



Department  
for Education

# Free school application form 2014

**Special** (updated March 2014)

**DAVENTRY SPECIAL ACADEMY**

## Contents

Application checklist .....	3
Declaration .....	5
Section A: Applicant details .....	
Section B: Outline of the school.....	
Section C: Education vision .....	6
Section D: Education plan – part 1 .....	13
Section D: Education plan – part 2 .....	14
Section E - Evidence of need – part 1 .....	54
Table 1: For pupils with statements of SEN .....	54
Section E: Evidence of need – part 2.....	56
Section F: Capacity and capability.....	82
F1 (a) Pre-opening skills and experience.....	82
F1 (b) Skills gap in pre-opening .....	83
F3 (a) Proposed governors .....	89
F3 (b) Skills gap for governing body.....	90
Section G: Budget planning and affordability .....	89
G3 Financial resilience to reductions in income .....	89
Section H: Premises .....	
Annexes.....	90
CVs.....	100

## 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?	<input type="checkbox"/>	<input type="checkbox"/>
2. Have you established a company limited by guarantee?	<input type="checkbox"/>	<input type="checkbox"/>
3. Have you provided information on all of the following areas:		
<b>Section A:</b> Applicant details	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section B:</b> Outline of the school	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section C:</b> Education vision	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section D:</b> Education plan	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section E:</b> Evidence of need	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section F:</b> Capacity and capability	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section G:</b> Budget planning and affordability	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section H:</b> Premises	<input type="checkbox"/>	<input type="checkbox"/>
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?	<input type="checkbox"/>	<input type="checkbox"/>
5. Have you fully completed the budget plans?	<input type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>
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?	<input type="checkbox"/>	<input type="checkbox"/>
9. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: <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>	<input type="checkbox"/>	<input type="checkbox"/>
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).	<input type="checkbox"/>	<input type="checkbox"/>

*\*Independent schools include existing alternative provision and special school institutions that are privately run*

*\*\* If your application is larger than 9MB please split the documents and send two emails*

<b>Section I of your application</b>		
<p><b>11. Have you sent:</b></p> <ul style="list-style-type: none"><li>▪ a copy of Section A (tab 1 of the Excel template); and</li><li>▪ 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</li><li>▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days</li></ul> <p>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?</p> <p>(See guidance for dates and deadlines)</p>	<input type="checkbox"/>	<input type="checkbox"/>

## Declaration

**\*\*This must be signed by a company member on behalf of the company / trust\*\***

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

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

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

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

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

**Signed:**

**Position:** [REDACTED]

**Print name:** [REDACTED]

**Date:**

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

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

## Section C: Education vision

### C1 - A credible proposal to deliver a high quality free school and a clear rationale for establishing it in this area

#### Rationale for the establishment of the school

Daventry Special Academy will be a school for pupils with profound and multiple learning difficulties (PMLD), severe learning difficulties (SLD), and autistic spectrum disorders (ASD). The school will be for pupils aged 4-18 with a total number of pupils when the school is full in 2019-20 (i.e. by the fourth year of operation) of 175. All the pupils will have Education Health and Care (EHC) plans.

The school will be located close to the town centre of Daventry in the south-west of the county of Northamptonshire. This location will significantly reduce the distance children will need to travel to other special schools in Northamptonshire and across the boundary into Warwickshire and Oxfordshire. Consultation with Northamptonshire County Council (NCC), Warwickshire County Council, Daventry District Council, schools in the Daventry area, and the special schools within Northampton town, indicates that there is a significant need for further special school provision in the area. NCC is fully committed to the project, and will be the prime commissioner of places for children or young people with EHC plans.

When the school is full, the proposed breakdown of numbers of pupils by key stage will be as follows:

<u>Phase</u>	<u>Number of pupils</u>
Early Years Foundation Stage (EYFS) and Key Stage 1	30
Key Stage 2	40
Key Stage 3	30
Key Stage 4	45
Post 16	30

The sponsor of the school will be Education Excellence for All (EE4A). EE4A is a DfE approved Academy Sponsor. See below for more details of the Trust.

NCC has recently commissioned a review of its SEN provision in order to evaluate:

- the diversity of provision in the county's Resourced Provisions (RPs) and SEN Unit Provisions (UPs).
- whether the current geographical location of specialist SEN provision across the County meets existing and future needs
- whether current provision offers sufficient capacity in relation to projected demographics (in terms of incidence of SLD, PMLD and ASD)
- the impact of the special/specialist provision on developing inclusive practice and improving outcomes for all children including those supported in special/specialist provision.
- the cost of current special/specialist provision and its sustainability in the light of changes in funding mechanisms and current financial restraints

and then made recommendations based on this evaluation.

Some of the key findings of this review (report published in October 2013) relate to provision for pupils with PMLD, SLD, and ASD. Specifically, it reported that:

*'There is a known shortage of places for PMLD, SLD, including ASD, in the south of the county with children having to be transported considerable distances to access appropriate provision. The Northamptonshire Learning Strategy strongly recommends that all children, whatever their learning difficulty, should be educated in their local school'.*

The report then recommended that:

*'The LA should broker the establishment of a Special School for PMLD and SLD, including ASD, in the south of the county [i.e. the proposed location of our school] and commission places from it.'*

More specifically with regard to provision for pupils with ASD, the report notes that there should be made available:

*'High quality provision...in their local area, to meet the needs of children and young people who experience significant learning difficulties because of their autistic spectrum disorder'.*

As part of the NCC review of its SEN provision, NCC collected the views of interested stakeholders, including parents and carers. The survey asked the specific question:

*'Do you agree that we require an additional special school within the south of the county?'*

The responses to this question were:

Yes: 81.3% No: 18.7 %

Therefore, arising from the consultation, NCC concluded:

***'There is support for a special school to be located in the south of the county',***

and:

***'The Council should broker the establishment of a special school for children with PMLD, SLD and ASD in the south of the county.'***

The more general demographic information specific to the geographical location of the school shows that there will be a growing general population which will invariably lead to a growing demand for school places, including special school places. See section E for more details. There is also a specific shortage of places in special schools and specialist provisions in Northampton (Northgate, Billing Brook, Fairfields, Greenfields, and East Hunsbury SEN Unit) to which pupils with statements of SEN who live in Daventry are currently transported. Other consequences of the lack of specialist SEN provision in Daventry are:

- 39 children are sent to a private SEN provision at Pottersbury Lodge at considerable cost to the Council
- 50% of £15m school transport costs are to taxi children with special educational needs; therefore, NCC are keen that more local provision is set up to reduce these costs as well as to reduce the travelling time for children and young people with SEN and so increase significantly the amount of time pupils are engaged in productive learning as opposed to travelling.

This shortage of SEN places will be exacerbated by the closure of the Billing Brook satellite provision at Abbeyfield School (located in Northampton Town) in 2017, with the loss of 30 SEN places.

The quality of special educational provision across all of Northamptonshire is in general high, and so the Daventry Special Academy will be joining a high performing family of schools, details of which are as follows:

<b>Name of School</b>	<b>Most Recent Ofsted Outcome</b>	<b>Date</b>
Advanced Education - Northampton School	Requires improvement	03/2014
Alderwood	Outstanding	02/2012
Ashmeads School	Good	06/2013
Belview School	Good	09/2011
Billing Brook Special School	<i>Academy conversion</i>	<i>n/a</i>
Education & Youth Services Ltd	Good	05/2011
Fairfields School	Outstanding	04/2014
Friars School	<i>Academy conversion</i>	<i>n/a</i>
Greenfields School and Sports College	Good	03/2014
Isebrook School	Good	02/2014
Kings Meadow School	Outstanding	04/2012
On Track Education Centre Northants	Good	06/2011
Pottersbury Lodge School	Good	06/2012
Rowan Gate Primary School	Outstanding	03/2014
The Gateway School	Good	04/2012
Thornby Hall School	Inadequate	10/2012
Wren Spinney Community Special School	Outstanding	05/2011
Northgate Special School	Outstanding	02/2013

See section E for full details of evidence of need.

### **Vision and ethos for our school**

Daventry Special Academy will be part of the EE4A Trust.

EE4A has as its mission to raise standards in education through enabling leaders to provide an outstanding education for all pupils.

EE4A is totally committed to ensuring every pupil makes progress regardless of their context or starting point. We believe this is best achieved through consistently high quality of provision, including teaching, which depends upon an effective partnership with the school's leadership team, staff and governors.



The EE4A Trust will provide a distinctive and cohesive offer to all its partner schools, including Daventry Special Academy, with access to highly experienced education practitioners and school improvement advisers, a wealth of education project management and business expertise, performance assessment tools, and ICT knowhow, and exceptional procurement support.

The EE4A Trust is particularly committed and enthusiastic about developing this special school because stakeholders tell us there is a pressing need for this provision and it matches our aims and vision as a trust.

The vision for the Daventry Special Academy has four inter-related elements:

#### 1. Our mission

We will provide an exemplary education for all pupils, regardless of their backgrounds, within a vibrant and innovative learning environment. Our mission is to have no barriers to what we can achieve in delivering our shared vision of excellence. We are keen to work very closely with our local community, including other schools and encourage pupils to develop an awareness of their roles as citizens of that community, alongside an understanding of their role in the global community. This will include the delivery of a broad and balanced curriculum that is personalised to meet the needs of individual pupils working across a wide range of academic levels, learning styles and with very different physical needs. We will ensure that leadership, at all levels, is ambitious and creative. We will research and implement outstanding practice, challenge our staff to aspire to be the best, and rigorously monitor and evaluate how well we are doing. We will use the opportunities provided by an all-through school to ensure continuity, appropriate risk taking and excellence in everything we do.

#### 2. The pupils

Within a fully inclusive environment, we will create a school where we are totally committed to educate all our children and young people so that they are fully ready for the next stage of their adult life, and see no limits to what they might achieve. We will value opportunities for cultural, creative and, where possible, sporting activities to enrich the curriculum and inspire our young people.

#### 3. Our parents, carers, and families

Pupils' parents and carers will be our most important partners: we will forge outstanding relationships with them, and with the providers of other services that support their children whilst they are at school, outside the school, and when they leave the Daventry Special Academy. All our partners will share our whole school commitment to the fundamental values of the school.

#### 4. Daventry and the wider community

We will create a school which we will all be proud of. We will use the opportunities of a town centre site, and our freedoms as an Academy, to ensure our pupils make the most of the educational and community facilities that our immediate neighbours enjoy. We will also make a full contribution to the development of special education provision for Northamptonshire's children, young people and young adults and to the local educational offer in Daventry and its surrounding villages.

#### Key features of our school

The key features of the highly positive learning climate we will create for all our pupils will be:

- Individualised learning programmes to meet the needs of all our pupils
- High expectations for all, based on challenging and realistic targets being set for all pupils across their range of needs, and a curriculum which offers breadth, depth and inspiration
- Early and maintained emphasis upon the skills of communication, literacy, numeracy and ICT to ensure that disadvantage is minimised
- A high quality learning environment which will enable these high expectations to be translated into positive outcomes for all pupils
- A focus on the expressive arts to extend learning, widen horizons and broaden thinking
- Interest and excitement – instilling a passion and hunger for learning which will be lifelong
- An emphasis on the development and maintenance of positive relationships for all pupils, which will be especially crucial for all our pupils, especially those with ASD
- A pastorally supportive learning climate which facilitates good behaviour and attendance
- Strong and purposeful partnerships with employers, and other post 16 provision to extend pupils' academic and vocational opportunities in the overall context of developing pupils' independent living skills
- Strong partnerships with parents/carers
- The provision of outstanding quality guidance and support, e.g. with regard to pupils' personal and interpersonal skills
- Excellent assessment, tracking, monitoring and feedback systems being in place
- The celebration of success and rewards to create positive feedback
- The use of research and an evidence based approach to achieve best practice to the benefit of all our pupils
- Professional development entitlement, derived from research and evidence of best practice, to develop all our staff, focused on meeting the needs of pupils and the setting of high expectations for all staff
- Strong governance and accountability at all levels; a relentless approach to improvement; strong and effective self-evaluation; leadership development and succession planning; and supportive and effective performance management systems
- We will enable all our pupils to develop their full potential before moving on from school to be successful members of adult society. Our older pupils will access links with the local colleges at Northampton, Daventry and Moulton as well work -related learning opportunities within the local environment. The intention is to provide pupils with a sound knowledge base to make decisions with regard to their post-16 destinations, including, if they choose, to remain in our Sixth Form, or transition from our school, at whatever subsequent age this occurs. We intend to develop a strong partnership with Northampton College who have a site in Daventry and have stated their willingness to work closely with us to develop appropriate and effective post-16 provision. Depending on the site, we will ensure that there are strong service level agreements in place to support this and explore, where possible, shared resources and facilities. We will ensure high quality careers education, advice and guidance so that pupils move on confidently. It will be a particular feature of the Academy that we will offer continued contact through to age of 25, and use our best endeavours to broker further guidance and support as needed. Our relationship with the FE College will be crucial in enabling us to do this effectively.

## **Proposed outcomes**

These will form a key part of the minimum standards that we will use as our operating policy and falling below these will result in interventions and improvements being required.

These will be ambitious and realistic for our school as a whole and for all our pupils as individuals. These outcomes are clearly related to key elements of our vision and associated features of our school.

### *Pupils' academic achievement, including qualifications*

- 90% of pupils will exceed or achieve their individual targets based on the DfE progression guidance
- 20% of pupils will exceed their individual targets based on the DfE progression guidance
- 80% of our post 16 pupils will achieve a recognised qualification related to their independent living skills.

### *Pupils' destinations after leaving our school*

- 100% of our pupils who leave our school at the age of 16, 17 or 18 move into further education or training which meets their needs, or appropriate employment with training

### *Attendance*

- Except for those individual pupils where there is a clear health - related reason, all pupils will achieve a 95% attendance rate.

### *Behaviour*

- There will be no permanent or temporary exclusions
- For those pupils where there has been identified on their EHC plan a need for a reduction in challenging behaviours, agreement at their annual review that this reduction has been achieved

### *Pastoral care and pupil wellbeing*

- There are no reported incidents of bullying
- In parental/carers surveys, at least 90% of parents report that their children are happy and well looked after at school

### *Quality of teaching*

- 100% of lessons observed will be judged as at least 'good'.
- 30% of lessons observed will be judged as 'outstanding'.

### *Pupil satisfaction*

- Through the use of the appropriate methods of pupils communicating to us their views, 90% of pupils will judge the quality of provision in the school as at least good.

### *Parental satisfaction*

- 90% of parents will judge the quality of provision in the school as at least good.

### *Staff morale, development and retention*

- 90% of staff will report through the use of regular surveys that their morale is high
- 90% of staff will report that the professional development they undertake has had positive impact on their practice and support they provide to pupils; this will include staff's involvement in small scale research which has a positive impact on their practice
- There will be no more than 10% staff turnover during any one school year

*Pupil participation in various activities*

- 100% of pupils will participate in a community-based enrichment activity

## Section D: Education plan – part 1

	Current number of pupils (if applicable)	2015	2016	2017	2018	2019	2020	2021	2022
Reception			10	10	10	10	10	10	10
Year 1				10	10	10	10	10	10
Year 2						10	10	10	10
Year 3			10	10	10	10	10	10	10
Year 4				10	10	10	10	10	10
Year 5					10	10	10	10	10
Year 6						10	10	10	10
Year 7			15	15	15	15	15	15	15
Year 8				15	15	15	15	15	15
Year 9			15	15	15	15	15	15	15
Year 10				15	15	15	15	15	15
Year 11					15	15	15	15	15
Year 12			15	15	15	15	15	15	15
Year 13				15	15	15	15	15	15
<b>Totals</b>			<b>65</b>	<b>130</b>	<b>155</b>	<b>175</b>	<b>175</b>	<b>175</b>	<b>175</b>

## Section D: Education plan – part 2

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
<b>Early Years Foundation Stage (EYFS) and KS1</b>			With regard to the details of the hours per week for each 'subject' within each age phase, as noted above, we will develop 'bespoke' programmes for each pupil and so the hours devoted to these subjects will vary from pupil to pupil dependent on her/his need. Please see below for more details.
Communication and language	6	Mandatory	
Social and emotional	6	Mandatory	
Cognition and thinking	6	Mandatory	
Orientation, motor and mobility	2	Mandatory	
Expressive Arts	2	Mandatory	
<b>Total</b>	<b>22</b>		
<b>Key Stage 2 and Key Stage 3</b>			
Communication and language	6	Mandatory	
Social and emotional	6	Mandatory	
Cognition and thinking	6	Mandatory	
Orientation, motor and mobility	2	Mandatory	
Expressive Arts	2	Mandatory	
<b>Total</b>	<b>22</b>	<b>Total</b>	
<b>Key Stage 4 and post 16</b>			As described below, the curriculum for this age group will be delivered through a variety of accredited courses, including those provided by ASDAN, National Open College

			Network, and the AQA Unit Award Scheme.
Employment/vocational skills	10	Mandatory	
Key/functional skills	15	Mandatory	
Independent living skills	5	Mandatory	
<b>Total</b>	<b>25</b>		
<b>Enrichment</b>			
<p>Across each of the phases of the school, there will opportunities for a wide range of enrichment activities which will include:</p> <ul style="list-style-type: none"> <li>• buying fresh local food in the weekly market, and learning how to cook it</li> <li>• listening to live music at the nearby Phoenix Youth Centre and Café</li> <li>• running a small business as part of Young Enterprise</li> <li>• attending and leading assemblies in the neighbouring schools.</li> </ul>	Variable, dependent on individual pupils' needs and developmental stage as detailed in their individual learning programmes.	Mandatory	

## Section D1:

### Rationale for the curriculum

We will deliver an ambitious curriculum plan which is consistent with the vision as outlined above and the anticipated pupil intake. We will draw on the best practice nationally in curriculum development for all pupils: that is, it will be for us to design and implement established and innovative teaching, learning and support strategies to ensure pupils have access to the EYFS, primary, secondary and post-16 curriculum – adjusting the curriculum always and only where that best meets the individual needs of each pupil.

### Expected pupil intake and their needs

Daventry Special Academy will be a school for pupils aged between 4 and 18 with profound and multiple learning difficulties (PMLD), severe learning difficulties (SLD), and autistic spectrum disorders (ASD).

All pupils will have Education Health and Care Plans and the school will, as a minimum, meet the requirements set out in those documents.

For the purposes of financial planning at this stage as set out in the financial spreadsheets, we are assuming that there will be an equal split in numbers between pupils who have PMLD, those who have SLD and those who have ASD. Clearly, at this stage it is not possible to state categorically how many pupils with these designated special educational needs will attend the school when it opens in September 2016 and from that point onwards. As we move closer towards opening in September 2016, the commissioners (primarily NCC) will be able to tell us how many pupils entering our school will have PMLD, SLD, or ASD. From that point onwards, we will then work closely with the commissioners during each school year to plan for each new cohort into the school. The amount of top up fee agreed with the commissioners of [REDACTED] for pupils aged 4-16 and [REDACTED] for post 16 pupils is the same across each designation of SEN i.e. PMLD, SLD and ASD. Therefore, from a financial planning point of view, we can plan for a predictable level of income.

