential conflicts of interest, including any decisions in relation to pay.

### Sponsor Services

GAT provides a full range of high quality central services to all of its Academies. Service levels are set out clearly to all Academies as are the charging arrangements, which demonstrates value for money.

### F3 (a) Proposed governors

**F3: Skills gaps identified for once the school is open and a plan is in place to fill them. Any governors identified already have the experience, track record and commitment to drive improvement in a free school, and the trust effectively**

Section F3 identifies the membership of the Academy Advisory Council (AAC). The Trust populates the Sponsor council members for the AAC by identifying the most appropriate combination of GAT Trustees, GAT Officers or other representatives that the Trust identifies as being suitable to represent it.

Table F3 (a) below sets out the GAT officers that have been identified so far as Sponsor council members. The 2 remaining vacancies would be filled in due course.

Name	Where live (town/city)	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
[REDACTED]	Nottingham	[REDACTED]	[REDACTED]	[REDACTED]	
[REDACTED]	Leicestershire	[REDACTED]	[REDACTED]	[REDACTED]	
[REDACTED]	Nottingham	[REDACTED]	[REDACTED]	[REDACTED]	
[REDACTED]	Nottinghamshire	[REDACTED]	[REDACTED]	[REDACTED]	

[REDACTED]	Derbyshire	[REDACTED]	[REDACTED]	[REDACTED]	
[REDACTED]	Isle of Wight	[REDACTED]	[REDACTED]	[REDACTED]	
[REDACTED]	Nottingham	[REDACTED]	[REDACTED]	[REDACTED]	
[REDACTED]	Nottinghamshire	[REDACTED]	[REDACTED]	[REDACTED]	½ day per week
[REDACTED]	Derby	[REDACTED]	[REDACTED]	[REDACTED]	½ day per week
[REDACTED]	Nottingham	[REDACTED]	[REDACTED]	[REDACTED]	1 to 2 days per week

	Nottingham				½ day per week
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**Skills level key:**

**(1) High/professional**

**(2) Good**

**(3) Basic**

The skills set of the 2 further nominations would complement the skills set of those members identified to date. It would be beneficial to identify members with further specific SEN expertise to compliment that already identified and to bring in some primary education expertise. The latter of these is likely to be identified through a Trust Primary Principal or Executive Principal. The SEN expertise is also likely to be able to be found from within the Trust, possibly from its current Special School. In the unlikely event that there is a specific SEN area of expertise that would be useful to have which doesn't exist in the Trust we would seek to utilise various networks to source this.

The council members identified to date have little professional experience of IT, Human Resources or marketing and communications. However, as there are professional directorates for each of these disciplines within the Trust which will provide these services to the Academy this is deemed low risk if these skills are not acquired on the AAC.

GAT has already taken steps to bring additional skills on to its Board in the areas of finance, IT, Human Resources, estates, health and safety, education and commerce.

Three new Trustees have accepted nominations to join the Board and will be formally appointed imminently.

All Trustees receive training to help them fulfil their role, which includes subjects such as Charity Commission and Companies Act requirements and legal expectations of Trustees and Directors.

The Executive Principal will chair the AAC.

## **F4 – A credible plan for recruiting a high quality Principal during pre-opening**

### **The Role of the Principal**

Clearly the role of Principal is paramount to the success of the academy. It is the most critical role that will drive forward the development of the academy, ensuring the ethos of the sponsor permeates into the day to day operation and life of the academy.

The PD reports into an Executive Principal who will work collaboratively together with the overall aim of making the academy "outstanding".

