

Free Schools in 2014

Application form

Completing your application

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

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

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of demand
- **Section F:** Capacity and capability
- **Section G:** Initial costs and financial viability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

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

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

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

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

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

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

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

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

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

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

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

Data Protection

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

Application checklist

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

**Riverview
Special School**

*Excellence for All
on Barking Riverside*

The Partnership Learning Trust

Section A: Applicant details

Main contact for this application			
1	Name: ██████████		
2.	Address: ██████████ Bedford ██████████		
3.	Email address: ██████████		
4.	Telephone number: ██████████		
About your group			
5.	<div style="display: flex; justify-content: space-between;"> <div style="flex: 1;"> <p>Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or directors, members of the project group, etc.</p> </div> <div style="flex: 0.2; text-align: right;"> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </div> </div>		
6.	If Yes, please provide more details:		
7.	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; vertical-align: top; padding: 5px;">How you would describe your group:</td> <td style="padding: 5px;"> <input type="checkbox"/> A parent/community group <input type="checkbox"/> A teacher-led group <input checked="" type="checkbox"/> An existing Free School sponsor <input type="checkbox"/> An academy chain <input type="checkbox"/> A federation <input type="checkbox"/> An independent school <input type="checkbox"/> A state maintained school <input type="checkbox"/> Something else </td> </tr> </table>	How you would describe your group:	<input type="checkbox"/> A parent/community group <input type="checkbox"/> A teacher-led group <input checked="" type="checkbox"/> An existing Free School sponsor <input type="checkbox"/> An academy chain <input type="checkbox"/> A federation <input type="checkbox"/> An independent school <input type="checkbox"/> A state maintained school <input type="checkbox"/> Something else
How you would describe your group:	<input type="checkbox"/> A parent/community group <input type="checkbox"/> A teacher-led group <input checked="" type="checkbox"/> An existing Free School sponsor <input type="checkbox"/> An academy chain <input type="checkbox"/> A federation <input type="checkbox"/> An independent school <input type="checkbox"/> A state maintained school <input type="checkbox"/> Something else		
8.	If 'Something else', please provide more details:		
9.	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; vertical-align: top; padding: 5px;">Is your group seeking to open more than one Free School application in this round?</td> <td style="padding: 5px;"> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </td> </tr> </table>	Is your group seeking to open more than one Free School application in this round?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Is your group seeking to open more than one Free School application in this round?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
10.	If Yes, please provide more details:		
11.	In addition to any support/advice from the New Schools <input type="checkbox"/> Yes		

	Network, did you put together this application with support from another company or organisation?	<input checked="" type="checkbox"/> No
12.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:	
Details of company limited by guarantee		
13.	Company name: The Partnership Learning Trust	
14.	Company address: Lifeline House Neville Road, Dagenham, Essex RM8 3QS	
15.	Company registration number and date when company was incorporated: Company registration number: 8339345 Date of incorporation: 21 st December 2012	
16.	Does the company run any existing schools, including any Free Schools?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
17.	If Yes, please provide details: Riverview School - A mainstream 10 form entry 11-18 Free School approved for opening in September 2013	
Company members		
The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.		
18.	Please confirm the total number of company members: 3	
19.	Please provide the name of each member below (add more rows if	

	necessary):
	1. Name: [REDACTED]
	2. Name: [REDACTED]
	3. Name: [REDACTED]

Company directors

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

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

1. Name:
[Redacted]

2. Name:
[Redacted]

3. Name:
[Redacted]

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

[Redacted]

Related organisations

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

Yes
 No

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

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

Lifeline: Provider of Alternative Education , Mentoring and Childcare,. Lifeline provides mentoring and support for young people as well as teaching experience and expertise in voluntary sector community and

	<p>youth work. Charity Registration No. 1084634</p> <p>Support from Lifeline is currently provided pro bono and will in future be provided partly pro bono and partly as a potential provider of paid commissioned services.</p> <p>We understand that were any contracts to be awarded to any of the above by the Riverview Special School they would be subject to procurement regulations.</p>
24.	<p>Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc).</p> <p>There are no religious organisations connected to this application.</p>
Existing providers	
25.	<p>Is your organisation an existing independent school wishing to convert to a Free School?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
26.	<p>Is your organisation an existing independent school wishing to establish/sponsor a new and separate Free School?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
27.	<p>Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
28.	<p>If Yes to any of the above three questions, please provide your six digit unique reference number here:</p>
29.	<p>If you are an existing independent, NMSS or state maintained school or an Academy, please state the SEN currently catered for, the age range and current number of pupils on roll and your capacity:</p>
30.	<p>If you are an existing independent or state maintained school, NMSS or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:</p>
31.	<p>If you are an existing independent, NMSS or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:</p>

32.	<p>If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:</p> <p>The Partnership Learning Trust</p> <p>Company Number: 8339345</p> <p>The Partnership Learning Trust was formed in Barking and Dagenham to bring together a range of partners, including parents from the local community, local Primary, Secondary and Special School Headteachers, Barking and Dagenham College of Further Education, the University of East London, voluntary sector training provider Lifeline, and members of local groups for children and young people with learning and other disabilities.</p> <p>Agreement has already been reached for this Trust to open a mainstream, ten form entry 11-18 Free School on Barking Riverside – Riverview School - and we see this special Free School bid as an opportunity to develop special Free School provision co-located with secondary, which will subsequently become part of a unified <i>learning campus</i>. This will offer families an inclusive, accessible, all-through learning pathway for children growing up in Thames View and Riverside as well as the wider area of Barking & Dagenham, linking directly into enhanced opportunities in Further and Higher Education and employment. There will also be extended opportunities for lifelong learning and personal development through wide-ranging community provision and dual use of facilities.</p>