However, we do we know from longitudinal national demographics that there is a far higher incidence of ASD than there is of SLD or PMLD, albeit more ASD pupils than SLD are successfully educated in mainstream. Therefore, for curriculum planning and school organisation purposes, until there is greater clarity with regard to the actual split numbers between pupils who have PMLD, those who have SLD and those who have ASD, we will assume that 15% of pupils will have PMLD, 25% of pupils will have SLD and 60% of pupils will have ASD.

We will also expect that there will be a large number of 'in year' entrants into the school and there will be systems and processes in place for this. See section D4 below for more details of this. The actual numbers of pupils will determine the configuration of the classes across and within Key Stages, year groups and designated need as reflected in primarily pupils' performance with regard to the P ('performance') scales as set out in 'Level descriptors. P1 to P8' (Qualifications and Curriculum Authority 2009) and National Curriculum levels.

Therefore, in terms of the planning of staffing, we have made various assumptions in terms of the level of staffing needed for the numbers of pupils in each year between opening in September 2016 and 'steady state' in September 2019. See section D3 for more details. We will determine the actual groupings of pupils once we know the actual numbers and 'categories' of need for each year of operation. These groupings may include pupils across different age groups and Key Stages. We will always build into the structure of our curriculum and groupings of pupils a high degree of flexibility to take account of 'in year' entrants, the changing needs of individual pupils, and sadly, given the needs of some of our pupils, the fact that some pupils will die when they are at our school. As discussed below in Section D3, we will seek to recruit a range of staff which will enable us to achieve this flexibility needed.

Within an inclusive learning environment, pupils with ASD will follow a different learning strand from other pupils to include, where appropriate for individual pupils, the appropriate interaction with all pupils across the school whose primary designation of need is PMLD or SLD.



### Pupils with profound and multiple learning difficulties

These pupils will have complex learning needs. In addition to very severe learning difficulties, pupils will have other significant difficulties such as physical disabilities, sensory impairment or a severe medical condition. Pupils will require a high level of adult support, both for their learning needs and also for their personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps. Some pupils will communicate by gesture, eye pointing or symbols, others by very simple language. Their attainments are likely to remain below level 1 of the National Curriculum typically within the P1 – P3 of the P ('performance') scales.

Key to our overall approach will be the development and implementation of an experiential curriculum with an emphasis on the use of sensory stimulation to help pupils to learn and develop.

For example, a session with one or more pupils might focus upon pupils developing their body awareness through, in particular, developing their responses to different stimuli. This could involve the following activities:

- use of soft balls with various textures on different parts of the body to include head, shoulder, knees and toes at different speeds and look for pupils' reactions to these stimuli
- use of 'Tommy Thumb' to develop the sense of fingers and toes
- use of the rhyme 'This Little Piggy' to again develop the sense of fingers and toes
- use of massage.

### Pupils with severe learning difficulties

These pupils will have very significant intellectual or cognitive impairments. Their cognitive and/or attainment levels are normally at or below the 0.01 percentile. This will have a major effect on their ability to participate in the school curriculum without support. Pupils with SLD may also have difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills. They will need support in all areas of the curriculum. They may also require teaching of self-help, independence and social skills. The majority will remain dependent on adults for all aspects of their care. Some pupils may communicate through use of sign and symbols but most will be able to hold simple conversations. Their attainment levels may be expected to remain at or below Level 1 of the National Curriculum for much of their school careers typically within the P4 –P8 of the P ('performance') scales.

### Pupils with autistic spectrum disorders (ASD)

ASD is a lifelong developmental disability that affects how a person communicates with, and relates to, other people. It also affects how they make sense of the world around them. Without the right support, it can have a profound effect on individuals and families. It is a spectrum condition, which means that, while all people with ASD share three main areas of difficulty, their condition will affect them in different ways. Some people with ASD are able to live independent lives but others may need a lifetime of specialist support.

People with ASD generally experience difficulty with:

- *Social interaction*. This includes recognising and understanding other people's feelings and managing their own. Not understanding how to interact with other people can make it hard to form friendships.

- *Social communication.* This includes using and understanding verbal and non-verbal language, such as gestures, facial expressions and tone of voice.
- *Social imagination.* This includes the ability to understand and predict other people's intentions and behaviour and to imagine situations outside of their own routine. This may be accompanied by a narrow repetitive range of activities.

Arising from these general difficulties, pupils with ASD will often:

- Have a deep need for routine and difficulty with change. The world can seem a very unpredictable and confusing place to people with ASD, who often have a narrow, repetitive range of activities and may prefer to have a fixed daily routine so that they know what is going to happen every day. People with ASD may not be comfortable with the idea of change, but can cope well if they are prepared for it in advance.
- Need to adhere rigidly to rules. It can be difficult for a person with ASD to take a different approach to something once they have been taught the 'right' way to do it.
- Have sensory issues. Pupils with ASD may experience some form of sensory sensitivity which can appear in one or more of the five senses: sight, sound, smell, touch and taste. A pupil's senses may be intensified (hyper-sensitive) or under-sensitive (hypo-sensitive). Pupils with sensory sensitivity may also find it harder to use their body awareness system. This system tells us where our bodies are, so for those with reduced body awareness, it can be harder to navigate rooms avoiding obstructions, stand at an appropriate distance from other pupils and carry out 'fine motor' tasks such as tying shoelaces.
- Have special interests. Many pupils with ASD will have intense special interests, often from a fairly young age. These can change over time or be lifelong, and can be anything from art or music, to trains or computers.
- Have learning difficulties. Some pupils with ASD may have learning difficulties, meaning that they may not learn things as quickly as other people. As with ASD, pupils can have different 'degrees' of learning disability. A learning disability can affect all aspects of someone's life: from studying in school, to learning how to wash or make a meal.
- Have other related conditions. These may include learning difficulties such as dyslexia and dyspraxia, or attention deficit hyperactivity disorder (ADHD), or physical difficulties such as epilepsy.

We will not be planning to accept into our school those pupils with ASD who are of average, or above average intelligence, for example, those pupils with Asperger syndrome. This is because we believe that it would not be appropriate to educate such pupils alongside pupils with learning difficulties – i.e. those with PMLD and SLD. Therefore, we anticipate that pupils with ASD in our school will have associated learning difficulties, e.g. typically operating within the P4 –P8 of the P scales, although there may be some pupils, especially those in EYFS and KS1 who are operating within levels P1 – P3. Clearly, as with all our pupils, there will be a bespoke programme in place for them.

#### Overall structure of the curriculum

Across the school, and especially at EYFS, KS1 and KS2, there will be a focus on developing key areas of learning as set out below. The ways in which pupils will be taught and how they will learn will be determined by their performance with regard to

the P scales and National Curriculum levels, and their overall maturity, interests and aptitudes.

*Communication and language.* The aims of this aspect of pupils' learning will be to help pupils to:

- Respond to adult and peer interaction
- Develop their intentional communication so that the pupils learn that performing a particular action causes an effect
- Experience a range of communication methods based on pupils' individual needs; we will adopt a total communication policy, and so will use a variety of communication methods including verbal communication, Makaton signing, body signing, objects of reference, photographs, symbols and Picture Exchange Communication System (PECs).

*Social and emotional.* The aims of this aspect of pupils' learning will be to:

- Develop student confidence and self-belief
- Enable pupils to build effective relationships
- Develop strength of, and belonging to, our community
- Develop self-care awareness and skills

*Cognition and thinking.* The aims of this aspect of pupils learning will be:

- Develop awareness
- Develop exploration
- Develop control
- Develop a sense of time, sequence and pattern
- Develop sense of self in different environments

*Orientation, motor and mobility.* The aims of this aspect of pupils' learning will be:

- Develop and maintain control and mobility
- Enjoy physical activities
- Practise a healthy lifestyle

*Expressive Arts.* The aims of this aspect of pupils' learning will be to:

- Create art and design
- Enjoy music
- Respond to dance and drama

The expressive arts will have a particular focus as a major vehicle for pupils' sensory and cognitive development. The expressive arts will have links to the whole curriculum.

By engaging in experiences within the expressive arts, our pupils will recognise and represent feelings and emotions, both their own and those of others. Learning through and about the expressive arts will enable our pupils to:

- be creative and express themselves in different ways

- experience enjoyment and contribute to other people's enjoyment through creative and expressive performance and presentation
- develop important skills, both those specific to the expressive arts and those which are transferable.

The expressive arts are rich and stimulating, with the capacity to engage and fascinate learners of all ages, interests and levels of skill and achievement. Therefore we will seek opportunities within our own teaching approaches for interdisciplinary learning and to foster partnerships with professional arts companies, creative adults and cultural organisations.

### The Early Years Foundation Stage (EYFS) and Key Stage 1

Typically, pupils will be functioning at P1 – P3 of the P scales but will not be assessed against the P scales until the end of term 1 in Year 1. Pupils up to that point and therefore including in the EYFS will be assessed against the developmental stages in the EYFS curriculum and the Early Learning Goals.

The performance descriptions for P1 to P3 are common across all subjects, with particular applications in the various subjects. The descriptors outline the types and range of general performance that some pupils with learning difficulties might characteristically demonstrate.

#### *P1 to P3.*

P1(i) Pupils encounter activities and experiences. They may be passive or resistant. They may show simple reflex responses. Any participation is fully prompted.

P1(ii) Pupils show emerging awareness of activities and experiences. They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects. They may give intermittent reactions.

P2(i) Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences, for example, withholding their attention. They begin to show interest in people, events and objects. They accept and engage in coactive exploration.

P2(ii) Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses. They recognise familiar people, events and objects. They perform actions, often by trial and improvement, and they remember learned responses over short periods of time. They cooperate with shared exploration and supported participation.

P3(i) Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities. They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways. They observe the results of their own actions with interest. They remember learned responses over more extended periods.

P3(ii) Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities. They can remember learned responses over increasing periods of time and may anticipate known events. They may respond to options and choices with actions or gestures. They actively explore objects and events for more extended periods. They apply potential solutions systematically to problems.

Therefore, staff working with such pupils will need to be very responsive to any attempts at communication, and so attend very carefully to each pupil and treat all

behaviour as meaningful and potentially an attempt to communicate. Some pupils will be more intentional in their communication but not able to use conventional language. There will need to be established responsive environment, including various stimuli to which pupils can react positively. Some pupils will be beginning to use conventional communication, understanding or even using a few single words and names of familiar people and objects. Staff should encourage new words and meanings through a range of stimulating activities and providing the example of new words and phrases. Although the basics of communication might be established before pupils reach P4, there will still be a need for staff to interpret unconventional communication attempts to help shape spoken words and eventually aspects of early literacy.

In order to develop pupils' communication skills and cognition and thinking, there will normally be need for a sensory approach to learning. This will emphasise the use of all the senses such as visual, auditory, and tactile. This will include the use of 'signifiers', which will be object and sensory cues for sessions, people and places.

Pupils may well be wheelchair users. Therefore, in order to develop their skills and abilities with regard to orientation, motor and mobility, there will be a need to develop their body awareness and physical control.

We will also encourage pupils to begin to make choices with regard to developing a healthy lifestyle through movement and physiotherapy programmes, hydrotherapy, physical education, and the encouragement of pupils' development of various movements in order to communicate. We will work with parents/carers and therapists such as occupational therapists and physiotherapists and other related professionals.

Pupils in the EYFS will be taught in the context of the EYFS curriculum. There will therefore be coverage of the prime areas of learning: communication and language; physical development; and personal, social and emotional development. We will also provide support to individual children in the four specific areas (literacy, mathematics, understanding the world, and expressive arts) through which the three prime areas are strengthened and applied using the seventeen learning goals.

### Key Stage 2 and Key Stage 3

Typically, pupils will be functioning at P4 – P8 of the P scales.

P4 – P8 of the P scales are subject specific, for example, the P4 – P8 descriptors for the speaking element of English are:

P4 Pupils repeat, copy and imitate between 10 and 50 single words, signs or phrases or use a repertoire of objects of reference or symbols. They use single words, signs and symbols for familiar objects, for example, cup, biscuit, and to communicate about events and feelings, for example, likes and dislikes.

P5 Pupils combine two key ideas or concepts. They combine single words, signs or symbols to communicate meaning to a range of listeners, for example, 'Mummy gone' or 'more drink'. They make attempts to repair misunderstandings without changing the words used, for example, by repeating a word with a different intonation or facial expression. Pupils use a vocabulary of over 50 words.

P6 Pupils initiate and maintain short conversations using their preferred medium of communication. They ask simple questions to obtain information, for example, 'Where's cat?'. They can use prepositions, such as 'in' or 'on', and pronouns, such as 'my' or 'it', correctly.

P7 Pupils use phrases with up to three key words, signs or symbols to communicate simple ideas, events or stories to others, for example, 'I want big chocolate muffin'. They use regular plurals correctly. They communicate ideas about present, past and future events and experiences, using simple phrases and statements, for example, 'We going cinema on Friday'. They contribute appropriately one-to-one and in small group discussions and role play. They use the conjunction and to link ideas or add new information beyond what is asked.

P8 Pupils link up to four key words, signs or symbols in communicating about their own experiences or in telling familiar stories, both in groups and one-to-one, for example, 'The hairy giant shouted at Finn'. They use an extensive vocabulary to convey meaning to the listener. They can use possessives, for example, 'Johnny's coat'. They take part in role play with confidence. They use conjunctions that suggest cause for example, 'cos,' to link ideas.

A more 'formal' curriculum will be introduced at this stage. The curriculum content will have a closer match to National Curriculum subjects and early levels. There will be a continued emphasis for all pupils on developing the key areas of learning as set out above: communication and language, social and emotional, cognition and thinking, expressive arts, and orientation, motor and mobility.

For example, with regard to the development of pupils' communication skills, as appropriate to individual students' needs, there may be use of various approaches such as:

- Body signing which is a way of communication where adults sign key words on a pupil's body or together with them. Body signing prepares and tells the pupil what is going to happen and helps him or her be an active participant in a situation. Body signing can be seen as a sensory cue that helps pupils to distinguish activities and people. Pupils need to be presented with a consistent routine to help them learn to anticipate what is going to happen to them.
- Natural cues which can be used to increase awareness and let pupils know that an action or event is about to happen. Such cues might be:
  - auditory; such as rattling keys for a car journey
  - gestural; such as arms outstretched meaning "Would you like to come up?"
  - smell; such as entering the dinner hall for lunch
  - tactile; such as the feel of "gastro feed box" for food
  - visual; taking out swimming bag for s swim session
  - routine; such as following the set timetable with objects
  - verbal; such as speech/intonation for a person or a course or action.
- Objects of Reference which are objects that have special meanings added to them. The meaning can be concrete (to drink) or abstract (weekdays). Objects of reference are used to help a pupil understand what is happening in her/his environment and convey meaning/ information. They are also tools to make choices.

The curriculum will be taught and learned via 'themes' or 'topics'. Detailed schemes of work will be used for each theme or topic, and these schemes of work will show links to National curriculum subjects and levels.

Wherever possible, we will ensure access to the statutory programmes for subjects within the National Curriculum. These subjects will follow the statutory requirements for which will be in place at the point at which this school opens. Therefore, all pupils will have access to the core subjects of English, mathematics, and science and the foundation subjects of art and design, religious education, computing, design and technology, French, geography, history, music, and physical education

However, clearly, our pupils will need to access these subjects in a way which suits their learning and development needs. Their access to the National Curriculum will therefore be based upon the level descriptors for P4 – P8.

Individual programmes will then be provided for pupils which will enable access to the National Curriculum while meeting their specific needs.

Please see section D4 for further details of how individual assessment will lead in personalised learning programmes.

#### Key Stage 4 and post 16.

Typically, pupils will be functioning at level 1 and 2 of the National Curriculum, but some pupils may be functioning at lower levels than this – i.e. within the P scales as outlined above with regard to younger pupils.

The curriculum will develop an increasing ‘formality’ at this stage and will have closer links with the National Curriculum subjects and early levels using the statutory programmes of study as detailed above.

As for KS2 and KS3, wherever possible, we will ensure access to the statutory programmes for subjects within the National Curriculum. These subjects will follow the statutory requirements for which will be in place at the point at which this school opens. Therefore, all pupils will have access to the core subjects of English, mathematics, and science and the foundation subjects of art and design, religious education, computing, design and technology, French, geography, history, music, and physical education

However, clearly, our pupils will need to access these subjects in a way which suits their learning and development needs, including via the P level descriptors as outlined above. There will also be opportunities for accreditation of pupils’ learning especially for post 16 students as detailed below. This provision will be commissioned from the Daventry FE College, provided evaluation shows that this is of a high enough quality and it meets the needs of all our students. Where it does not, we will commission other providers.

We will offer programmes which focus on the practical application and development of skills, based on the belief that what matters is the experiences that students have. It will be through these experiences that we will develop students’ functional and life skills.

As pupils progress through KS4 and into post 16 provision, we will offer our pupils experiences of a range of vocational courses which will include sport and leisure activities, retail, life skills, media and film, health and beauty, and design technology. These experiences will include work-related learning which will be designed to encourage students to think about the choices they will need to make after their post-16 education.

Students may work towards qualifications at entry levels 1, 2, and 3 within the NOCN qualifications framework. These accredited courses and associated qualifications will include: the NOCN Independent Living Certificate /Diploma at entry levels 1, 2, and 3;

the NOCN Stepup Certificate at entry level 3; and the NOCN Personal Progress Certificate at entry level 1.

We will offer courses which focus on pupils developing core functional skills and key independent learning skills including ASDAN courses such as Entry 1 qualifications in personal progress. These are approved qualifications, eligible for use in Foundation Learning provision. They are made up of units which can be divided into the following areas:

*Literacy/Numeracy/IT:* Developing communication skills. Developing reading skills. Developing writing skills. Providing personal information. Making requests and asking questions in familiar situations. Early mathematics: developing number skills. Early mathematics: position. Early mathematics: shape. Early mathematics: measure. Early mathematics: sequencing and sorting. Understanding what money is used for. Recognising time through regular events. Developing ICT skills.

*Independent Living Skills:* Developing independent living skills: having your say. Developing independent living skills: keeping safe. Developing independent living skills: looking after your own home. Developing independent living skills: being healthy. Developing independent living skills: looking after yourself. Developing independent living skills: personal presentation. Planning and preparing food for an event. Preparing drinks and snacks. Taking part in daily routines.

*Personal Development:* Developing learning skills: learning to learn. Dealing with problems. Getting on with other people. Developing self-awareness: all about me. Rights and responsibilities: everybody matters. Engaging in new creative activities. Using interpersonal skills to contribute to positive relationships.

*Community Participation:* Developing community participation skills: getting out and about. Developing community participation skills: personal enrichment. Developing community participation skills: caring for the environment. Developing community participation skills: participating in sporting activities. Using a community facility over a period of time. Travel within the community: going places. Using local health services.

*Preparation for Work:* Developing skills for the workplace: getting things done. Developing skills for the workplace: following instructions. Developing skills for the workplace: health and safety. Developing skills for the workplace: looking and acting the part. Developing skills for the workplace: looking after and caring for animals. Developing skills for the workplace: growing and caring for plants. Participating in a mini-enterprise project.