The Principal will be responsible for the provision of the full learning experience and support for pupils, and for carrying out the professional duties of a Headteacher. The Principal provides the vision and professional leadership to secure high quality education which results in high standards of achievement for all pupils. The Principal will have a wide range of detailed responsibilities (some of these are set out in section F3), key responsibilities include:

- all aspects of teaching and learning in the academy, including providing a broad and relevant curriculum which meets the needs of pupils and statutory requirements, and for planning, managing and monitoring the curriculum;
- engraining the Trust's ethos of aspiration for its pupils and delivering high standards in every aspect of the operation of the academy. The Principal is expected to undertake regular assemblies as part of this and ensure all relevant Trust and

Academy policies, procedures, regulations and controls are followed;

- being the lead professional in the academy and being a role model to both staff and pupils, setting and maintaining the highest standards, especially in relation to behaviour and dress.
- being highly visible and accessible to pupils, parents and staff within the academy, including undertaking an active role in duties and undertaking some teaching responsibilities;
- all aspects of quality assurance over the work of each Department and team, academic outcomes, attendance rates and compliance with expected standards of behaviour, conduct and the performance of both pupils and staff;
- business planning functions including driving forward the academy's strategic and operational planning activities, and developing the annual budget for the Academy
- building effective working arrangements and partnerships with external stakeholders, including the local authority, local schools and the community, other education providers, such as Post 16, amongst many others. Effective working with the local authority is absolutely critical for the success of this project and has been a key factor in the success of the City of Peterborough Academy Special School;
- many other functions that you would expect a Headteacher to be responsible for such as ensuring effective data management and pastoral functions are in place, leading on behaviour management protocols and performance management of staff amongst others;
- preparing for any Ofsted Inspection, including implementation of Development Plans.

The key skills required for the Principal include:

- being an outstanding leader as well as an outstanding classroom practitioner;
- high level interpersonal and communication skills;
- a strategic thinker who can innovate, whilst managing risk;
- a motivator and excellent manager of staff;
- high level organisational skills;
- a skilled manager of resources (staff and money).

The Principal would be expected to demonstrate these skills in a number of ways during the interview process. The Person Specification for the post will set this out in full and will include, amongst other things:

- an expectation of previous senior leadership experience at least at Assistant Headteacher level, with a track record of successfully leading school improvement strategies;
- extensive knowledge of SEN including ASD/Asperger's and experience of managing SEN provision;
- through qualification: First degree, Qualified Teacher Status and comprehensive CPD, preferably with additional qualifications in SEN.

The Principal will report into an Executive Principal. The Executive Principal is responsible for overseeing, quality assuring and supporting all Academies assigned to them, and for ensuring that the Trust's vision, strategic aims and ethos are embedded in all Academies. Executive Principals also set all annual performance targets for their academies and are accountable for those targets being met. Much of the work of Executive Principals is to support, mentor and develop academy Principals within a structured system of accountability that ultimately takes the academy to "outstanding".



Executive Principals play a key role in ensuring that all academies are Ofsted ready. This includes assessment of strengths and weaknesses against the inspection framework and peer review and support across a range of academies to ensure good Ofsted outcomes are secured. The role of the Executive Principal is key in supporting the Trust's aim of ensuring that academy Principals have as much time available as possible to focus on teaching and learning in their academy in order to drive forward improvements in attainment.

### **Recruitment**

Despite the obvious challenges, the Trust has an excellent record of attracting high calibre applicants to new PD roles and supporting the PD through pre and post opening.

Some lessons have been learned from previous PD appointments which are now reflected in the recruitment process. Such lessons include:

- ensuring the expectations of the role are explicit – an Expected Practice for Principals (and Executive Principals) Policy is shared as part of the recruitment policy;
- the PD needs to be appointed 2 terms prior to opening.

The following recruitment process is recommended:

- 1) Immediately following a decision to approve the bid:
  - Internal talent management to identify if there are any potential internal applicants and what development programme would be needed to support them;
  - General awareness raising of the opportunity in the sector through various networks and contacts.
- 2) Easter 2015 onwards
  - Formal Process Commences. Detailed recruitment plan produced. Final job description and person specification agreed.
  - Information pack about the role and the Trust produced:
  - National and local (Trust-wide) advert published.
- 3) June/July 2015
  - Shortlisting of candidates.
  - Interview process. Will be based at City of Peterborough Academy Special School. Trust staff and trustee panels and pupil panel. Presentation, including their vision for the academy and how we get there.
  - Decision June/July 2015
  - January 2016 – PD starts.