'Towards Independence'. This provides a framework of activities through which personal, social and independence skills can be developed and accredited for those with severe learning difficulties (SLD) and profound multiple learning difficulties (PMLD). 'Towards Independence' offers formal recognition for small steps of achievement towards a larger goal. Modules can be used separately and accumulated to build a record of personal achievement. Modules available are: Starting Out; Animal Care; Business Enterprise; Citizenship; Coping With People; Creativity; Current Affairs; Developing Communication Skills: Sensory; Developing Communication Skills: Introduction; Developing Communication Skills: Progression; Developing Numeracy Skills: Introduction; Developing Numeracy Skills: Progression; Engaging with the world around me: Objects; Engaging with the world around me: People; Engaging with the world around me: Events; Environment; Everyday Living; Getting Ready To Go Out; Getting To Know A Group; Going to College; Horticulture; Independent Living; Knowing About Myself; Making Pictures; Meal Preparation and Cooking; Meal Preparation and



Cooking: Introduction; Meal Preparation and Cooking: Progression; Meal Preparation and Cooking: Sensory Experience; Mobility; Money; Money: Introduction; Money: Progression; Multi-sensory Experiences; Myself and Others; Out In The Community; Performing Arts; Personal Safety; Photography/Multimedia; Physiotherapy; Popular Culture; Pottery and Ceramics; Practical Workshop; Printing; Recognising and Using Everyday Signs; Relationships; Residential Experience Challenge; Self-Advocacy; Sound, Rhythm and Music; Sport and Leisure; Sports Studies; The Wider World; The World Around Us; Time Management and Self Organisation; Using a Computer; Using Computer Technology; Using ICT; Using Leisure Time; Using Transport; Vocational Training/Experience; Water Skills; Work Awareness; Working Towards Self-sufficiency; World of Work; and Yogacise.

Transition Challenge. This is a framework for accrediting independent living and personal skills through areas relating to the statutory Key Stage 4 National Curriculum subjects, and for developing skills needed in adult life. The programme has been developed for students aged 14–16 years but can be used beyond this age group (if appropriate to the developmental needs of the learner). The Transition Challenge contains activities within a framework of five modules:

- Knowing How
- Making Choices
- Feeling Good
- Moving Forward
- Taking the Lead

The programme is learner-centred, offering structure and flexibility, and provides recognition for small steps in achievement

#### Specific approaches to teaching for pupils with ASD

Teaching and learning approaches will be in line with those of the National Autistic Society. Rather than adopting one ASD specific teaching method the school will have an eclectic approach that will combine the best elements of the best methods and practices. All approaches will be ethical and proven to be effective through research and experience. They will be all delivered under the National Autistic Society's SPELL framework of principles for good practice in Autism. SPELL is an acronym that stands for:

- Structure

The importance of structure has long been recognised of pupils with ASD. It makes the world a more predictable, accessible and safer place. Structure can aid personal autonomy and independence by reducing dependence (eg prompting) on others. The environment and processes are modified to ensure each individual knows what is going to happen and what is expected of them. This can also aid the development of flexibility by reducing dependence on rigid routines. Structure plays to the strengths of a sense of order and preference for visual organisation commonly associated with the autism spectrum.

- Positive (approaches and expectations)

It is important that a programme of sensitive but persistent intervention is in place to engage the individual pupil, minimise regression and discover and develop potential. In this respect it is important that expectations are high but realistic and based on careful

assessment. This will include the strengths and individual needs of the pupil, their level of functioning and an assessment of the support they will need. We will seek to establish and reinforce self-confidence and self-esteem by building on natural strengths, interest and abilities.

It is vital that assessments are made from as wide a perspective as possible and that assumptions are made on the basis of painstaking assessment and not superficial enquiry. These will include a view of the barriers in accessing opportunity. For example, many pupils on the autism spectrum may have difficulty with oral communication, leading to an underestimation of their ability and potential. Conversely, some may have a good grasp of speech but this may mask a more serious level of disability.

Additionally, many people with ASD may avoid new or potentially aversive experiences but through the medium of structure and positive, sensitive, supportive rehearsal can reduce their level of anxiety, learn to tolerate and accept such experiences and develop new horizons and skills.

- Empathy

It will be essential to see the world from the standpoint of the pupil on the autism spectrum. This is a key ingredient in the 'craft' of working with pupils with ASD. We will begin from the position or perspective of the individual pupil and gather insights about how they see and experience their world, knowing what it is that motivates or interests them but importantly what may also frighten, preoccupy or otherwise distress them.

To make every effort to understand, respect and relate to the experience of the person with ASD will underpin our attempts to develop communication and reduce anxiety. In this, the quality of the relationship between the person and teacher and LSA will be of vital importance.

Effective teachers and LSAs will be endowed with the personal attributes of calmness, predictability and good humour, empathy and an analytical disposition

- Low arousal

The approaches and environment will be calm and ordered in such a way so as to reduce anxiety and aid concentration. There will be as few distractions as possible. Some pupils may require additional time to process information, especially if this is auditory. Pupils with ASD may have additional sensory processing difficulties; they may need extra time to process information or we will need to pay attention to potentially aversive or distracting stimuli, for example noise levels, colour schemes, odours, lighting and clutter. Information will be given with clarity in the medium best suited to the pupil with care taken not to overload or bombard.

Some pupils may be under responsive to sensory experiences and actually seek additional sensory sensations. Again, this will be best achieved with an approach where the input can be regulated.

Low arousal will not be confused with "no arousal". It is of course desirable that pupils are exposed to a wide range of experiences but that this will be done in a planned and sensitive way. It will be recognised that for the most part the pupil will benefit most in a setting where sensory and other stimulation can be reduced or controlled. Additionally, supplementary relaxation and arousal reduction therapies, Snoezelen, music and massage, sensory diet etc. may be helpful in promoting calm and general well-being and in reducing anxiety.

- Links

Strong links between the various components of the pupil's life or therapeutic programme will promote and sustain essential consistency.

Open links and communication between people (e.g. parents/carers and teachers) will provide a holistic approach and reduce the possibility of unhelpful misunderstanding or confusion or the adoption of fragmented, piecemeal approaches.

Pupils with ASD, their parents or advocates will very much be seen as partners in the therapeutic process. Links with the mainstream, through curriculum and other experiences, will enable the individual to participate in a meaningful way in the life of the wider community

Training and information on SPELL describe how, within each of these elements, best practice can support the education, care and wellbeing needs of pupils with ASD through each stage of their life.

Examples of ASD specific teaching methods that will be used include:

- TEACCH: 'Treatment and Education of Autistic and related Communication Handicapped Children'. The primary aim of TEACCH is to use structured approaches to help to prepare pupils with ASD to live or work more effectively at home, at school and in the community.
- The Picture Exchange Communication System (PECS). This is a tried-and-tested approach that uses pictures to develop communication skills. It is appropriate for pupils with a wide range of learning, speech and communication difficulties, including ASD.
- Social stories and comic strip conversations will assist a person with ASD to understand a situation, skill, or concept in terms of relevant social cues, perspectives, and common responses in a specifically defined style and format.
- Intensive interaction. This is an approach to teaching the pre-speech fundamentals of communication to children and adults who have PMLD and SLD and/or ASD and who are still at an early stage of communication development.

This is not an exhaustive list and all approaches will be applied to individuals and groups according to needs identified through their baseline assessment.

All staff working with pupils with ASD will have received the appropriate training and professional development. For example, if and when TEACCH is used, all the appropriate staff will have completed training in this approach, including all LSAs and HLTAs having completed the basic 3 day training.

#### Use of ICT across the curriculum

We will make full use of specialist ICT hardware and software to ensure curriculum access for all our pupils and to help them to engage fully in their learning.

For example, many of our pupils will have physical disabilities. This may mean that they have restricted movement and may only have control over certain parts of their bodies. Access to a switch will mean interaction with many other activities and the best switch position will be ensured.

For example, having the switch flat on a table or wheelchair tray at a comfortable height will help the user to reach the switch relatively easily. A Velcro board or Dycem can be used to stop it moving around. The switch can be positioned at an angle on a switch mount on a Velcro board on the tray or table. It could also be mounted on an arm attached to the side of the chair or to the tray within easy reach. This is particularly

useful for pupils with athetoid cerebral palsy who may have very large movements. It might also be mounted on the side of the pupil's head. Some pupils find moving their head much easier than moving their hands. The switch will need to be positioned on the side that pupils do not lean towards so that it is only activated by deliberate movement.

### Strategies support pupils to be successful when they enter and leave the school

Each of the phase coordinators as detailed in the staffing structure will take overall responsibility for the transition process including pupils entering into their particular phase of the school and leaving our school. The relevant phase coordinator will work closely with the appropriate class teachers, LSAs, HLTAs, and appropriate therapists to ensure that the transition process is as smooth as possible. The SBM, working closely with the appropriate administrative support staff, will take overall responsibility for ensuring that the required pupil records (e.g. the EHC plans) are received in a timely manner by the school from the appropriate organisations. An Assistant Head will have overall responsibility for the transition arrangements and the review of these procedures will be a key component of our school self-evaluation process and resultant school improvement plan.

During key periods of the school's growth, especially during the preopening period leading up to the school opening in September 2016, there will be a significant demand placed on the school's resources due to the number of new pupils entering the school. During those periods of time, there will be the resource planning in place to ensure that these resources, especially human resources in terms of staff time, are readily available.

At the point at which the pupil starts at our school, there will be a meeting of the relevant staff to plan and begin to implement an appropriate support and development programme. This programme will set out clearly and in significant detail targets and strategies with regard to all areas of progress including 'academic' progress and that related to the pupil's wellbeing. We will ensure that this meeting takes place within a week of a pupil starting at our school. Before this meeting, we will adhere to clear timetable of supporting activities such as a timetable to confirm that our school is appropriate for the pupil and the receipt of the pupil's records from the appropriate organisations. In the third week of the time that the pupil is at our school, there will be an interim review meeting to evaluate the pupil's initial progress and to make any adjustments to the planned support and development programme. This process will fit with any EHC plan review process which is scheduled to take place at the point of transfer into our school. We will ensure that this review process takes full account of transition-specific needs, including those associated with academic progress and that related to the pupil's wellbeing.

The move from this transition process will culminate in this review meeting. However, clearly, there will be ongoing review and associated modifications to a pupil's support and development programme as part of the normal planning and implementation of such programmes.

Throughout all these processes, the parents/carers will be encouraged to be fully involved and, in order to enable this to happen, we will make the procedures and meeting as 'parent/carer friendly' as possible. Pupils will also be encouraged to make their own contributions, as appropriate to their needs and communication skills.

We will give priority, as our post 16 provision develops, to understanding the needs of our pupils as they become adults aged between 18 – 25 years old, and work in

partnership with providers of services to these young adults to ensure the best possible transition to providers of services to adults.

Throughout their time at our school, but with an increased emphasis for older pupils, there will be a particular focus on preparing pupils for when they leave our school.

This will include preparation for:

- Employment, useful work and valued activity
- Personal autonomy, independent living and adult status
- Social interaction, community participation, leisure and recreation
- Their adult roles within the family.

Therefore, there will be opportunities for pupils to undertake appropriate courses such as the ASDAN course: 'Towards Independence' which provides a framework of activities through which personal, social and independence skills can be developed and accredited for those with severe learning difficulties (SLD) and profound multiple learning difficulties (PMLD).

After a pupil has left our school, we will continue to liaise carefully with the appropriate organisations to ensure that the pupil continues to thrive in her/his new environment. This liaison will involve a set timescale: the term before a pupil is scheduled to leave there will be a meeting of key staff within the school and those from organisations who might have an involvement in the pupil's development after leaving our school which will finalise the pupil's destination; three weeks before the pupil is scheduled to leave our school, there will again be a meeting of key staff within the school and those from organisations who will definitely have an involvement in the pupil's development after leaving our school to finalise all the necessary details; four weeks after the pupil has left our school, there will be a meeting of key staff within the school and the 'receiving organisation' to review how the pupil has settled and to make any changes needed, including a possible change of destination; and for the first six months of a pupil's time after leaving our school, there will be ongoing liaison between staff in our school and the 'receiving organisation'. We will then offer all our leavers continued contact through to age 25.

As noted above, the parents/carers and the pupil her/himself will be closely involved in these processes, especially these older pupils. The SBM, again working closely with the appropriate administrative support staff, will take overall responsibility for ensuring that the required pupil records (e.g. the EHC plans) are sent to the necessary organisations in a timely manner by the school.

Throughout the whole of their time at our school, there will be an age-appropriate emphasis on preparing the pupil for adulthood in a general sense and so the activities outlined in the timescale above will serve to bring together all the necessary information to help the pupil move forward.

We are conscious that the process described here will be resource-intensive, and so we will ensure that appropriate time is allowed in staff's schedules, including teachers, and LSAs and HLTAs to enable these activities to take place.

Please also see below in Section D4 for more general details of how we will consider and then meet the particular needs of all children coming to our school.

## The enrichment programme

The enrichment programme will include a wide range of age-appropriate activities which will help pupils to continue to develop key skills and acquire important knowledge and understanding. In particular, and especially for our oldest pupils, these will focus on the development of pupils' independent living skills.

In order to do this, we will take full advantage of the town centre location, close to all amenities and other education providers. This location will be part of the DNA of our new school: pupils learning in, learning from, and contributing to, the local community: fully integrated with daily life, and all that that offers to local children and young people.

Working effectively in partnership is a fundamental value of EE4A, as it is of the best schools of every type. Accordingly, we will build looking for opportunities for enrichment into the fabric of the school. For example, and as appropriate to age and needs: buying fresh local food in the weekly market, and learning how to cook it; listening to live music at the Phoenix Youth Centre and Café; running a small business as part of Young Enterprise; attending and leading assemblies in the neighbouring schools. Daventry Country Park is close to the town centre and offers rich outdoor learning opportunities.

## Summary of curriculum offer and associated assessment approaches

We fully understand that our school will address a wide range of needs across the age group 4-19. We have set out below a table which summarises our curriculum offer and associated assessment approaches.

<b>Assessment map and examples of the curriculum offer across Key Stages</b>			
	<b>Pupils with Profound and Multiple Learning Difficulties</b>	<b>Pupils with Severe Learning Difficulties</b>	<b>Pupils with Autistic Spectrum Disorders (ASD)</b>
<b>Early Years including Reception Year</b>	P scales 1-3 (if pupils are operating at or above P4 they should be assessed against Early Learning Goals)	Early Learning Goals in EYFS curriculum	Early Learning Goals in EYFS curriculum
	Routes for Learning		
<b>Key Stage 1</b>	B Squared or PIVATs to offer finer analysis against P scales 1-3	Continue to assess against Early Learning Goals until end of Key Stage	Continue to assess against Early Learning Goals until end of Key Stage
	Routes for Learning	Begin to assess against P scales – baseline from beginning of Year 1	Begin to assess against P scales – baseline from beginning of Year 1

	Observational assessments arising from Intensive Interaction approaches	B Squared or PIVATs to offer finer analysis against P scales 4+	B Squared or PIVATs to offer finer analysis against P scales 4+
		NFER Pre-Verbal Communication Schedule	ASD Specific Assessments eg Autism Diagnostic Observation Schedule
<b>Key Stage 2 and Key Stage 3</b>	P scales 1-3 (if pupils are operating at or above P4 they should be assessed against Early Learning Goals)	B Squared or PIVATs to offer finer analysis against P scales 4+	B Squared or PIVATs to offer finer analysis against P scales 4+
	Routes for Learning	British Picture Vocabulary Scales	British Picture Vocabulary Scales
	Observational assessments arising from Intensive Interaction approaches	Boxall Profile if applicable	Boxall Profile if applicable
		NFER Pre-Verbal Communication Schedule	NFER Pre-Verbal Communication Schedule
			Autism Specific Assessments eg Autism Diagnostic Observation Schedule
		Range of other NFER assessments as required eg STASS test, Aston Index, Mittler/Hobsbaum Sentence Comprehension Test	
<b>Key Stage 4 and Post 16</b>	P scales 1-3 (if pupils are operating at or above P4 they should be assessed against Early Learning	Specific Assessments relating to accreditation eg Open College Network AQA Unit Award Scheme OCR Entry Level 1,2,3	

	Goals)	Duke of Edinburgh Awards Food Hygiene First Aid Health and Safety at work Safeguarding Assessments E-Safety Assessments	
	Routes for Learning	Equals Key Skills Assessment	Equals Key Skills Assessment
	Observational assessments arising from Intensive Interaction approaches	B Squared or PIVATs to offer finer analysis against P scales 4+	B Squared or PIVATs to offer finer analysis against P scales 4+
	AIMS assessment		

Post-16 provision will be delivered through a partnership with the Daventry FE College, or other suitable providers that meet the needs of the young people and are of sufficient quality.

## Section D2

### Targets for pupil performance, behaviour and attendance

These will be ambitious and realistic for our school as a whole and for all our pupils as individuals. These outcomes are clearly related to key elements of our vision and associated features of our school.

#### *Pupils' academic achievement, including qualifications*

- 90% of pupils will exceed or achieve their individual targets based on the DfE progression guidance
- 20% of pupils will exceed their individual targets based on the DfE progression guidance
- 80% of our post 16 pupils will achieve a recognised qualification related to their independent living skills.

#### *Pupils' destinations after leaving our school*

- 100% of our pupils who leave our school at the age of 16 or 18 move into further education or training which meets their needs, or appropriate employment

#### *Attendance*

- Except for those individual pupils where there is a clear health - related reason, all pupils will achieve 95% attendance rate.

#### *Behaviour*

- There will be no permanent or temporary exclusions



- For those pupils where there has been identified on their EHC plan a need for a reduction in challenging behaviours, agreement at their annual review that this reduction has been achieved

#### *Pastoral care and pupil wellbeing*

- There are no reported incidents of bullying
- In parental/carer surveys, at least 90% of parents report that their children are happy and well looked after at school

#### *Quality of teaching*

- 100% of lessons observed will be judged as at least 'good'.
- 30% of lessons observed will be judged as 'outstanding'.

#### *Pupil satisfaction*

- Through the use of the appropriate methods of pupils communicating to us their views, 90% of pupils will judge the quality of provision in the school as at least good.

#### *Parental satisfaction*

- 90% of parents will judge the quality of provision in the school as at least good.

#### *Staff morale, development and retention*

- 90% of staff will report through the use of regular surveys that their morale is high
- 90% of staff will report that the professional development they undertake has had positive impact on their practice and support they provide to pupils; this will include staff's involvement in small scale research which has a positive impact on their practice
- There will be no more than 10% staff turnover during any one school year

#### *Pupil participation in various activities*

- 100% of pupils will participate in a community-based enrichment activity

#### Assessment and data tracking system

We recognise that:

- High expectations are key to securing excellent 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.

We will use the national expectations and associated Progression Guidance Data to set ambitious and realistic targets for pupil performance.

We plan to use Bsquared as an assessment tool to meet the statutory requirement to assess students' progress at P-scales. However, between now and opening, we will investigate the suitability of other assessment tools, including those which may come to the market between now and then. In particular, we will assess the appropriateness of the use of PIVATs. Similar to Bsquared, this will inform our target setting and will; complement and work alongside statutory assessment at key stages 1, 2, 3 and 4. It will also be used as a tool to support curriculum development, school improvement and self-evaluation.

BSquared assessment will give us data to use for assessing pupils' attainment at the end of a key period of learning such as a Key Stage and also on an ongoing formative basis. BSquared assessment can therefore be carried out several times during the academic year. At the end of academic year the summative information is used to set individual pupil progress targets within the key stages in line with the Progression Guidelines.

We will use the CASPA (the Comparison and Analysis of Special Pupil Attainment) to analyse and evaluate of attainment and progress of pupils with special educational needs. CASPA will provide us with comparative data to allow the benchmarking of attainment and progress for both individual pupils and cohorts within the school and present analyses to meet the needs of all those who require access to such information, especially the Senior Leadership Team and Governors. This will therefore provide the information that we will need for self-evaluation and to drive school improvement.

### Measuring and improving quality of teaching in the classroom

Curriculum delivery will be regularly monitored, reviewed and evaluated in the light of best practice so that outstanding teaching and learning takes place, and so that pupils reach their highest levels of attainment. The Head of School will have overall responsibility for monitoring and improving the quality of teaching in the classroom. As the school grows, while having this overall responsibility he/she will delegate specific areas of the school to key colleagues. For example, each of the Assistant Heads will take responsibility for EYFS, KS1, and KS2 (Lower School) and KS3, KS4 and post 16 provision (Upper School). These Assistant Headteachers will work closely with the coordinators of EYFS and KS, S2, KS3, KS4, and post 1 provision.

As part of our approach to monitoring, evaluation and intervention, we will use our own self-evaluation form (SEF) using Ofsted gradings which will be validated by external support. Regular reviews of processes will also be conducted using such tools as external parent questionnaires and staff questionnaires. Regular pupil voice activities will be a crucial part of the quality assurance, always taking account of individual pupils' communication skills and needs.

We will also use the following specific approaches to monitoring and improving quality of teaching in the classroom, including:

- Regular lesson observations, using the OfSTED inspection criteria and using external consultancy support for verification of school judgements. These lesson observations will fit with the requirements of the school's performance management/appraisal process. The Head of School, Deputy Headteacher, and the Assistant Headteachers will also conduct daily 'learning walks' as part of the process of monitoring and improving quality of teaching in the classroom.
- Peer observations involving teacher-teacher and SLT-teacher pairs, again using the OfSTED inspection criteria and external consultancy support
- Regular work scrutiny from work samples across all year and ability groups
- Data analysis from individual pupil to whole-school level, involving direct teacher accountability in the form of pupil progress meetings with individual teachers to evaluate the impact of their teaching
- "Quality assurance weeks" which will use the OfSTED criteria, including those for lesson observations.

- Governor scrutiny of outcomes of monitoring work and assessment outcomes
- Pupil voice opportunities as a way of providing feedback
- Parent voice opportunities as a way of providing feedback, , always taking account of individual pupils' communication skills and needs
- Community perception surveys as a way of providing feedback

It is important that staff, leadership and Governors have an accurate knowledge of the school's strengths and weaknesses in all aspects of its provision. Gaps or areas for further improvement can then be addressed through focused action plans and progress assessed towards these plans. The identification of these gaps or areas for further improvement will be fed into the wider school improvement systems including the construction of the School Improvement Plan so that there are in place clear actions plans with, for example, associated criteria for success and any professional development opportunities for individual staff.

To that end, information and data on pupils will be monitored by each individual teacher and analysed by SLT. Teachers will be able to access information through the management information system (MIS). As much as possible, and taking account of pupils' cognitive development, pupils will be involved in knowing their attainment levels in reading writing and mathematics and all will be very clear about what targets they have, to move their learning to the next level.

#### Liaising with and reporting progress to parents/carers

We regard engagement with parents and carers as a key to securing high standards of education provision and high level pupil outcomes. We will take on board feedback from 'parent voice' sources in the same vein as feedback from pupil voice sources.

Through proactive and positive engagement with parents, we will achieve the following aims:

- the establishment of a strong partnership based on good communication
- active involvement of parents/carers in the education and progress of their children recognising that the parents/ carers of many of our pupils will live some distance away from the school and we will take full account of that in organising parents' events, including alternative opportunities for those parents/carers who find it difficult to be at the school at particular times.
- the promotion of parental expertise as a key support in the learning journeys of our pupils; we recognise that the parents of children with special educational needs will usually have a profound knowledge and understanding of their children's needs which professional colleagues will need to take full account of.
- thorough ongoing information for all parents/carers on the curriculum; this will include a manageable 'open door policy' where parents/carers will be able to special to a relevant member of staff on an informal basis and, to enable this, we will make sure that there is available at the beginning and end of the school day that member of staff.
- an enhanced understanding of parents'/carers' views and opinions (surveys)

Our relationship with parents/carers will develop in the following ways:

- running workshops to encourage parents'/carers' practical involvement and support in core learning areas of numeracy, literacy, ICT/computing and science
- holding periodic surgeries and telephone survey

- through regular teacher consultation evenings on a termly basis where the class teacher will discuss with parents/carers the progress that their child is making in all curriculum areas and share any areas of concern. It will also provide a platform for parents/carers to ask questions about their children's progress
- ensuring that parental involvement in their children's learning is a recognised topic of staff activity and CPD
- reinforcing the two-way nature of home-school communication and consultation including via a bespoke parents/carers area of the school website which will give information about homework and other ideas for supporting their children's learning
- the use of a text messaging service to send parents/carers important messages such as reminding them of key school events and passing on messages which praise their children's effort.

We will report on pupils' progress to parents/carers in writing and online on a termly basis, including progress in relation to the EYFS, NC levels or P levels.

### **Section D3**

The table overleaf sets out details of the staffing structure from year 1 of operation in 2016/17 of the school through to 'steady state' in 2019/20.

<b>Year of operation</b>	<b>Number of pupils</b>	<b>SLT</b>	<b>Teaching</b>	<b>Pupil support/therapy</b>	<b>Administrative</b>	<b>Premises</b>	<b>Catering</b>
Year 1. 2016. Years R, 3, 7, 9, 12	65	1 Executive Headteacher (0.4fte) 1 Deputy Headteacher 1 Head of School 1 Assistant Headteacher (0.5fte)	Total of 8 teachers allocated to classes	Total of 22 LSAs 4 HLTAs 0.5 occupational therapist 0.5 physiotherapist 0.5 speech and language therapist 0.5 school nurse	1 School Business Manager 1 receptionist /administrative assistant 1 administrative assistant	1 site manager 3 p/t cleaners: 12.5 hours per week each	8 p/t lunchtime supervisors
Year 2. 2017 Years R, 1, 3, 4, 7, 8, 9, 10, 12, 13	130	1 Executive Headteacher (0.4fte) 1 Deputy Headteacher 1 Head of School 2 Assistant Headteachers	Total of 16 teachers allocated to classes	Total of 48 LSAs 4 HLTAs 0.5 occupational therapist 0.5 physiotherapist 0.5 speech and language therapist 0.5 school nurse	1 School Business Manager 1 receptionist /administrative assistant 2 administrative assistants	1 site manager 7 p/t cleaners: 12.5 hours per week each	18 p/t lunchtime supervisors
Year 3. 2018. Years R, 1, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13	155	1 Executive Headteacher (0.4fte) 1 deputy	Total of 19 teachers allocated to classes	Total of 58 LSAs 4 HLTAs 1 occupational	1 School Business Manager 1 receptionist	1 site manager 8 p/t cleaners:	19 p/t lunchtime supervisors

		Headteacher 1 Head of School 2 Assistant Headteachers		therapist 1 physiotherapist 1 speech and language therapist 1 school nurse	/administrative assistant 4 administrative assistants	12.5 hours per week each	
Year 4. 2019 ('steady state') Years R, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	175	1 Executive Headteacher (0.4fte) 1 Deputy Headteacher 1 Head of School 2 Assistant Headteachers	Total of 21 teachers allocated to classes.	Total of 70 LSAs 4 HLTAs 1 occupational therapist 1 physiotherapist 1 speech and language therapist. 1 school nurse	1 School Business Manager 1 receptionist /administrative assistant 5 administrative assistants	1 site manager 10 p/t cleaners: 12.5 hours per week each	20 p/t lunchtime supervisors

### Commentary on staffing

- For years R to 6, there will be 1 teacher for each (year) group of 10 pupils. For years 7 to 13, there will be 1 teacher for each group of 7/8 pupils within each year group of 15.
- For years R to 6, there will be 4 Learning Support Assistants (LSAs) for each (year) group of 10 pupils. For years 7 to 13, there will be 3 Learning Support Assistants (LSAs) for each group of 7/8 pupils within each year group of 15.
- As noted above, in Section C, for curriculum planning and school organisation purposes, until there is greater clarity with regard to the actual split of numbers between pupils who have PMLD, those who have SLD and those who have ASD, we will assume that 15% of pupils will have PMLD, 25% of pupils will have SLD and 60% of pupils will have ASD. This will help us in our planning for staff recruitment especially during the preopening period leading to September 2016.
- These staffing ratios are consistent with the high level of education and care which we will provide for all our pupils.
- As the school fills, we will build on the existing relationships with Northamptonshire special schools and colleges in order to ensure that we have in place at the required times the appropriate mix of staff with the required skills and expertise to meet all our pupils' needs. In particular, we will develop further our excellent existing relationship with Northampton College to establish sharing of staff across the two institutions to improve further the effectiveness and efficiency of both institutions. In relation to schools, this may also involve, for example, joint and shared staff appointments and clear agreement with all concerned about any movement of pupils from their current schools to our school in order to meet these pupils' needs. We will also strive to avoid creating unnecessary staff vacancies in local schools by exploring models of joint appointments, secondments and other creative and flexible arrangements.
- In our staffing model as set out above and in our financial plans, we have budgeted for staff to teach our post 16 pupils. However, as noted above, we will work closely with other post 16 providers and so may buy in this provision including the cost of staff. However, there will be no extra staffing cost beyond what is already budgeted incurred as a result of this arrangement.
- In our financial plans, we have made some assumptions with regard to the numbers of pupils across the school with the various 'designations' i.e. PMLD, SLD, and ASD. During the preopening phase and as the school goes to steady state between opening and September 2016, we will be in constant communication with NCC to determine what the actual numbers of pupils with various 'designations' will be when the school opens in September 2016. This will enable us to recruit the appropriate mix of staff with the appropriate skills and expertise in order to meet individual pupils' needs.
- We will appoint teachers with qualified teacher status (QTS) and appropriately SEN qualified support staff and, initially, will adopt pay and conditions policies in line with local practice. Any changes will be subject to the normal consultation processes.
- From year 1 of the school's operation through to 'steady state' we will implement a recruitment policy which will ensure that there is in place the required expertise across all those teachers and LSAs and HLTAs. For example, we will ensure that

we have the required and specialist expertise with regard to the teaching of pupils with ASD. We will put in place each year from year 1 of the school's operation through to 'steady state' recruitment procedures which will ensure that we recruit staff with the required expertise.

- We will at all times provide opportunities for staff development to cover every age group from 4 – 18 year olds. We see this as a real opportunity to work with local schools and other providers of services to children and young people. For example, this will provide opportunities to engage with joint professional development with these schools and providers, including NCC. All staff working with pupils with ASD will have received the appropriate training and professional development. For example, if and when TEACCH is used, all the appropriate staff will have completed training in this approach, including all LSAs and HLTAs having completed the basic 3 day training.

Please see Section D4 for further details of the roles of various members of staff, including therapists and support staff.

#### Senior leadership team

This will consist of:

- The Executive Headteacher
- The Head of School.
- The 2 Assistant Headteachers
- The School Business Manger

#### The Executive Headteacher

We have made an initial appointment which is subject to confirmation. The Executive Headteacher will have responsibility for several schools. Please see section F for more details, including her CV.

#### The Head of School

As well as preparing for opening generally, he/she will have a particular focus in recruiting and inducting the staff with the appropriate expertise, working alongside the Executive Headteacher. She/he will contribute to policy formulation and document development, such as the school development plan, also process formulation (e.g. school self-evaluation) together with project milestones following their appointment such as registration as an independent school and evidence collation for the pre-opening Ofsted visit

Once the school is open, the Head of School will have responsibility for the day to day operation of the school and, working closely with the Executive Headteacher and governors, will also play a significant role in determining the strategic direction of the school.

She/he will be able to inspire staff, parents and pupils; write and implement school polices, school self-evaluation plans and monitor school development plans. She/he must understand the process of work scrutiny measures and implement them in a fair and reasonable manner. We believe she/he should lead, develop and inspire all the elements of the school towards achieving its aims and goals.



She/he must have the drive to raise standards and sustain improvements, and have enough ambition to motivate young people and parents towards improving their life chances.

She/he will have responsibility for the following specific areas:

- Shaping the Future - which involves working with the governing body and others to create a shared ethos, vision and strategic plan, which inspires and motivates pupils, staff and all other members of the school community. The Head of School will need to ensure that all aspects of the school are based upon the core principles as defined in our vision.
- Leading Learning and Teaching - The Head of School will have a central responsibility for raising the quality of teaching and learning and for pupils' achievement. This will involve setting high expectations and monitoring and evaluating the effectiveness of learning outcomes.
- Developing Self and Working with Others - The Head of School will be committed to their own continuing professional development and support all staff to achieve high standards through performance management/appraisal and effective continuing professional development practice. The Head of School will be a 'torch bearer' of the ethos of the school and actively seek to develop this ethos to further the principles of the school, and improve the experience and outcomes for all our pupils. They will regularly review own practice, set personal targets and take responsibility for managing their own workload and that of others.
- Managing the Organisation – The Head of School will provide effective organisation and management of the school and seek ways of improving organisational structures and functions. People and resources within the school will be organised to provide an efficient, effective and safe learning environment. The Head of School will create a structure which will reflect the values and enable the management systems, structures and processes to work both effectively and legally by producing and implementing clear, evidence based improvement plans and policies for the development of the school and its facilities. She/he will work with the governors and the Trust to manage the school's financial and human resources effectively and efficiently through recruitment and deploying staff appropriately to achieve the school's vision and goals.
- Securing Accountability – The Head of School will account for the efficiency and effectiveness of the school to the pupils, parents, carers, the Board of Governors, the Trust, and the DfE. They will promote collective responsibility within the whole school community and contribute to the education service more widely.
- Strengthening Community - The Head of School will collaborate with other schools in order to share expertise and bring positive benefits to our own and other schools. He/she will actively promote the partnership between the school, family and community to ensure families are fully engaged in planning and supporting the learning journey of their children.

However, school leadership will be distributed throughout the school. Leadership is a quality that the governors and the Trust expect to see flourish. Distributed leadership will enable staff and pupils to take ownership of the school, vision and ethos. From the outset, the leaders will be expected to find ways to manifest the vision into the classroom and into the education of the pupils and through working with parents/carers. Leaders will be expected to take ownership through the school development plan.

Together with staff they will be expected to review it and move forwards every year. The plan will be revised formally three times a year.

### The 2 Assistant Headteachers

One will have responsibility for EYFS, KS1, KS2, and KS3 (Lower School) and one will have responsibility for, KS4 and post 16 provision (Upper School). Each Assistant Headteacher will also have responsibility for a set of 'subjects'/ areas across the school. These 'subjects'/curriculum areas will be:

- Assessment strategies, including those on entry into the school
- English/literacy
- Mathematics/numeracy
- Pastoral care
- Transition
- Safeguarding
- Attendance
- Behaviour
- The foundation subjects

The split of responsibilities between the two Assistant Headteachers will take account of the fact that one Assistant Headteacher who will have responsibility for the Lower School will have responsibility for a significantly larger number of pupils than the other Assistant Headteacher. The exact split between these will be determined by the skills and expertise of those appointed to these posts. As the school grows, each of these Assistant Headteachers will take responsibility for the overall progress and attainment of pupils in either the Upper School or the Lower School.

### The School Business Manager

The School Business Manager will be responsible for five key areas including strategic leadership and management, finance and managing resources, human resources, estate management, and marketing. She/he will overlook all strategies relating to risk management, resource management, personnel issues, contracts administration, managing employment contracts, ICT management, health and safety management and promoting the School with links to other schools and agencies, including business community and volunteer organisation links.

### Class teacher

Class teachers will take overall responsibility for the development of a group of pupils, working closely with LSAs and HLTAs, and taking responsibility for these colleagues' practice. Class teachers will take lead responsibility for planning and delivering the curriculum, including individual pupils' programmes, and assessment pupils' progress against their targets. All class teachers will have Qualified Teacher Status (QTS).

### Higher Level Teaching Assistant (HLTA)

HLTAs will be part of the teaching team for each group of pupils and so will be responsible to the class teacher of that group. They will also provide specialist support to staff and pupils dependent on pupils' needs and general circumstances. HLTAs will contribute to planning, preparing and delivery of agreed work and support programmes to individual or groups of pupils. Under an agreed system of direction and supervision, they will also work with whole classes where the assigned teacher is not present,

including carrying out timetabled PPA cover for teachers within agreed staffing levels and appropriate risk assessments.

#### Learning Support Assistant (LSA)

LSAs will be part of the teaching team for each group of pupils and so will be responsible to the class teacher of that group. They will therefore work alongside class teachers in the classroom to support teaching and learning activities. In particular, they will provide general support to the class teacher in the organisation and management of pupils and the classroom ensuring the appropriate support for each pupil dependant on their individual planned needs. They will also assist the teacher in creating and maintaining a purposeful, orderly and supportive learning environment for all pupils particularly helping to overcome individual pupils' barriers to learning including physical, emotional and behavioural difficulties.

#### Occupational therapist

The occupational therapist will help pupils to maintain and achieve their maximum level of independence and develop practical life skills so that pupils can participate to their full potential in the classroom environment. She/he will work collaboratively with class teachers, learning support assistants and parents to design and deliver appropriate interventions for pupils. These interventions will include: 1:1 sessions with the pupil; provision of advice to colleagues on how to modify the environment and/or the task to meet individual pupils' needs; consultation with the teacher and LSA about setting specific functional goals; and the provision of a programme of activities for school staff and parents to help them carry out training. This will include the design and delivery of professional development sessions for staff.

#### Physiotherapist

The physiotherapist will plan, execute and monitor physiotherapy programmes for individuals and small groups of pupils. She/he will work collaboratively with class teachers, learning support assistants and parents to ensure that therapy goals and programmes are integrated into the child's curriculum and individual education plans. This will include the design and delivery of professional development sessions for staff.

#### Speech and language therapist

The speech and language therapist will take the lead with regard to the assessment, diagnosis, treatment and management of complex speech, language and communication disorders of pupils. She/he will work collaboratively with class teachers, learning support assistants and parents. This will include the design and delivery of professional development sessions for staff.

#### Educational psychologist

He/she will provide support for the assessment and intervention related to learning, developmental, behavioural, emotional and mental health issues for individual pupils. She/he will work collaboratively with class teachers, learning support assistants and parents. This will include the design and delivery of professional development sessions for staff.