The cost of the Principal is fully budgeted for within the budget submitted as part of this bid. Funding for the pre-opening cost of the PD will be discussed with DfE if the bid is successful.

## **Section G: Budget planning and affordability**



## Section H: Premises

The spreadsheet has been completed.

A site plan has been prepared by the Local Authority and submitted within Section H. The site area is approximately 2 hectares.

Three photographs of the proposed site in Northampton have been submitted with section H.

1. Lead up to the site.
2. Entrance to the site.
3. The site itself.

### Internal Floor Area

Whilst the identified special educational needs (Autistic Spectrum Conditions and/or Severe Learning Difficulties) would not suggest any need for non-ambulant accommodation, experience suggests that these pupils often have very complex needs.

Following discussion with the Local Authority Special Needs Adviser it was considered appropriate to include one space in each year group for an ambulant pupil.

The table below shows the calculation of the gross internal floor area calculations included in the spreadsheet

	Number	Area (sq m)
<b>General area</b>		700
<b>Primary ambulant pupils</b>	40	600
<b>Primary non-ambulant pupils</b>	8	168
<b>Secondary ambulant pupils</b>	44	660
<b>Secondary non-ambulant pupils</b>	8	168
	<b>Total Area</b>	<b>2296</b>

## Curriculum Vitae for GDFT/GAT Staff

The following Curriculum Vitae are for full time employees of GDFT/GAT staff – where no referees are identified and these would be [REDACTED] and [REDACTED]

CV	Name	Position
1	[REDACTED]	[REDACTED]
2	[REDACTED]	[REDACTED]
3	[REDACTED]	[REDACTED]
4	[REDACTED]	[REDACTED]
5	[REDACTED]	[REDACTED]
6	[REDACTED]	[REDACTED]
7	[REDACTED]	[REDACTED]
8	[REDACTED]	[REDACTED]
9	[REDACTED]	[REDACTED]
10	[REDACTED]	[REDACTED]
11	[REDACTED]	[REDACTED]
12	[REDACTED]	[REDACTED]
13	[REDACTED]	[REDACTED]
14	[REDACTED]	[REDACTED]

CV 1		
1.	Name	[REDACTED]
	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> (This should cover the last four years. If not, please include additional roles)	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">           Name: Position: Dates:         </div> <div style="border: 1px solid black; padding: 5px;">           Name: Position: Dates:         </div>

5.a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> <li>▪ If these results are not available, set out the track record of your school in terms of developing literacy and numeracy skills, qualifications achieved and preparing pupils for later life</li> <li>▪ school's best 8 value added scores for the years you were in post, if applicable</li> </ul>	[REDACTED]
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]

<b>CV 2</b>		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/organisation</li> </ul>	[REDACTED]
	<ul style="list-style-type: none"> <li>▪ position and responsibilities held</li> <li>▪ length of time in</li> </ul>	[REDACTED]

	position (This should cover the last four years. If not, please include additional roles)	Name: Position: Dates:
4.	<b>For finance only:</b> details of professional qualifications, including: <ul style="list-style-type: none"> <li>▪ date of qualification</li> <li>▪ professional body membership number</li> <li>▪ how your qualifications are maintained</li> </ul>	
6.	Brief comments on why your previous experience is relevant to the new school	
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	<b>Reference names and contact details.</b>	

CV 3		
1.	Name	
2.	Area of expertise (i.e. education or finance)	
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> (This should cover the last four years. If not, please include additional roles)	
		Name: Position: Dates:
6.	Brief comments on why your previous experience is relevant to the new school	
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	

CV 4		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> (This should cover the last four years. If not, please include additional roles)	[REDACTED]
		[REDACTED]
		[REDACTED]
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]