#### The school nurse

The school nurse will work as part of the school team to support the health and wellbeing of pupils with a range of health needs in achieving their full health and educational potential. She/he will work collaboratively with class teachers, learning

support assistants and parents. This may include the design and delivery of professional development sessions for staff.

#### Administrative support staff

The administrative support team will have a crucial role in delivering our vision and reaching our pupil and whole-school targets. For example, they will have a key role with regard to the maintenance of records associated with pupils' EHC plans and the associated annual review processes. These colleagues will attend meetings which will address key issues associated with teaching and learning and raising standards so that they can consider their roles in this and what actions they might undertake to make important contributions to these core functions of the school. We will also require the members of this team to be multi-skilled and so very flexible in terms of the tasks they undertake so that, in particular, any staff absence does not lead to a significant reduction in the quality of the service they provide. In order to do this, we will put in place an in-house staffing development programme which will develop these varied skills.

#### Lunchtime supervisor

Lunchtime supervisors will work in a team to ensure the health and safety of pupils at lunchtimes under the direction of the appropriate person as identified by the school. They will also be responsible for making the experience of lunchtime a positive experience for all.

All staff within the school will be responsible for promoting and safeguarding the welfare of all pupils.

#### Middle leadership team

This will consist of:

- The coordinators of:
  - EYFS and KS1
  - KS2 and KS3
  - KS4
  - Post 16 provision

An allowance for each has been included in the staffing budget.

These coordinators will focus mainly on ensuring the quality of the delivery of the curriculum, including specific support and intervention programmes for individual pupils. They will also have responsibility for the line management of staff within their particular phase of the school.

We are confident that we can put in place credible contingency plans if the school were not to recruit to its target numbers and so experience a reduction in income as it grows to full capacity or beyond that. See section G for more details of what changes we would make if we had to operate with only 70% of our expected income until we reach full capacity ('steady state') in 2019.

## Section D4

As described previously, Daventry Special Academy will be a school for pupils aged between 4 and 18 with profound and multiple learning difficulties (PMLD), severe learning difficulties (SLD), and autistic spectrum disorders (ASD). Please see Section D1 for full details of these types of need.

All pupils will have an EHC plan and the school will meet fully the requirements as set out in those statements and plans. Please also see above in Section D2 details of how we will ensure that pupils' needs are met at when they enter and leave our school.

### Initial Assessment of pupils' needs

Pupils will arrive at school with an EHC plan. We will use these plans as starting points to determine individual pupils' specific learning and development needs.

As soon as an individual pupil arrives in school (including 'in year entrants'), we will then undertake a detailed assessment of his/her stages of development using the BSquared assessment tool. This assessment will take place over a period of time and will involve professionals working with each pupil (i.e. teachers, LSAs, therapists, and the educational psychologist) observing in detail each pupil's behaviours and recording them in a systematic way on standard proforma reporting forms.

This assessment will then be used to set individual progress targets within the key stages in line with the Progression Guidelines. For pupils in EYFS, KS1, KS2, and KS3, the outcomes of this assessment will be recorded against each of the key areas of learning noted above:

- Communication and language.
- Social and emotional.
- Cognition and thinking
- Expressive Arts.
- Orientation, motor and mobility

For example, with regard to the area of communication and language, the outcomes of an assessment for a child might be:

#### *Gaze*

- b) Will join in a mutual gaze (p1ii)
- c) Will fixate on an adults face (p1ii)
- d) Will shift gaze to an object or person (p1ii)

#### *Imitation*

- b) Will vocalise in response to a human voice (P1ii)
- c) Will imitate behaviours already present in their repertoire (P1ii)

#### *Turn taking/social interaction*

- d) Will respond to turn taking games, such as hide & seek (p2i)
- e) Will vocalise to a human voice (p2i)
- f) Will anticipate and fill a turn with an adult

*Social organisation/social skills in relation to language*

- c) Will join in mutual vocalisation with an adult (p2i)
- d) Will initiate an interaction with success (p2i)

*Receptive language*

- d) Will quieten at familiar voice or sound (p1ii)
- e) Will listen to a comforting voice (p1ii)
- f) Will respond to a familiar voice or sound (p1ii)
- g) Will listen to a sound of an object, i.e. bell (p1ii)
- h) Will attend to physical, auditory or visual stimuli

*Expressive language*

- d) Will draw attention to event or action (p2i)
- e) Will draw attention to an object (p2i)
- f) Will draw attention to other people (p2i)
- g) Will make a range of sounds (p2i)
- h) Will cry for attention (p2i)

The assessment levels on the P scales are indicated in brackets.

This assessment will then enable professionals working with the pupils to design individual intervention programmes and grouping structures for pupils and the allocation of staffing. Such intervention programmes will also include a range of strategies to meet pupils' additional needs, for which the school is not designated. For example, there may well be pupils in our school who have speech, language and communication needs and visual impairment. Such pupils will have individually designed programmes to address these needs with the relevant therapists playing crucial roles in this respect. The speech and language therapist will assess pupils' communication skills and then work with individual pupils within or outside each pupil's normal teaching group. Therapists, including the speech and language therapist will also support individual teachers to develop these teachers' skills and expertise so that they can provide high quality support to individual pupils.

Pupils entering into the school during KS2 and KS3 may be functioning at P4 – P8 of the P scales. As described above, a more 'formal' curriculum will be introduced at this stage. The curriculum content will have a closer match with the Early Years Foundation Stage and National Curriculum subjects and early levels. The curriculum will be taught and learned via 'themes' or 'topics'. Detailed schemes of work will be used for each theme or topic, and these schemes of work will show links to National Curriculum subjects and levels.

Therefore, for those pupils who may be functioning at, say, level 1 of the National curriculum, we will use the level descriptors to assess pupils again over a period of time based on observations from a range of professionals. The appropriate therapists will also again be involved at this point. The outcomes of this assessment will determine the individual intervention programmes and grouping structures for pupils and the allocation of staffing.

With particular regard to those pupils with ASD, we will follow the overall initial assessment systems described above, taking account of the individual pupils' cognitive development as described in her/his EHC plan. However, the focus of this initial assessment, especially the observational aspects will take account of the nature of ASD as a syndrome. We will therefore use a specially designed ASD-focused assessment tool such as the TEACCH Transition Assessment Profile. This is an assessment tool for older children, adolescents and adults with ASD with special emphasis on transitional needs. Teachers can use this tool to assist individuals with ASD to prepare for a successful adult life (i.e. personal development, recreational living, adult integration into employment and residential arrangements, etc.). It includes both an initial formal assessment instrument and an ongoing informal assessment instrument.

The formal assessment will help teachers identify the individual's initial transition goals, his/her strengths and weaknesses, and can be used to facilitate educational and transitional planning. Emphasis will be on evaluating six major functional skill areas associated with ASD as a syndrome mainly through direct observation.

#### Tracking and ongoing assessment

This will be multi-faceted and involve a range of professionals. The key components of the process be:

- The use of observation as described above with regard to the initial assessment of pupils' needs and involving a range of professionals
- The use of BSquared on an ongoing basis but especially at the end of a key period of a pupil's learning such as a Key Stage
- The annual review process as part of the updating of a pupil's EHC
- The submission on a half term basis of summaries of pupils' development and ongoing needs to the Assistant Headteacher with responsibility for assessment.

This process of ongoing tracking and assessment will enable quick and effective intervention should a pupil not be progressing as well as was expected. This may arise as a result of a need being identified during the initial assessment process which is not being met, or if staff have identified that an additional, previously unidentified need, is preventing pupil progress. Where such a situation arises, the teacher with responsibility for the group of pupils in which the particular pupil is taught will call a meeting of the relevant professionals and therapists, perhaps also including the educational psychologist.

An example of the assessment of a pupil's needs and the subsequent establishment of learning objectives is as follows:

Programme of Learning	Learning Objectives
<u>Communication and language</u> P- level: 1ii Working towards :2I	<b>Receptive language</b> X will increase his body movements when interacting with an adult. He responds consistently when an adult is communicating with him for example by tapping his leg, keeping his head turned to an adult, keeping his head up or through facial expression. He is successful when he is able to anticipate communication when interacting with an adult.

<p><u>Social and emotional</u></p> <p>P- level: 1ii</p> <p>Working towards: 2i</p>	<p><b>To show awareness of, anticipate and actively co-operate with self-care routines</b></p> <p>X will respond to the materials that are used during his care routines (personal care, eating and drinking, dressing etc.).</p> <p>Materials and objects are consistently used as situational cues e.g. he is given time to make contact, locate and notice different materials such as, spoon, cup, shoe etc. X is successful when he demonstrates awareness of different materials/objects in the context in which they are used.</p>
<p><u>Cognition and thinking</u></p> <p>P- level: 1ii</p> <p>Working towards: 2i</p>	<p><b>Interest in objects and materials</b></p> <p>X will maintain physical contact with an object or substance.</p> <p>X is encouraged to manipulate and hold different objects. He is successful when he holds an object for 15 second before releasing it.</p>
<p><u>Orientation, Motor and Mobility</u></p> <p>P- level: 1ii</p> <p>Working towards: 2i</p>	<p><b>Developing and Maintaining Control and Mobility</b></p> <p>X will develop his communication which shows acceptance or rejection of touch.</p> <p>X is developing his awareness of the different parts of his body by demonstrating awareness when an object is brought into contact with his body. Please remember to prepare him for this by explaining to him what you are doing and support him to anticipate the approaching object. He is successful when he shows that he recognises the object through facial expression or gestures.</p>

Please also see in Section D2 the table setting out our curriculum offer and associated assessment approaches.

Approaches to meeting pupils' different needs

Our whole approach to the organisation of teaching and learning and support for individual pupils will ensure that all pupils will engage fully with all opportunities and so achieve success. Clearly, although this approach will focus on the needs of pupils with PMLD, SLD and ASD, we do know that a significant number of our pupils will also have additional SEN above and beyond their primary designated needs, and so outside of the needs for which our school is primarily designated. For example, many of our pupils will have speech and language difficulties and particular physical needs. Therefore, as set out in the staffing structure and our financial plans, we will be employing when the school reaches 'steady state' a full time occupational therapist, physiotherapist, speech and language therapist, and nurse. These therapists will work directly with pupils on a one to one basis, with small groups in and out of each pupil's classroom dependent on the foci of particular intervention sessions. These therapists will also design and delivery professional development sessions for staff so that staff can continue with effective strategies to meet pupils' needs during all teaching sessions. They will also provide parental support sessions so that parents/carers can work to complement the support provided in school.



We also are very conscious of the fact that many of our pupils will have physical needs, including those associated with their personal care and hygiene. We will have in place systems to meet these needs including a nurse on site who will be employed on a full time basis when our school is full. LSAs will also have particular responsibilities for meeting the personal care and hygiene needs of our pupils and will be fully trained to do this. This will include their being fully trained in the use of moving and handling techniques as part of a rigorous approach to health and safety and associated risk assessment.

As noted above in Section D2, the use of ICT will be crucial in meeting pupils' individual needs and a range of ICT hardware and software will be available for this purpose.

### Staffing

In order to put in place an effective strategy to meet the needs of all our pupils we will ensure that there are in place clear roles and responsibilities for all staff members, and effective lines of reporting to ensure not only that pupils' needs are identified, but that a cohesive school wide strategy is implemented to meet them. Please see the 'Commentary' element of Section D2 for details of how we will do this.

### Safeguarding, Behaviour and Attendance

We will establish practices that comply in both the spirit and the letter with statutory requirements for safeguarding and attendance.

#### *Safeguarding*

We understand that all vulnerable people of whatever age are best protected by constant vigilance, high levels of training and supervision, and a refusal to believe that 'it could not happen here'. We recognise that pupils with significant disabilities may be more at risk of abuse. Specifically:

- children with developmental delay have four times the risk across all types of abuse
- deaf and hard-of-hearing children have twice the risk for neglect and emotional abuse and almost four times the risk of physical abuse
- children with speech and language difficulties have five times the risk of physical abuse and neglect, and three times the risk for sexual abuse
- children with learning or orthopaedic disabilities have twice the risk of all types of abuse.

Therefore, we will:

- help our pupils to make their wishes and feelings known in respect of their care and treatment
- ensure that our pupils receive appropriate personal, health, and social education (including sex education)
- make sure that our pupils know how to raise concerns, and give them access to a range of adults with whom they can communicate
- ensure that our pupils with communication impairments have available to them at all times a means of being heard and listened to
- establish and maintain close contact with our pupils' families, within a culture of openness on the part of all the services and support which we provide
- issue guidelines and provide ongoing training for staff on: good practice in intimate care; handling difficult behaviour; consent to treatment; anti-bullying strategies; and sexuality and sexual behaviour among young people

- issue guidelines and training for staff working with disabled children aged 16 and over to ensure that decisions about disabled children who lack capacity will be governed by the Mental Health Capacity Act once they reach the age of 16
- adhere fully to guidance on safer recruitment in terms of pupil safeguarding, as set out in the DfE document 'Safeguarding Children and Safer Recruitment in Education'.

There will be a clear policy and associated procedures stating what steps should be taken by any member of staff who suspects that a safeguarding issue has arisen. These procedures will be constantly reinforced in various contexts including staff meetings and professional development events. They will also be permanently displayed in areas where all staff will see them. The Deputy Headteacher will have overall responsibility for safeguarding issues directly accountable to the Head of School.

### *Behaviour*

Embedded fully into our curriculum, we will teach the attitudes and skills which enable pupils to learn, to be happy, to feel safe, and to feel good about themselves. We will always place an emphasis on rewarding good and 'appropriate' behaviour. Within our whole school policy and associated procedures, there will be set out a regime of rewards for good and 'appropriate' behaviour, as well as for making excellent progress in other areas.

However, we understand that some pupils will need to test boundaries in order to find their place in the adult world, to develop self-reliance and be able to use adult freedoms wisely. We will work closely with parents and carers to ensure a consistent approach to helping our teenagers through into young adulthood. A key vehicle for this will be our personal, health, and social education, including sex education curriculum.

Notwithstanding these, there will be pupils who exhibit challenging and/or inappropriate behaviours. These may include:

- self- injury such as scratching
- outbursts of anger where objects are thrown
- prolonged screaming
- swearing
- repetitive behaviour
- hitting staff and other children
- pacing up and down quickly
- banging doors
- flicking light switches
- letting sinks overflow
- snatching other pupils' drinks
- disrupted sleep routine
- eating inappropriate things

Some of these behaviours will be associated with particular syndromes such as ASD, Prader-Willi Syndrome, and Williams Syndrome.

There will be a clear policy and associated procedures in place to deal with such behaviours. This will focus on staged interventions such as:

Stage 1. Concern is raised about a challenging behaviour and the impact it is having on the pupil's life and on the lives of other people who interact with that pupil

Stage 2. Initial information is shared between family members and staff to try to understand the problem and decide whether action needs to be taken

Stage 3. A list of all the positive things in the pupil's life is drawn up so these can be built on when trying to change what is happening

Stage 4. Further information is collected through assessments, observations and through testing out hunches about what might be the causes and functions of the behaviour. Outside agencies may be involved.

Stage 5. Interventions are worked out on three levels:

1. Prevention: making sure that the triggers for the behaviour are removed. They may be able to be reintroduced later.

2. Managing the behaviour: deciding how everyone will react when the behaviour occurs (particularly trying not to react in a way that inadvertently will make the behaviour more likely to happen again)

3. Learning new behaviours: helping the pupil to learn more acceptable ways of communicating or how to relax or how to manage difficult situations for him or herself

Stage 6. Monitoring and evaluating the interventions

Also, as described in our curriculum plans and associated plans for transition, we will place a significant emphasis on preparing our oldest pupils for transition into adulthood, with a particular emphasis on independent living and employment skills.

One of the Assistant Heads will have overall responsibility for monitoring instances of challenging behaviours to include learning any whole school lessons from patterns of such behaviours.

### *Attendance*

We will also track attendance rigourously, using monitoring of registers, attendance and punctuality, stressing the importance of these aspects of commitment to education with pupils and parents. Attendance will be scrutinised daily, weekly and half termly to ensure that we are on track to meet our targets and that it compares favourably with national and local averages.

As noted above, the target we have set for attendance is challenging but realistic. However, we know that there will be some pupils who, because of their health problems, may not be able attend school regularly. We will work closely with parents/carers, and health services to provide appropriate support for these pupils such as helping parents/carers to provide support which enables individual pupils' development and learning to continue. We will support and challenge sympathetically, as appropriate and needed, those parents/carers who are overprotective of their children for very understandable reasons because of their SEN and want to keep their children away from school when there is no real need for this. This may be especially apparent for those pupils new to our school, including in the first few years of the operation of our school when our numbers will be growing quickly. Where and when this is the case, we will, for example, invite these parents/carers into school to offer reassurance about the level of care and support which we will provide for their child. We will also, where appropriate, offer to put such parents/carers in contact with other parents/carers to seek such reassurance.

One of the Assistant Heads will have overall responsibility for monitoring attendance rates and then implementing any whole school actions to address any general issues such as, for example, those associated with the transport of pupils to the school.

### Engagement with other agencies

In order to meet the complex needs of the pupils in our school, multi-agency and interdisciplinary working will be the norm. In particular, this will involve professionals from education, health, and social care. Parents have told us at our consultation events that they want us to make early contact with them – well before they enter the school – to ensure, in particular, a seamless provision of specialist services provided by other agencies, especially the NHS. However, as can be seen from our financial plans, the school will employ a full time nurse to meet the health needs of our pupils.

Essentially, this will be a ‘Team Around the Child’ approach, the distinctive features of which will be: a joined-up assessment; a support plan arising from that assessment to meet the needs of the pupil; coordination at the point of delivery; the pupil being at the centre of the process; and a flexible multi-agency team that will change as pupils’ needs change. Where appropriate, we will demonstrate the best features of a ‘team around the family’. Such an approach will be especially important in ensuring that all the requirements of a pupil’s EHC are fully met.

We will give priority, as our post 16 provision develops, to understanding the needs of our pupils as they become adults aged between 18 – 25 years, and work in partnership with providers of services to these young adults to ensure the best possible transition to providers of services to adults.

As can be seen, from the details our staffing structure, we will be employing a full time occupational therapist, a full time physiotherapist, and a full time speech and language therapist. Each of these professionals will be key members of the ‘Team Around the Child’. We will also be commissioning educational psychology services to work as part of that team, the cost of which has been included in the financial plans.

We will also work very closely with colleagues who provide support to pupils with a visual and/or hearing impairment, the cost of which has again been included in the financial plans. We will also access the services of physical health professionals such as General Practitioners and paediatricians.

During the ongoing operation of our school we will access the range of services needed in order to meet our pupils’ individual needs. Access to these services will enhance the provision for our pupils and will be fully aligned with our vision and the key features of our school as described above. For example, the full and effective contributions of all professionals from a range of services within the ‘Team Around the Child’ will ensure that there are:

- high expectations and challenging targets set for all pupils
- a high-quality learning environment to enable these high expectations to be translated into positive outcomes for all pupils
- strong partnership with parents/carers
- the provision of outstanding quality guidance and support
- excellent assessment, tracking, monitoring and feedback systems being in place

As noted in the details provided of our staffing needs, we will at all times provide opportunities for staff development to cover every stage from 4 – 18. We see this as a real opportunity to work with local schools and other providers of services to children and young people. For example, this will provide opportunities to engage with joint professional development with these schools and providers, including NCC.

## Section E - Evidence of need – part 1

**Table 1: For pupils with statements of SEN**

	2016				2017			
	A	B	C	D	A	B	C	D
<b>Reception</b>	10	10			10	10		
<b>Year 1</b>					10	10		
<b>Year 2</b>								
<b>Year 3</b>	10	10			10	10		
<b>Year 4</b>					10	10		
<b>Year 5</b>								
<b>Year 6</b>								
<b>Year 7</b>	15	15			15	15		
<b>Year 8</b>					15	15		
<b>Year 9</b>	15	15			15	15		
<b>Year 10</b>					15	15		
<b>Year 11</b>								
<b>Year 12</b>	15	15			15	15		
<b>Year 13</b>					15	15		
<b>Totals</b>	65	65			130	130		

The Daventry Special Academy is proposed to open in 2016, and will only provide places for children with statements of Special Educational Needs through the new single assessment and plan: the Education, Health and Care Plan, commissioned by Northamptonshire County Council. The focus of provision will be on children with PMLD, SLD ASD in direct response to the Council's SEN Review and Cabinet's decision to commission places for children with these special educational needs. We acknowledge however that we are required to admit a child where the school is named in a child's statement (EHCP), even if the child's SEN is not a type of SEN for which the school is designated.

We have completed Table 1 based on the commitment made by Northamptonshire County Council in its letter of support included in this Application, and as agreed by Council Cabinet that it will support the establishment of a new all-through special school in Daventry. The initial plan was to propose opening a school for ages 4-16, but subsequent communications with the local authority and Northampton College demonstrated need for post-16 provision also, so the proposal is to establish a 4-18 all-through special school serving the south of the county. We have asked parents and carers to complete a consultation survey to gain their views on whether a special

school is needed in Daventry, and if the Daventry Special Academy would be their first choice educational option for their child(ren). 77% of such respondents stated that they would indeed consider Daventry Special Academy to be a first choice educational option for their child(ren). However, the range of special needs required for the children of respondents was broad and therefore impossible to assess the exact number of each age group. Northamptonshire County Council recognises that whilst there is overwhelming demand for a new special school in the Daventry area offering education and care for children with PMLD, SLD and ASD, it is unable to quantify exactly the number of children at each age group that will receive specific assessments of need through the Education, Health and Care Plan by September 2016. In its letter of support, the Local Authority has committed to commission the number of places we have specified in Table 1, and agrees it is sensible to assume the Year group intakes which we have indicated. We have therefore not completed column C.

The Council has carried out extensive research and assessment of the forecasted number of places needed for children with special educational needs in the County, which are detailed within the Northamptonshire County Council SEN Review; the findings of which have informed the Cabinet's decision. The SEN Review findings can full report can be accessed at:

<http://www.northamptonshire.gov.uk/en/councilservices/educationandlearning/sen/pages/default.aspx>

Key recommendations from the SEN Review, endorsed by Cabinet, are:

1. Children and young people should access appropriate Unit/special school provision in their locality, reducing the need to travel
2. Facilitate the provision of an all through Special School in the south of the county for ASD, SLD and PMLD
3. Re-commission/de-commission special/specialist provision where necessary
4. Review the funding arrangements for special/specialist provision
5. Ensure all provision is of high quality and value for money

81.3% of those that took part in the SEN Review Consultation stated that they agreed that an additional SEN school was needed in the south of the county. The Review recommended that a new special school should be brokered to provide places for children with PMLD, SLD and ASD, and the Cabinet concluded that in addition to existing provision it is recommended that a new all-through special school is established in Daventry, as there is no special school that meets a range of SEN needs in the south/SW of the county and that children are currently being transported daily to Northampton.

Northamptonshire County Council, as commissioner of the places at the proposed Daventry Special Academy, fully backs the EE4A's Application and has been forthright in its endorsement and support for our plans. As the school will not accept children without statements, we have not included Table 2. We do however acknowledge that pupils without statements can be admitted in accordance with the School Admissions Code.

We have engaged with parents, carers, schools and the community in Daventry and have received overwhelming support for this Application. This includes the existing special schools in the area, who, whilst anticipating some level of disruption due to a

new special school opening, fully acknowledge that they are over-subscribed and demand across the south of the county is growing, especially for the PMLD, SLD and ASD which the Daventry Special Academy would focus on, and that children in and around Daventry need a local school to support their needs.

We have engaged with Warwickshire County Council also, and whilst we have not developed the same level of relationship as we have with Northamptonshire, they too acknowledge the need for more special provision which could support parents with children with SEN across the border into Warwickshire towards Rugby.

██████████, ██████████, Children Families and Education, Northampton County Council, explained that the County Council had been asked to potentially support new special school plans in the north of the County, but that this had not been supported as the existing special provision could just about cope in the short term. The real area of immediate need is in Daventry in the south of the County, where many children have to travel great distances each day for their schooling. This not only adds considerable cost, some 50% of the County's transport costs are due to transporting children with special needs to school, but the unnecessary stress and length of day that the children suffer.

## Section E: Evidence of need – part 2

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section.

### Evidence of Need Summary

As the following section/narrative will demonstrate, the EE4A Trust has engaged with as many groups as possible to seek evidence of demand and support for its application to open the Daventry Special Academy. It has the support of county and local elected members, the Member of Parliament for Daventry, Northamptonshire County Council, Warwickshire County Council, Daventry District Council, NHS Nene Clinical Commissioning, the Northamptonshire County Council Parent Partnership, local mainstream and county-wide special schools, Northampton College and the local community.

Through discussions with Northamptonshire County Council it has become apparent that there is a sector of the student population that it is increasingly becoming challenging to offer local, high quality education provision, i.e.: children with additional needs and disabilities living in the Daventry and South Northamptonshire locality. According to Northamptonshire County Council's statistics, the number of children with non-behavioural related learning difficulties in the Daventry area has increased by 28% over the past 5 years, and the Council has forecasted that a further 682 special school places are required by 2017.

According to the Northamptonshire County Council's *Strategic Plan for Schools 2010 – 2021*, the projected increase in the number of homes is expected to be concentrated in two areas of the county: the north of the county around Corby, Kettering and Wellingborough and the West of the county, focussing on Northampton, Towcester and **Daventry**, with 40 new primary schools needed across the County by 2026. The report also stated that:



- As the population of Northamptonshire grows the number of children requiring special educational needs (SEN) provision will also grow proportionally
- Northamptonshire County Council should be making explorations for additional provision for Autistic Spectrum Disorder in the Daventry and South Northamptonshire localities, where a shortfall has been identified

As part of the same reporting process, the growth in primary school places in Daventry and South Northamptonshire over the next five years was projected to be approximately 984 places.

Overleaf, Table A indicates the growth in special need pupil numbers in special schools across Northamptonshire since 2009, an increase of 344 places (or as stated above: 28%). According to the Northamptonshire County Council SEN Review, there are 3,738 pupils who have statements of SEN, which equates to 3.4% of the school aged population in Northamptonshire, against a national average of 2.8%.

**Table A - Growth in special need pupil numbers in special schools across**

Dfe	School Name	Jan-09	May-09	Oct-09	Jan-10	May-10	Oct-10	Jan-11	May-11	Oct-11	Jan-12	May-12	Oct-12	Jan-13	May-13	Oct-13 - prov.
7008	Isebrook School	93	94	92	96	94	104	104	107	115	115	120	122	122	126	132
7010	Wren Spinney Com.Spec.School	60	60	56	55	53	54	54	53	60	59	59	56	56	57	60
7014	Northampton Fairfields	70	74	72	77	80	83	85	91	89	94	97	93	104	117	104
7017	Northgate School Arts College	100	101	104	109	110	112	112	113	124	122	123	138	143	143	165
7018	The Gateway School	56	55	55	55	55	51	53	57	51	53	54	58	59	57	51
7019	Greenfields School and Sports College	75	76	80	80	80	86	81	79	75	75	77	82	82	84	87
7020	Northampton Billing Brook	153	154	152	153	155	166	166	166	172	174	171	169	176	175	186
7026	Kingsley School	98	115	128	112	116	108	109	115	137	141	147	144	146	147	149
7028	Kings Meadow School	28	29	25	30	33	32	35	35	34	35	35	31	35	35	35
7029	Friars School	126	126	133	134	137	148	148	146	145	145	146	139	140	139	142
7031	Rowan Gate Primary School	99	102	104	105	104	108	111	111	110	113	115	112	115	115	120
7033	Maplefields School	80	79	71	76	80	69	79	83	83	81	88	92	92	101	tbc

### Northamptonshire since 2009

Through consultation with Daventry District Council, it is apparent that the town will be experiencing significant growth over the next 15 years, with the population of the (Daventry) town projected to expand from 24,000 to 43,000. The catalyst for this growth will be the Council's regeneration investment in the town centre, consisting of new retail and commercial properties and housing.

Finally, [REDACTED], the [REDACTED], Learning and Achievement from Warwickshire County Council is supportive of the Daventry Special Academy application. As the neighbouring Local Authority he perceives that the school would "offer additional provision to children with learning difficulties in the Rugby area which borders with Daventry".

### **Key excerpts from the Northamptonshire County Council Cabinet Report, following the publication of the SEN Review**

*4.4 In addition to the existing provisions it is recommended that new provision is commissioned as follows:*

- *All through 4-16 special school – Daventry – estimated 150 places (note: there is no special school that meets a range of SEN needs in the South/SW of County and children are currently being transported daily to Northampton)*

- Autism SEN Unit (Secondary) in the south of the county – estimated 10 places
- Autism SEN Unit (Secondary) in East Northants – estimated 10 places
- One SEN Unit offering 10 places for pupils with or without a statement or EHC plan, with BESD (Behaviour, Emotional and Social Difficulties) as a primary need
- KS1 BESD SEN Unit in the south of the county - estimated 10 places
- Two KS2 BESD primary units, north and south – estimated 10 places

#### 4.5 Summary of numbers:

<b>Total places funded 2012/13</b>	<b>Actual places taken-up 2012/13</b>	<b>Proposed places funded 2014/15</b>	<b>Proposed places including a new special school 2017</b>
598	434	*532	682

\*Proposed places include units yet to be commissioned

Profound and Multiple Learning difficulties (PMLD), Severe Learning Difficulties (SLD), and Physical Disability (PD)

All SEN Units for children with PMLD and SLD should continue. Resourced provisions, offering places for children with SLD should be established as SEN unit provisions, subject to the school's agreement and support. The Council should broker the establishment of a special school for children with PMLD, SLD and ASD in the south of the county. Resourced provisions offering places to children with physical disabilities only should close, subject to discussion and agreement with the schools.

The full Cabinet Report, and SEN Review are included at the back of this Section.

### 1 Demographic rationale for an application for a school for children with special educational needs in the Daventry locality of (the county of) Northamptonshire

#### 1.1 Existing and projected population of 0 – 19 year olds in the Daventry locality – including population of children with additional needs and disabilities

1.1.1 Table 1 outlines the population of 0 – 19 year olds in the Daventry locality (see Figure 1) according to the 2011 Census.

Figure 1 – (Wards comprising the) Daventry locality of Northamptonshire

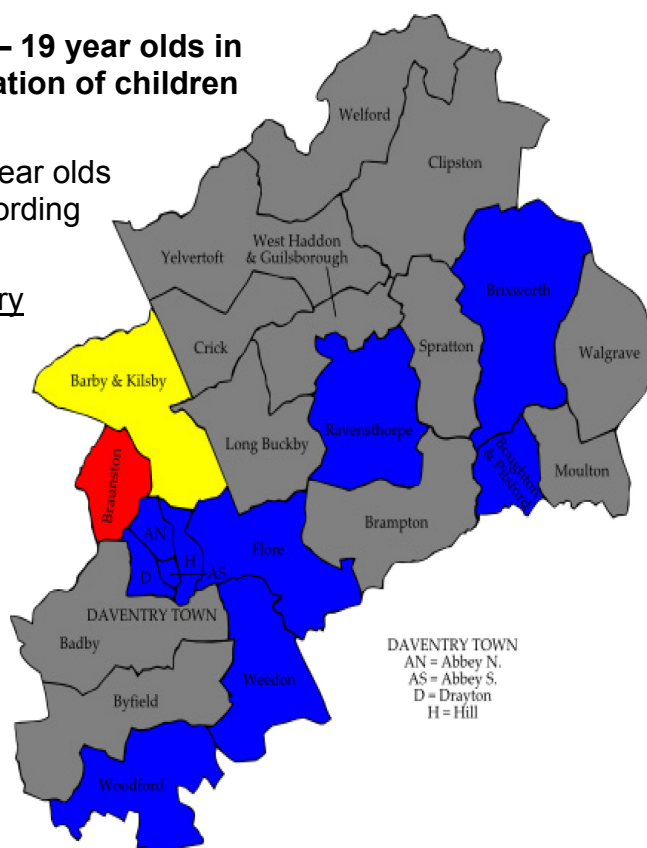


Table 1 – Population of 0 – 19 year olds in the Daventry locality (2011 ONS Census)

<b>Ward</b>	<b>0 – 4 years</b>	<b>5 – 9 years</b>	<b>10 – 19 years</b>
Abbey North	798	674	1,269
Abbey South	154	107	259
Badby	67	83	231
Barby and Kilsby	123	178	397
Brampton	55	78	190
Braunston	99	81	164
Brixworth	338	429	975
Byfield	99	115	176
Clipston	103	118	289
Crick	86	127	273
Drayton	436	334	729
Flore	96	92	197
Hill	443	471	893
Long Buckby	204	226	508
Moulton	143	180	570
Ravensthorpe	103	98	215
Spratton	81	107	207
Walgrave	100	115	284
Weedon	201	197	351
Welford	113	102	246
West Haddon & Guilsborough	146	190	355
Woodford	217	235	503
Yelvertoft	62	93	262

1.1.2 Table 1 indicates that according to the 2011 ONS Census, the Daventry district wards with the highest population of 0 – 19 year olds were, in order of frequency:

- Abbey North = 2,741 children were aged 0 – 19 years
- Hill = 1,807 children were aged 0 – 19 years
- Bixworth = 1,742 children were aged 0 – 19 years

1.1.3 Table 1 also indicates that:

The three Daventry district wards with the highest population of **0 – 4 year olds** are, in order of frequency:

1. Abbey North
2. Hill
3. Drayton

The three Daventry district wards with the highest population of **5 – 9 year olds** are, in order of frequency:

1. Abbey North
2. Hill
3. Drayton

The three Daventry district wards with the highest population of **10 – 19 year olds** are, in order of frequency:

1. Abbey North
2. Brixworth
3. Hill

- 1.1.4 Projections extrapolated via the Office of National Statistics in 2010 indicated that there will continue to be an increase in the resident population(s) of children and young people in the Northamptonshire locality as a whole, as well as the Daventry locality.

Table 2 - Projected increase in the population levels of children and young people aged 0 – 4 years resident throughout Northamptonshire and the Daventry locality up to 2020

Location/Year	2014	2017		2020	
	Number of 0 – 4 year olds	Number of 0 – 4 year olds	% change from 2014	Number of 0 – 4 year olds	% change from 2017
Northamptonshire	48,800	50,400	+3.1%	50,400	+/-0%
Daventry district	4,500	4,600	+2.1%	4,600	+/-0%

Table 2 indicates that the population of 0 – 4 year olds resident in the *Northamptonshire* locality will increase by 3.1% during the period 2014 – 2020.

Table 2 also indicates that the population of 0 – 4 year olds resident in the *Daventry* locality will increase by 2.1% during the period 2014 – 2020.

Table 3 - Projected increase in the population levels of children and young people aged 5 – 9 years resident throughout Northamptonshire and the Daventry locality up to 2020

Location/Year	2014	2017		2020	
	Number of 5 – 9 year olds	Number of 5 – 9 year olds	% change from 2014	Number of 5 – 9 year olds	% change from 2017
Northamptonshire	45,700	48,900	+6.5%	51,300	+4.6%
Daventry district	4,900	5,000	+2%	5,100	+1.95%

Table 3 indicates that the population of 5 – 9 year olds resident in the *Northamptonshire* locality will increase by 11% during the period 2014 – 2020.

Table 3 also indicates that the population of 5 – 9 year olds resident in the Daventry locality will increase by 3.9% during the period 2014 – 2020.

Table 4 - Projected increase in the population levels of children and young people aged 10 – 14 years resident throughout Northamptonshire and the Daventry locality up to 2020

Location/Year	2014			2020		
	Number of 10 – 14 year olds	Number of 10 – 14 year olds	% change from 2014	Number of 10 – 14 year olds	% change from 2017	
Northamptonshire	41,500	44,200	+6.1%	48,000	+7.9%	
Daventry district	4,900	4,900	+/-0%	5,100	+3.9%	

Table 4 indicates that the population of 10 – 14 year olds resident in the Northamptonshire locality will increase by 13.5% during the period 2014 – 2020.

Table 4 also indicates that the population of 10 – 14 year olds resident in the Daventry locality will increase by 3.9% during the period 2014 – 2020.

Table 5 - Projected increase in the population levels of children and young people aged 15 – 19 years resident throughout Northamptonshire and the Daventry locality up to 2020

Location/Year	2014			2020		
	Number of 15 – 19 year olds	Number of 15 – 19 year olds	% change from 2014	Number of 15 – 19 year olds	% change from 2017	
Northamptonshire	40,900	40,100	-1.9%	41,100	+2.4%	
Daventry district	4,800	4,600	-4.2%	4,500	-2.2%	

Table 5 indicates that the population of 15 – 19 year olds resident in the Northamptonshire locality will increase by 0.5% during the period 2014 – 2020.

Table 5 also indicates that the population of 15 – 19 year olds resident in the Daventry locality will decrease by 6% during the period 2014 – 2020.

Essentially, additional population projections calculated by Northamptonshire County Council indicate that:

- There will be an increase in the county’s population of approximately 15% (100,000) between 2014 and 2019
- There is likely to be an increase in the population of all age groups
- The biggest percentage increase in the population will be in Corby district with an increase in the population of over a third

Their projections also indicated that between the period 2009 – 2019 the population of the Daventry district (alone) will increase from approximately 80,500 to 95,200 – an increase of 15.4%.

Population projections published in *Daventry District Council's 2010 – 2015 Housing Strategy* <sup>1</sup> outlined that the population of the Daventry district was expected to rise more rapidly than the national average –

with an expected percentage “of change” by 2026 of (a relatively high) 49%, compared to 16% growth in the East Midlands and 17% growth in the United Kingdom.

Finally, the West Northamptonshire Development Corporation state <sup>2</sup> that between 2014 and 2021, the *town of Daventry's* population is expected to rise from just over 20,000 to 40,000.

- 1.1.5 In 2013 a report to the Northamptonshire County Council cabinet stated that the local authorities special educational needs provision “*does not always match the needs of current cohorts... is not always in the right location, and may not be a priority for individual schools*”. It added that “*some relatively high costs for a very small number of children*” have been generated, over time.

Table 6 presents the incidence of pupils/children/young people who had special educational needs and who were attending schools in Northamptonshire and its 8 districts in the academic year 2011 – 2012.