CV 5		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> (This should cover the last four years. If not, please include additional roles)	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	<b>For finance only:</b> details of professional qualifications, including:	[REDACTED]

	<ul style="list-style-type: none"> <li>▪ date of qualification</li> <li>▪ professional body membership number</li> <li>▪ how your qualifications are maintained</li> </ul>	
6.	Brief comments on why your previous experience is relevant to the new school	

CV 6		
1.	Name	
2.	Area of expertise (i.e. education or finance)	
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> (This should cover the last four years. If not, please include additional roles)	
4.	<b>For finance only:</b> details of professional qualifications, including: <ul style="list-style-type: none"> <li>▪ date of qualification</li> <li>▪ professional body membership number</li> <li>▪ how your qualifications are maintained</li> </ul>	
6.	Brief comments on why your previous experience is relevant to the new school	

CV 7		
1.	Name	
2.	Area of expertise (i.e. education or finance)	
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/</li> </ul>	

	<ul style="list-style-type: none"> <li>organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> <p>(This should cover the last four years. If not, please include additional roles)</p>	<div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> <hr/> <div style="background-color: black; width: 100px; height: 15px;"></div>
6.	Brief comments on why your previous experience is relevant to the new school	<div style="background-color: black; width: 100px; height: 15px;"></div>

<b>CV 8</b>		
1.	Name	<div style="background-color: black; width: 100px; height: 15px;"></div>
2.	Area of expertise (i.e. education or finance)	<div style="background-color: black; width: 100px; height: 15px;"></div>
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> <p>(This should cover the last four years. If not, please include additional roles)</p>	<div style="background-color: black; width: 100px; height: 15px;"></div>
		<div style="background-color: black; width: 100px; height: 15px;"></div>
		<div style="background-color: black; width: 100px; height: 15px;"></div>
6.	Brief comments on why your previous experience is relevant to the new school	<div style="background-color: black; width: 100px; height: 15px;"></div>

<b>CV 9</b>		
1.	Name	<div style="background-color: black; width: 100px; height: 15px;"></div>
2.	Area of expertise (i.e. education or finance)	<div style="background-color: black; width: 100px; height: 15px;"></div>
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/organisation</li> <li>▪ position and responsibilities held</li> </ul>	<div style="background-color: black; width: 100px; height: 15px;"></div>
		<div style="background-color: black; width: 100px; height: 15px;"></div>



	<ul style="list-style-type: none"> <li>length of time in position (This should cover the last four years. If not, please include additional roles)</li> </ul>	
6.	Brief comments on why your previous experience is relevant to the new school	

**CV 10**

1.	Name	
2.	Area of expertise (i.e. education or finance)	
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>name of school/organisation</li> <li>position and responsibilities held</li> <li>length of time in position</li> </ul> (This should cover the last four years. If not, please include additional roles)	
5.a	<b>For education only:</b> if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> <li>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> <li>If these results are not available, set out the track record of your school in terms</li> </ul>	

	<p>of developing literacy and numeracy skills, qualifications achieved and preparing pupils for later life</p> <ul style="list-style-type: none"> <li>▪ school's best 8 value added scores for the years you were in post, if applicable</li> </ul>	
6.	Brief comments on why your previous experience is relevant to the new school	<ul style="list-style-type: none"> <li>• [REDACTED]</li> </ul>
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]

CV 11		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> <li>▪ name of school/organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> <p>(This should cover the last four years. If not, please include additional roles)</p>	[REDACTED]
		[REDACTED]
		Name: Position: Dates:
5.a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and</li> </ul>	[REDACTED]

	<p>per student for level 3 qualifications</p> <ul style="list-style-type: none"> <li>▪ If these results are not available, set out the track record of your school in terms of developing literacy and numeracy skills, qualifications achieved and preparing pupils for later life</li> <li>▪ school's best 8 value added scores for the years you were in post, if applicable</li> </ul>	
6.	Brief comments on why your previous experience is relevant to the new school	

<b>CV 12</b>		
1.	Name	
2.	Area of expertise (i.e. education or finance)	
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> (This should cover the last four years. If not, please include additional roles)	
		Name: Position: Dates:
6.	Brief comments on why your previous experience is relevant to the new school	

<b>CV 13</b>		
1.	Name	
2.	Area of expertise (i.e. education or finance)	
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/</li> </ul>	

	<ul style="list-style-type: none"> <li>organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> <p>(This should cover the last four years. If not, please include additional roles)</p>	<div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100px; height: 15px;"></div>
6.	Brief comments on why your previous experience is relevant to the new school	<div style="background-color: black; width: 100px; height: 15px;"></div>

CV 14		
1.	Name	<div style="background-color: black; width: 100px; height: 15px;"></div>
2.	Area of expertise (i.e. education or finance)	<div style="background-color: black; width: 100px; height: 15px;"></div>
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> <p>(This should cover the last four years. If not, please include additional roles)</p>	<div style="background-color: black; width: 100px; height: 15px;"></div>
		<div style="background-color: black; width: 100px; height: 15px;"></div>
		<div style="background-color: black; width: 100px; height: 15px;"></div>
6.	Brief comments on why your previous experience is relevant to the new school	<div style="background-color: black; width: 100px; height: 15px;"></div>
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	<div style="background-color: black; width: 100px; height: 15px;"></div>

## Curriculum Vitae for GDFT Trustees

CV	Name	Position
15	██████████	██████████
16	██████████	██████████
17	██████████	██████████
18	██████████	██████████
19	██████████	██████████
20	██████████	██████████
21	██████████	██████████
22	██████████	██████████

CV 15		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/ organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> (This should cover the last four years. If not, please include additional roles)	██████████
		██████████
		██████████
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

CV 16
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1.	Name	
2.	Area of expertise (i.e. education or finance)	
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> (This should cover the last four years. If not, please include additional roles)	
6.	Brief comments on why your previous experience is relevant to the new school	

<b>CV 17</b>		
1.	Name	
2.	Area of expertise (i.e. education or finance)	
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> (This should cover the last four years. If not, please include additional roles)	
		Name: Position: Dates:
6.	Brief comments on why your previous experience is relevant to the new school	

<b>CV 18</b>		
1.	Name	
2.	Area of expertise (i.e. education or finance)	

3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> (This should cover the last four years. If not, please include additional roles)	██████████
		██████████
		██████████
6.	Brief comments on why your previous experience is relevant to the new school	██████████
8.	Reference names(s) and contact details	██████████

CV 19		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> (This should cover the last four years. If not, please include additional roles)	██████████
		██████████
		██████████
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████

8.	Reference names(s) and contact details	[REDACTED]
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<b>CV 20</b>		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including:	[REDACTED]
	<ul style="list-style-type: none"> <li>▪ name of school/organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul>	[REDACTED]
	(This should cover the last four years. If not, please include additional roles)	[REDACTED]
5.a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> <li>▪ If these results are not available, set out the track record of your school in terms of developing literacy and numeracy skills, qualifications achieved and preparing pupils for later life</li> <li>▪ school's best 8 value added scores for the years you</li> </ul>	[REDACTED]



	were in post, if applicable	
6.	Brief comments on why your previous experience is relevant to the new school	

CV 21		
1.	Name	
2.	Area of expertise (i.e. education or finance)	
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> (This should cover the last four years. If not, please include additional roles)	
6.	Brief comments on why your previous experience is relevant to the new school	

CV 22		
1.	Name	
2.	Area of expertise (i.e. education or finance)	
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> (This should cover the last four years. If not, please include additional roles)	
6.	Brief comments on why your previous experience is relevant to the new school	
7.	<b>Optional:</b> brief	

	comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	