Table 6 – Incidence of pupils/children/young people who had special educational needs and who were attending schools in Northamptonshire and its 8 districts in the academic year 2011 – 2012

<b>Location</b>	<b>Total number of school pupils</b>	<b>Total number of pupils who had SEN</b>	<b>Percentage of pupils who had SEN</b>
Corby	10,324	1,578	15.3%
Daventry	10,798	1,682	15.6%
East Northamptonshire	12,159	2,194	18%
Kettering	14,721	2,205	15%
Northampton	33,233	6,513	19.6%
South Northamptonshire	12,549	1,830	14.6%
Wellingborough	11,875	2,199	18.5%
<b>Northamptonshire</b>	<b>105,659</b>	<b>18,201</b>	<b>17.2%</b>

---

<sup>1</sup> DDC%20Housing%20Strategy%202010-15%20Final.pdf

<sup>2</sup>[http://webarchive.nationalarchives.gov.uk/20100505231202/wndc.org.uk/projects\\_in\\_my\\_area/daventry/daventry.aspx](http://webarchive.nationalarchives.gov.uk/20100505231202/wndc.org.uk/projects_in_my_area/daventry/daventry.aspx)

Table 6 indicates that for the academic year 2011 – 2012 almost 1 in 5 of pupils attending Northamptonshire' maintained sector schools had some form of special educational need(s).

- 1.1.6 Northamptonshire County Council's *Strategic Plan for Schools 2010 – 2021* outlined that for Daventry-resident pupils who require specialist placement, there were resourced provisions at Southbrook Infant and Junior Schools and unit provision for pupils with autism at The Grange School. However, for pupils who require special school placement, places were allocated in *Northampton-based* special schools. For pupils who required secondary resourced or unit provision, places were also allocated in Northampton or South Northamptonshire.

The Plan also outlined that for the Daventry locality:

- It is likely, in the long-term, that further secondary places will be required in the town.
- There is pressure for a (new) specialist unit and resourced provision for pupils with autism

## **1.2 Northamptonshire (and Daventry locality) demand and pressure for school places – including at special schools**

- 1.2.1 A report published by Northamptonshire County Council in 2013 called *Northampton Primary Schools Capacity and Demand* highlighted a number of key factors which support the case for the establishment of Daventry Special Academy:

- **Northampton's** primary schools are characterised by very high levels of demand, a situation which population projections indicate is unlikely to change for at least the next five years
- Projected growth in demand is expected to be significant and sustained, with a net gain of 2,350 pupils over the period 2013 – 2018, equivalent to a 15% increase over the size of the 2012 – 2013 combined cohort

- 1.2.2 In autumn 2013 Northamptonshire County Council commissioned a review of the special/specialist provision in the (Northamptonshire) localities mainstream schools.

The review incorporated a county-wide consultation to which there were 125 respondents who were professionals, stakeholders, parents and carers. Key findings of that consultation (phase) included:

- **81% agreed that there was a need for an additional special school within the south of the county**
- 89% agreed that there was a need to review and re-configure the capacity of centrally managed services to support schools with provision for children with special educational needs and access and entitlement
- A number of parents and carers had concerns about funding cutbacks impacting on the support for children with special educational needs and those who need to access specialist settings

Key recommendations *included*: the local authority should broker the establishment of a Special School for those with profound and multiple learning difficulties and severe learning difficulties in the south of the county and commission places from it. (This was made in response to the conclusion that: *there is a known shortage of places for pupils with multiple learning difficulties and severe learning difficulties in the south of the county, with children having to be transported considerable distances to access appropriate provision.*)

Another (related) fundamental recommendation of the review was that: *the local authority should work in partnership with other stakeholders to ensure there is a range of high quality, and good value for money [special educational needs] provision across the county.*

The review made a number of additional conclusions which *included*:

- Current arrangements for children/pupils with behavioural, social and emotional difficulties, who are resident in the county, do not support the recommendations brought forward in the Taylor Review (DfE 2012), that strongly argued the case for (more) localised provision
- The current system for primary aged pupils is neither equitable nor consistent across the county of Northamptonshire; there is a clear difference between arrangements in the north of the county and the south of the county for admission to existing units for those children/pupils with behavioural, social and emotional difficulties
- Specifications of special schools should reflect the needs of Northamptonshire's children and young people and ensure they cater for the most vulnerable, challenging and profoundly disabled pupils.

In response to the review, the County Council executive advised that: ***“in addition to the existing provisions [in Northamptonshire] it is recommended that new provision is commissioned as follows: an all through 4 years – 16 years special school in Daventry... where there is no special school that meets a range of SEN needs in the south and south west of the county”***

1.2.3 In November 2013, a number of headteachers of existing special schools across the county were consulted – at specific meetings facilitated by [REDACTED] – about the need for further/future provision in the south (west) of Northamptonshire. Their feedback from this consultation meeting *included*:

- Consensus on the need for additional special educational needs places in the south of the county
- Future provision in the south of the county may enable pupils currently, *“and expensively”* placed out-of-county to be placed in-county
- There is an opportunity to improve (special needs) transition arrangements for 18 – 25 year olds
- Need to manage this change well, together, especially impact on existing schools and their pupils, eg, pupil and staff movements to the new school

### **1.3 Data related to major new housing developments and any localised regeneration initiatives**



- 1.3.1 The town of Daventry is expected to experience significant growth over the next 15 years, with the population of the town projected to expand from 24,000 to 43,000 by 2026. The catalyst for this growth will be the (District) Council's investment in the town centre, which will incorporate a quantity of new housing.
- 1.3.2 An article posted on the BBC web-site in February 2013 <sup>3</sup> outlined how Northampton Borough Council and Daventry District Council reported that 20,000 new houses were needed by the year 2026 to meet housing need and bring jobs and investment to the area. The article hypothesised that "*such new buildings could increase the population within the District Council locality by 33%*".
- 1.3.3 The 2013 report *Northampton Primary Schools Capacity and Demand* concluded that the pace of new developments/dwellings will begin accelerating over the next few years and that more children and young people will be added to the eligible pupil population of that particular (Northamptonshire) district. Sustainable Urban Extensions at Brackmills South (1,000 dwellings), King's Heath (3,500 dwellings), Northampton North (2,000 dwellings), Northampton South (1,000 dwellings), Northampton West (1,500 dwellings), Upton Park (1,000 dwellings) and Whitehills (1,000 dwellings) illustrated just a number of the sources likely to generate high levels of pupil yield in Northampton.
- 1.3.4 In Daventry, the Monksmoor Farm housing development has added 1,700 new homes to the locality<sup>4</sup>.
- 1.3.5 David Wilson Homes <sup>5</sup> propose 1,000 homes are to be built on land just off the Ashlawn Road in south Rugby which is located approximately 7 miles to the north of the town of Daventry.

#### **1.4 Existing education provision and quality**

The quality of special educational provision in Northamptonshire is general high, and the Daventry Special Academy will be joining a high performing family of schools.

- 1.4.1 Table 7 – Most recent Ofsted outcomes for special schools situated throughout the Northamptonshire locality

<b>Name of School</b>	<b>Most Recent Ofsted Outcome</b>	<b>Date</b>
Advanced Education - Northampton School	Requires improvement	03/2014

<sup>3</sup> <http://www.bbc.com/news/uk-england-northamptonshire-21376499>

<sup>4</sup> <http://www.crestnicholson.com/monksmoorpark/>

<sup>5</sup> <http://www.ashlawnroad.co.uk/index.html>

<u>Alderwood</u>	Outstanding	02/2012
Ashmeads School	Good	06/2013
Belview School	Good	09/2011
Billing Brook Special School	<i>Academy conversion</i>	<i>n/a</i>
Education & Youth Services Ltd	Good	05/2013
Fairfields School	Outstanding	04/2014
Friars School	<i>Academy conversion</i>	<i>n/a</i>
Greenfields School and Sports College	Good	03/2014
Isebrook School	Good	02/2014
Kings Meadow School	Outstanding	04/2012
Northgate School Arts College	Outstanding	02/2013
On Track Education Centre Northants	Good	06/2011
Pottersbury Lodge School	Good	06/2012
Rowan Gate Primary School	Outstanding	03/2014
The Gateway School	Good	04/2012
Thornby Hall School	Inadequate	10/2012
Wren Spinney Community Special School	Outstanding	05/2011

## 1.5 Immigration – Northamptonshire locality

1.5.1 In June 2012 an article on the BBC web-site<sup>6</sup> reported how “*growing number of immigrants to Northamptonshire has resulted in a surge in late admissions to the county’s schools*”.

Five primary schools in the county had, between them, had to make spaces for 150 additional pupils before September 2012.

---

<sup>6</sup> <http://www.bbc.com/news/uk-england-northamptonshire-18518227>

Conservative councillor Andrew Grant (the cabinet member responsible for schools) was quoted as stating that “90% of the late admissions were from Eastern Europe [families]” and that “the [Northamptonshire County] council was now considering building a new school”.

- 1.5.2 In 2007 the Office of National Statistics reported that five local authorities have seen their population increase by 11% or more in the five years since 2001 – City of Westminster and Camden in London, **South Northamptonshire**, Forest Heath in Suffolk and Rutland.

## **2 Consultation undertaken by Daventry Special Academy**

### **2.1 In March 2014 Daventry Special Academy undertook a consultation about its proposal to establish the new school.**

A consultation questionnaire was posted on the Academy’s web-site:

[www.daventryspecialacademy.co.uk](http://www.daventryspecialacademy.co.uk)

... and the existence of the survey was promoted to organisations situated within the county of Northamptonshire including: support and advocacy groups that represent parents/carers of children with additional needs and disabilities who are resident in the county<sup>7</sup>; primary and secondary schools based in the county; existing special schools based in the county; relevant professionals working in the county. As part of that promotion, Daventry Special Academy requested that the consultation questionnaire (web-site link) be disseminated, by e-mail and through in-house newsletters, as widely as possible, including to parents and carers who accessed support and/or advocacy groups and the existing schools, including special schools.

- 2.1.1 By late April 2014, twenty-nine responses to the consultation questionnaire had been submitted and received by Daventry Special Academy. Twenty-eight of these responses originated from postcodes in the county of Northamptonshire and one of the responses originated from a Rugby-based postcode. The analysis for the survey and its outcomes and feedback are presented below.
- 2.1.2 The respondents were invited to state their circumstances – essentially whether they were providing feedback from the perspective of a parent/carer or as a professional.

---

<sup>7</sup> Daventry and District Dial, Daventry Children's Centres, Daventry Carers Association, East Midlands Crossroads Caring for Carers and Playhouse Nursery in Daventry.

Table 8 – Background of the twenty-nine respondents

<b>Background/Circumstance</b>	<b>Number of respondents</b>
I am caring for child with additional needs and/or disabilities, as a parent	18
I represent parent(s) who care for child with additional needs and/or disabilities	2
I am an educational professional	7
Other ['grandparent' & 'elected member']	2

2.1.3 The analysis indicated that, collectively, the respondents (who were parents) were raising 24 children who had some form of additional needs and or disability. 54% of these children evidently had a statement of special educational need(s).

The ages of their children ranged from between 4 years –16 years. The average age of the children being raised by the (relevant) respondents was 9 ½ years.

The children evidently had a range of additional needs and disabilities – most frequently Autistic Spectrum Disorder, followed in frequency by Downs Syndrome, and then a severe learning difficulty.

Other stated (types of) additional needs and disabilities were:

- Neuronal migration defect
- Arthrogyriposis
- Scoliosis
- Dyspraxia
- Williams Syndrome
- Chromosome disorder
- Aspergers Syndrome
- Epilepsy
- Dyscalculia

2.1.4 93% of the respondents stated that they supported the proposal to open an all-through (4 years – 18 years) special educational needs school for children and young people in Daventry, in 2016.

None of the respondents stated that they did not support the proposal to open an all-through (4 years – 18 years) special educational needs school for children and young people in Daventry, in 2016.

6% of the respondents stated 'don't know' as to whether they supported the proposal to open an all-through (4 years – 18 years) special educational needs school for children and young people in Daventry, in 2016.

Those who supported the proposal provided a number of reasons and justifications – most recurrently (from those who were parents and carers) through words to the effect:

██████████.

For example:

[REDACTED]

[REDACTED]

A number of parents/carers stated that they supported the establishment of Daventry Special Academy as it would reduce travel time, to a school out of that particular district – for example:

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Additional supportive narratives included:

[REDACTED]

[REDACTED]

- 2.1.5 Respondents were invited to state what they believed the key priorities were, within the Daventry locality – and the surrounding localities – in terms of more support and provision for children with additional needs and disabilities – including from the perspective of their education and schooling. The most recurrent type of feedback was words to the effect:

[REDACTED]

Specific feedback *included*:

[REDACTED]

[REDACTED]

- 2.1.6 The second most frequent type of feedback was words to the effect:

[REDACTED]

Specific feedback *included*:

[REDACTED]

Additional feedback from respondents *included*:

[REDACTED]

- 2.1.7 Respondents who were parents/carers were invited to state whether they would consider Daventry Special Academy to be a first choice educational option for their child(ren).

77% (14) of such respondents stated that they would indeed consider Daventry Special Academy to be a first choice educational option for their child(ren).

- 2.1.8 (On a similar theme) respondents who were parents/carers were invited to state whether they would request that Northamptonshire County Council name Daventry Special Academy as the first choice educational option for their child(ren).

77% (14) of such respondents stated that they would indeed request that Northamptonshire County Council name Daventry Special Academy as the first choice educational option for their child(ren).

### **3.2 On the 23<sup>rd</sup> April, 2014 Daventry Special Academy facilitated an open evening which focused on their ambition to establish the school**

3.1.1 The meeting was held at the ICon Centre in Daventry and was attended by 30 individuals who were:

- Parents and carers of children with additional needs and disabilities
- Headteachers and teachers from schools in Daventry
- Local school governors
- Representatives from Northamptonshire County Council and Daventry District Council
- Representative of the local daycare sector
- Local elected member
- Representative of the local press
- Retired headteacher
- Members of the Daventry community

3.1.2 Representatives of Daventry Special Academy gave a presentation which outlined a timescale and action plan for establishing the school. They also explained how the proposed establishment of the school had already generated support via professionals in the local educational sector.

Subsequently attendees were invited to provide their views about the establishment of Daventry Special Academy.

3.1.3 The feedback and views were universally supportive including from the local elected member who was present. A number of attendees emphasised how in their opinion the school needed to focus on the needs of children with additional needs and disabilities and not be [REDACTED].

One attendee, who was a grandparent of a child who had special needs stated:

[REDACTED]

Another attendee who was a parent/carer stated that:

[REDACTED]

3.1.4 A number of attendees sought clarification about "[REDACTED]". In response to be asked about their specific involvement - attendees were assured that the following sectors had been consulted and were involved in the ongoing application process – i.e.:

- Local elected members
- Daventry District Council
- Health and social sectors/professionals

3.1.5 A number of attendees sought, and were provided with clarification, as to how an admissions process would work. They were informed that the school would focus on supporting those with children who had Profound and Multiple Learning Difficulties, Severe Learning Difficulties, and Autistic Spectrum Disorder.

3.1.6 All of the attendees agreed that Daventry Special Academy needed to continue to promote and publicise their proposal, particularly throughout the residential areas in the town and throughout the wider district of Daventry.

3.1.7 Specific views of parents and other attendees included:



[REDACTED]  
[REDACTED]  
7-9 Interchange House  
Howard Way  
Newport Pagnell  
Buckinghamshire MK16 9PY

# March, 2014

**RE: Proposed Daventry Special Academy**

Dear Colleague,

I am writing in the hope that you might be able to support my organisation's efforts to establish a new school: the Daventry Special Academy.

Our Trust, Education Excellence for All (EE4A), is an approved academy sponsor and has been developing an application to open a special school in Daventry. We have the full support of Daventry District Council, schools and councillors in the town, and Northamptonshire County Council as the commissioner of places. We propose establishing a new school serving children from 4-19 in September 2016 with special educational needs.

There is overwhelming evidence of the need for additional provision in the area with Northamptonshire County Council keen to ensure children can access appropriate and high quality schooling close to home, endorsed by the recent SEN review published by Northampton County Council. We have been working with Daventry District Council to identify potential sites in the town where specialist new facilities can be built.

Our proposal has the full support of the directorates and elected members at both Northamptonshire County Council and Daventry District Council. Northamptonshire County Council has confirmed that it will commission places at the proposed Academy to provide specialist and high quality provision for children with High Needs, and specifically Profound & Multiple Learning Difficulties, Severe Learning Difficulties, and Autistic Spectrum Disorder.

Essentially, EE4A recognise that the support of local stakeholders and parents will also be vital in terms of ensuring our application is as robust as possible. We will be holding a consultation event at **6.00pm on Wednesday 23<sup>rd</sup> April 2014 at the iCON Innovation Centre, Eastern Way, Daventry**, and welcome you to attend to hear our plans for the school.



In addition, we are asking parents and carers and special education support groups to complete our consultation survey as we are keen to hear the views of the community. The Department for Education requires that there should be clear evidence of demand for the take up of places at any new school (proposal).

Typically proposer groups, such as EE4A need to engage with local communities, carers and parents and invite them to:

- indicate their support for the school and/or:
- state that they would consider the school as a first choice for their child(ren) should it indeed become established

Copies of the survey will be available at the consultation event, and available to complete online at:

Would you be happy to support our application to the Department for Education by asking your stakeholders to complete the survey form online at:

[www.daventryspecialacademy.co.uk/survey](http://www.daventryspecialacademy.co.uk/survey)

All of the responses that we receive would be stored securely in line with the 1998 Data Protection Act.

Kind regards,

A black rectangular redaction box covering the signature of the sender.

Education Excellence for All



# MEDIA RELEASE

## COMMUNICATIONS AND MARKETING

Lodge Road, Daventry, Northants, NN11 4FP  
Telephone 01327 302310 Fax 01327 876543  
[www.davertrydc.gov.uk](http://www.davertrydc.gov.uk)  
[news@davertrydc.gov.uk](mailto:news@davertrydc.gov.uk)

### Davertry District Council Media Release

## Have your say on Special Academy plans

Families are being invited to a consultation event over plans to build a new school in Daventry for children with special educational needs.

The Education Excellence for All (EE4A) trust is inviting views on its proposal for the Daventry Special Academy as it develops an application to the Department of Education to establish the facility.

Davertry District Council (DDC) has been working with EE4A to identify potential sites for the school, which it is hoped could open in September 2016.

As part of the project, EE4A is holding a consultation event at the iCon Innovation Centre, in Eastern Way, Daventry on Wednesday 23 April at 6pm. It will be an opportunity for the community – particularly parents and carers for children with specialist educational needs - to find out more about the plans.

There will be a presentation followed by a question and answer session. People will also be able to fill in a consultation survey to identify the demand for such a school in the area.

For those unable to attend the event, copies of the survey are also available online at [www.davertryspecialacademy.co.uk/survey](http://www.davertryspecialacademy.co.uk/survey).

The plan also has the support of Northamptonshire County Council and would address the need for a Special Educational Needs (SEN) facility in the south of the county. Currently children in the Daventry area with special educational needs have to travel to Northampton or Warwickshire to go to school.

The proposed academy in Daventry would provide specialist and high quality provision for children aged four to 19 with high needs, including profound, multiple and severe learning difficulties and autistic spectrum disorder.

Councillor Chris Millar, Leader of Daventry District Council, said: "We see the proposal for this school as an important part of Daventry's educational offer to its community and it would complement and integrate with other educational facilities as part of our vision to regenerate the town.

“It would reduce the distances children with special needs would be required to travel for school as well as meeting educational needs in the area.”

Tim Bartlett, chair of the EE4A Trust, said: “We are committed to providing an outstanding education for all children, regardless of background or their specific educational needs.

“We are a Trust made up of local educationalists passionate about improving the life chances of children in the County. Our ambition is that the Daventry Special Academy will provide high quality education and care for children in the area so that they do not have to travel long distances to school.”

-Ends-

Press release number: 1682

**For further information please contact:**

Ian O’Pray, Media Officer at Daventry District Council, on 01327 302310 or email [iopray@daventrydc.gov.uk](mailto:iopray@daventrydc.gov.uk)

# Special school plan

By JAMES BRYCE

james.bryce@daventryexpress.co.uk  
@DXJamesB

**An open day is to be held later this month in the next stage of plans to build a new special school in Daventry.**

The Education Excellence for All (EE4A) Trust is inviting people's views on its pro-

posal for the Daventry Special Academy as it develops an application to the Department for Education.

EE4A is holding a consultation event at the iCon Innovation Centre, in Eastern Way, Daventry on Wednesday, April 23 at 6pm. It will be an opportunity for the community – particularly parents and carers for children with spe-

cialist educational needs – to find out more about the plans.

There will be a presentation followed by a question and answer session. People will also be able to fill in a consultation survey to identify the demand in the area.

Tim Bartlett, chairman of the EE4A Trust, said: "We are committed to providing an outstanding education for all

children, regardless of background or their specific educational needs.

"We are a trust made up of local educationalists passionate about improving the life chances of children in the county.

"Our ambition is that the Daventry Special Academy will provide high quality education and care for children

in the area so that they do not have to travel long distances to school."

In January Northamptonshire County Council reported that a school for an estimated 150 pupils aged four to 16 should be provided in the Daventry area for local children and families.

FULL STORY ON PAGE 5

6

DAVENTRY EXPRESS

1/5/2014

# Special school wins backing from parents

By STEVE MILLS

steve.mills@daventryexpress.co.uk  
@DxSteveM

**Plans to build a special school in Daventry have been given a cautious welcome by parents.**

Residents turned out to an open meeting last week to hear about the plans for the project.

It was held at the iCon centre in the town centre where The Education Excellence for All (EE4A) Trust invited people for their views.

The plans, which would see 175 places at the new academy, are then to be submitted to the Department of Education on Friday, May 9.

A number of parents,

speaking after the meeting, welcomed the proposals but added that the meeting still left a lot of questions unanswered.

One parent, who didn't want to be named, said: "I think the general scheme of having a special school is a good one.

"It is one that is needed and the number of places they are talking about would be just about right.

"However, there have been no locations revealed to us yet – and no images – and that is a bit of a worry."

It is hoped the school will be opened for business in September 2016 if the process goes smoothly.

Tim Bartlett, chair or

EE4A Trust, said: "We are really excited at the possibility of opening a Special School in Daventry.

"It was such a pleasure to meet with Daventry parents of pupils with special needs at our consultation event in the wonderful iCon centre.

"The two youngsters who came with their parents reminded us all what this is about – creating a school we can all be proud of for our children and young people."

## WHAT DO YOU THINK?

• DO YOU THINK THE TOWN WOULD BENEFIT FROM A NEW SPECIAL SCHOOL? WHAT WOULD BE AN APPROPRIATE LOCATION?

✉ editorial@daventryexpress.co.uk



## Northamptonshire County Council

██████████  
██████████

7-9 Interchange House  
Howard Way  
Newport Pagnell  
Buckinghamshire MK16 9PY

Please ask for: ██████████

Tel: ██████████

Our ref: AS/DS

Dear ██████████

**Re: Request for confirmation of the support of Northamptonshire County Council for the establishment of a special free school in Daventry, Northamptonshire – The Daventry Special Academy.**

As you are aware from the discussions we have had, there is considerable pressure on the current special schools within the county. The number of children accessing special schools 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 that there is likely to be an increase in the population across all age groups. Current provision is at full capacity and there is very limited provision in the Daventry area which results in children with complex needs facing extensive bus journeys to access appropriate schooling. The evidence is therefore compelling that there is currently a shortage of specialist placements for children, which is likely to increase and this is particularly pertinent to the Daventry area.

In view of this the local authority would commission places at a special school in the Daventry area for pupils who have profound and multiple learning difficulties, severe learning difficulties and autism spectrum disorders. The local authority would be prepared to fund the additional places of 65 (50 pre 16 and 15 post 16) in the first year and 130 (100 pre 16 and 30 post 16) in the second as well as providing top-up funding based on the individual needs of the pupil. A reasonable average top up rate to use in your modelling is ██████████ per pre 16 pupils and ██████████ per post 16 pupils. This is with the caveat that the EFA will fund the population increase in the local authority, reflecting this in the authority's High Needs Block funding allocation at the appropriate time.

We have been impressed to the extent to which your consortium have engaged with the local authority in order to identify need, as well as entering into discussions with Daventry district council, parent groups, the local schools and colleges, special school heads, Nene Commissioning and a number of local voluntary groups. The local authority is therefore in full support of your application to the DfE to open a special free school in the Daventry area.

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

Yours sincerely

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]



Leader of the Council: Councillor Chris Millar  
Davertry District Council, Lodge Road,  
Davertry, Northants NN11 4FP  
Tel: (01327) 302595

---

Our ref: CM/ST

---

21<sup>st</sup> December 2013

For the attention of [REDACTED]  
Board Member of EE4A

Dear [REDACTED]

### **Free Special School in Daventry**

I am writing to confirm Daventry District Council's full and strong support with respect to the application to establish a special free school in Daventry i.e. the Daventry Special Academy.

We see this as an important part of our Town Centre regeneration plans in particular our Learning Quarter and will ensure a reduction in the distances children with special needs would be required to travel as they currently do to other special schools in Northampton or Warwickshire.

We recognise the proposed site for this new specialist facility would provide secure and calming accommodation for the children whilst at the same time giving them easy access to the Town Centre where they can engage with community life.

I wish you all the very best in achieving a positive outcome with this application and hopefully will see the Daventry Special Academy open in September 2016!

Yours sincerely

[REDACTED]

Councillor Chris Millar  
Leader



## Daventry District Council

Lodge Road, Daventry, Northamptonshire NN11 4FP

Tel: 01327 871100 Fax: 01327 300011 DX21965

Website: [www.daventrydc.gov.uk](http://www.daventrydc.gov.uk)

19<sup>th</sup> December 2013

Team: Business

Please respond to: [REDACTED]

Direct Line: 01327 302437

E-mail: [REDACTED]

Our Ref: A815/GU

Your Ref:

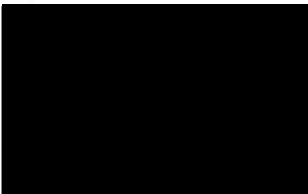
[REDACTED]  
Place Group Limited  
26a Parkstone Road  
Poole  
Dorset  
BH15 2PG

Dear [REDACTED]

### PROPOSED AGED 4-16 SEN PROVISION FOR DAVENTRY, NORTHAMPTONSHIRE

Daventry District Council (DDC) recognises the changed structures that provide education in Northamptonshire, including Daventry District. It has worked closely with Northamptonshire County Council (NCC) and education providers to ensure that there is a coherent education offer in the district. Conversations with NCC have determined the current and growing need for SEN places within the district. Therefore, DDC is supportive of SEN provision in the locality that meets the needs of the children and young people, avoiding the need to travel.

Yours sincerely





# KINGS MEADOW SCHOOL

Telephone Number: 01604 673730  
Fax Number: 01604 673739  
Email: [head@kingsmeadow.northants-ed.gov.uk](mailto:head@kingsmeadow.northants-ed.gov.uk)



Manning Road  
Moulton Leys  
Northampton  
NN3 7AR

29<sup>th</sup> April 2014

To Whom it may concern,

## Proposal for Free School application for a Special School in South Northamptonshire

Following a couple of meetings with Education Excellence for All (EE4A) I am writing to confirm that Special School Headteachers within Northamptonshire have been given opportunities to find out about the proposal of a new Free School Special School located within the south of the county. EE4A have met with the Northamptonshire Special School Headteacher organisation to share their vision and listen to comments and concerns. In addition to this meeting, they have also met with Northampton Town Special School Headteachers, who will be most affected by any future development. I can confirm that EE4A have indicated that they wish to work closely with the current special schools to minimise the impact on individual schools and ensure that provision is matched well to local demand.

On behalf of Northampton Town Special School Headteachers I can confirm that there is an identified need for additional provision to serve this area of Northamptonshire.

Yours sincerely,



[www.kingsmeadow.northants.sch.uk](http://www.kingsmeadow.northants.sch.uk)

## Section F: Capacity and capability

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

Name	Member of core applicant group (Y or N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

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

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

Please refer to the relevant section of the ‘How to apply’ guidance and the assessment criteria booklet for what should be included in this section. Please add additional lines as required.

Skills/experience missing	How you plan to fill the gap
Finance	Whilst ██████████ can provide oversight of the Free School pre-opening budget and high level financial planning, the Trust will need to contract support from a School Finance Advisor to develop the detailed Financial Plan and to liaise with the EFA. The Trust has numerous contacts experienced in developing school budgets, and specifically for special schools. The ██████████, ██████████, has reviewed the financial plan for the Daventry Special School, and will continue to provide guidance in respect to top up funding for individual statements of special educational need.
Marketing	A marketing company will need to be contracted to design the school branding and marketing materials for the pre-opening activities, including the website and prospectus. The Trust has numerous contacts which are highly experienced in developing free school marketing campaigns and consultation activities, and will contract these services during pre-opening via a compliant procurement process.
Project Management	The proposer group will need to contract project management support through the pre-opening phase.

## F2 – Governance Structure



Through its Memorandum and Articles of Association, the EE4A Trust has established its governance arrangements of how it will operate as an organisation. The three Members of the Company are also all Directors of the Board, and have nominated five additional Directors to join the Board. The Chair of each Local Governing Body (LGB) will also be invited to join the Trust Board as a Director, thus ensuring representation from each school that joins the MAT.

### **Roles and responsibilities**

- Members – the role of EE4A’s members is to appoint and remove the directors. They do not have day to day responsibility for EE4A but act as a check and balance on the directors.
- Directors – the directors are legally responsible for the management and administration of EE4A. The legal duties of the directors are set out in the Companies Act and the articles of association. The directors will delegate many of their powers to senior employees including the Executive Head and to Local Governing Bodies and committees. The directors will receive termly reports on progress in each school from the Executive Head and from the Chair of each Local Governing Body.
- Members of the Local Governing Body - local governing bodies for each school will be set up as committees of the board of directors. Members of the local governing bodies will include directors, the head of school and parent, staff and community representatives. Local Governing Bodies will report to the board of directors through the chair of the Local Governing Body who is a director. Local Governing Bodies will receive termly reports on pupil achievement and attendance data to allow them to scrutinise the progress of the school.
- Head of school – the Head of the Daventry Special Academy will report to the board of directors and Local Governing Body. The head of school will be primarily responsible for teaching and learning standards at their school.

### **Conflicts of Interest**

Directors, members of the Local Governing Bodies and senior employees will be expected to declare any potential conflict of interest as soon as reasonably possible. Example of potential conflicts of interest are where individuals are connected to companies providing services to EE4A or where there are friends or family connections to other directors, members of Local Governing Bodies or employees. Conflicts of interest will be held on a register and will be declared at the beginning of any meeting at which a conflict or potential conflict of interest may arise.

EE4A has in place a conflicts of interest policy which sets out procedures for dealing with conflicts of interest when they arise. This includes ensuring that individuals are not involved in making decision or monitoring arrangements in which they have a direct or indirect interest. For example a director must absent themselves from any meeting where a decision is made to let a contract to an individual or company to which that director is connected.

### **Scheme of Delegation**

The Trust will develop a scheme of delegation to clearly identify the remit of the board of directors, the committees of the directors and the Local Governing Bodies.

## Intervention Strategy

Directors will be briefed on the progress of the schools in their termly meetings by the Head of School. Local Governing Bodies (LGB) will also receive termly reports from the Head of School and minutes of these meetings are circulated to the board of directors. Should an issue arise in one of the schools or where performance or progress is inadequate, the board of directors has the power to immediately disband the Local Governing Body and either oversee the school itself or put in place a new Local Governing Body. The Head of School will provide a report to the directors on the issue and the Head of School may also be asked to provide a report or attend a meeting of the directors to discuss the issue. These actions can be taken very quickly. The EE4A Board of Directors will provide overall governance for the Daventry Special Academy, as it will for all schools that become part of the Trust. It will delegate powers to the LGB through described through a Scheme of Delegation.

### F3 (a) Proposed governors

The Daventry Special Academy LGB will be elected once the Application is approved. A number of local candidates have been identified, including former SEN and health & social care professionals. A member of the EE4A Trust Board will also sit on the LGB. Once identified, the Daventry Special Academy governors will form the relevant committees under the guidance of [REDACTED], [REDACTED] and responsible director for leadership and governance. They will also be expected to support pre-opening activities including consultation and marketing events, acting as local ambassadors for the school, meeting with parents, carers, schools and the community as part of the steering group currently made up from EE4A directors.

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

### F3 (b) Skills gap for governing body

Skills/experience missing	How you plan to fill the gap
Chair of Local Governing Body	Initially, the Local Governing Body of the Daventry Special Academy will be chaired by one of the directors of EE4A. Once community, parent and staff members have been appointed, the board of directors will select a suitable chair who will also join the board of directors of EE4A.
Community Governor	During the pre-opening phase we will engage with the local community, including local education, health and social care professionals, employers and residents, to seek volunteers.
Parent Governor	We will seek nominations from parents of our first cohort and will hold elections in the autumn of 2016.
Staff Governor	We will seek nominations from members of staff and will hold elections in the autumn of 2016.

### F4 Recruitment of high quality Principal

The Trust has already identified a high quality Executive Head, [REDACTED] who is the [REDACTED], [REDACTED] [REDACTED] has demonstrated inspirational leadership which has resulted in achieving excellent outcomes for the schools pupils. If our Application is approved, we will introduce [REDACTED] to the DfE's Education Advisor to carry out an interview. [REDACTED] will work with the Directors to then recruit a high quality Head of Daventry Special School.

#### Appointment of Head of School

We would aim to appoint an experienced SEN Head of School (Designate) to be in post by April 2016, preferably with EYFS expertise to complement [REDACTED] special secondary experience. As well as preparing for opening they will have a particular focus in recruiting and inducting the specialist staff, working alongside [REDACTED]. They will contribute to policy formulation and document development, such as the school development plan, also process formulation (e.g. school self-evaluation) together with project milestones following their appointment such as registration as an independent school and evidence collation for the pre-opening Ofsted visit.

#### Recruitment method

We will start recruitment of the Head of School Designate in October 2015 to ensure that the successful candidate is able to resign a full term ahead. We will use a number of methods to attract the best candidates including the use of recruitment consultants and advertising nationally. We will be seeking an outstanding leader reflecting the levels of experience and expertise needed to successfully open and then develop the school with the aim of exceeding the expectations of the proposers and the local community. We expect that the Head of School will have achieved the NPQH qualification, but this will not be an absolute requirement as we are mindful of recent

guidance from DfE which states that NPQH is not mandatory for Free School leaders, and we do not wish to rule out the appointment of an outstanding Headteacher from the independent sector. The selection process will use best practice approaches and go beyond the traditional interview and presentation in order to gain evidence on a wider range of relevant attributes.

We intend to use the following menu of selection instruments as appropriate:

- Application form
- References including structured request against selection criteria
- Panel structured interview
- Psychometric test online (SHL OPQ, Manager Plus and Team Types & Leadership Styles reports, analysis using Professional and Managerial norm reference group)
- In-tray exercise
- Presentation

The Trust includes professionals with expertise both qualified and experienced in the use of, and interpretation of outcomes from, psychometric tests.



## Section G: Budget planning and affordability

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included.

You need to demonstrate that the school will be viable within the expected levels of funding available both while it builds up and when it is at full capacity. You must provide an overview of how you developed your plans and the thinking behind them. As part of this, you should explain how you have delivered value for money, and describe how your budget plans support your education vision and plan.

In addition you should complete the Excel budget templates.

### Sections G1



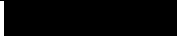
### G3 Financial resilience to reductions in income



# Annexes

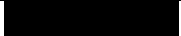

## CV template



CV template		
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>	██████████
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,</li> </ul>	██████████

	<p>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</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>	
5.b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <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</li> </ul>	

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

CV template		
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>	██████████

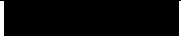

5.a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and 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>	
5.b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ Your subject/department's</li> </ul>	



	<p>results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and 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 subject/department/school in terms of developing literacy and numeracy skills (where appropriate to your subject and department), qualifications achieved and preparing pupils for later life</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.	Reference names(s) and contact details	
----	--	---



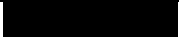

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/ organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> (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: <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>	[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 were in post, if applicable</li> </ul>	
5.b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ Your subject/department's</li> </ul>	

	<p>results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and 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 subject/department/school in terms of developing literacy and numeracy skills (where appropriate to your subject and department), qualifications achieved and preparing pupils for later life</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.	Reference names(s) and contact details	
----	--	---

CV template		
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: <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>	
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>,</li> </ul>	[REDACTED]

	<p>average point score per entry and 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>	
5.b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <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 subject/department/ school in terms of developing literacy and numeracy skills (where appropriate to your subject and department), qualifications achieved and preparing pupils for later life</li> </ul>	
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	

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.	<ul style="list-style-type: none"><li>• [REDACTED]</li></ul>
8.	Reference names(s) and contact details	[REDACTED]

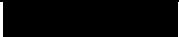

CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/ organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul>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



	<p>terms 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>	
5.b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <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 subject/department/ school in terms of developing literacy and numeracy skills (where appropriate to your subject and department), qualifications achieved and preparing pupils for later life</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.	Reference names(s) and contact	


	details	
--	---------	--

CV template		
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>	
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>,</li> </ul>	██████████

	<p>average point score per entry and 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>	
5.b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <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 subject/department/ school in terms of developing literacy and numeracy skills (where appropriate to your subject and department), qualifications achieved and preparing pupils for later life</li> </ul>	
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	

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]
8.	Reference names(s) and contact details	[REDACTED]

CV template		
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>	
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</li> </ul>	

	<p>results or, for <b>16 to 19</b>, average point score per entry and 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>	
5.b	<p><b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> <li>▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <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 subject/department/ school in terms of developing literacy and numeracy skills (where appropriate to your subject and department), qualifications achieved and preparing pupils for later life</li> </ul>	
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	

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]