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



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

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

Signed:

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

Print name:

Date:

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

Section B: Outline of the school

1.	Proposed school name:	Riverview Special School
2.	Proposed academic year of opening:	Although it would be possible to open our Special Free School provision in September 2014, using temporary accommodation initially, our preference would be to ask for special permission within this 2014 application round to defer opening until September 2015, to enable the Special School provision to move directly into purpose-built accommodation co-located with the mainstream 11-18 Free School – Riverview School - due to move into its permanent accommodation in the same month.
3.	Specify the proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input checked="" type="checkbox"/> Other If Other, please specify: 3 - 16
4.	The SEN designations for which the school will cater (please tick all that are appropriate):	NB: An outline of SEN designations can be found at Annex B of the special 'How to Apply' guidance. <input checked="" type="checkbox"/> Severe Learning Difficulty (SLD) <input checked="" type="checkbox"/> Profound and Multiple Learning Difficulty (PMLD) <input type="checkbox"/> Behaviour, Emotional and Social Difficulty (BESD) <input type="checkbox"/> Speech, Language and Communication Needs (SLCN) <input checked="" type="checkbox"/> Autistic Spectrum Disorder (ASD) <input type="checkbox"/> Visual Impairment (VI) <input type="checkbox"/> Hearing Impairment (HI) <input type="checkbox"/> Other (please specify below)

5.	Proposed maximum capacity of proposed special Free School	For stated pupils	176
		For Non-stated pupils	0
6.	Date proposed school will reach expected capacity in all year groups:	2021	
7.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed	
8.	Will your proposed school include residential provision?		
	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
9.	If yes please provide more details here.		
10.	Do you intend your proposed school to have a faith ethos? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation/ethos.		
	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
11.	If Yes, please specify the faith, denomination, etc of the proposed school:		
12.	If you have a preferred site, please give details, including the post code:	Post Code: [REDACTED] (Full postcode not yet available) [REDACTED], off [REDACTED], Barking [REDACTED], is the proposed location for our Special Free School. This is at the centre of a growing community on the southern edge of [REDACTED]. The Riverside area is designated for major re-development and regeneration, and early phases of a substantial house-building programme are already completed, with plans for an eventual 12,000 new dwellings on reclaimed industrial land. Barking Riverside is part of the Thames	

		<p>Gateway development - one of the most significant regional developments in the UK. Its purpose is to regenerate the deprived East Thames area, through urbanisation of brown-field, former industrial land that flanks the Thames, in order to create new homes, communities and jobs.</p> <p>The area is a prime site for new initiatives and is already attracting small businesses and expanding employment as the transport links improve and the population grows.</p> <p>The proposed site is already identified for the permanent building of Riverview School, our new mainstream 11-18 Free School due to open in 2013 in temporary accommodation and move to its permanent site in 2015. It is planned to create a learning campus with the addition of the co-located Special Free School and eventually a primary Free School.</p>
13	Please tell us how you found this site:	This site has already been identified as the preferred permanent site for our new Free Mainstream 11-18 School, Riverview School, following an options appraisal exercise carried out in consultation with the Education Funding Agency.
14	Is the site:	<input type="checkbox"/> a private building? <input type="checkbox"/> a public/government building? <input type="checkbox"/> don't know? A designated publicly owned site on a long lease (999 years) from a development company
15	If you have not identified a site yet, please tell us the postcode of your preferred location:	
16.	Local authority in which the proposed school would be situated:	London Borough of Barking and Dagenham

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

Executive Summary

1.0 Who are we?

The Partnership Learning Trust was formed in Barking and Dagenham to bring together a range of partners, including parents from the local community, local Primary, Secondary and Special School Headteachers, Barking and Dagenham College of Further Education, the University of East London, voluntary sector training provider Lifeline, and members of local groups for children and young people with learning and other disabilities.

The Partnership is:

- Focused on improving the educational opportunities and life chances of the young people of the London Borough of Barking and Dagenham, one of the most disadvantaged Local Authorities in the country
- Committed to working as a full member of Barking and Dagenham's existing family of schools and in partnership with the Local Authority
- Committed to providing a high quality range of flagship educational provision to enable families to access mainstream and special education for all ages in their own local community.

2.0 What is the context?

The London Borough of Barking and Dagenham has one of the fastest-growing school-age populations in the country. For instance, based on pupil numbers already in primary schools, there will be a need for four new 10 form-entry secondary schools in the Borough within the next seven years. Overall pupil numbers in the Borough are set to rise by 50% between 2012 and 2020.

Barking and Dagenham is one of the 10% most disadvantaged boroughs in the country and the ward where we hope our school will be situated is in the top 5% of deprived wards nationally.

Barking Riverside, the proposed location for our special Free School, is a distinct community on the southern edge of the Borough, defined by the A13 trunk road to the north and the River Thames to the south. It is particularly isolated and deprived, consisting of a neglected 1930s council estate and an extensive run-down industrial zone.

However, the Riverside area is also designated for major re-development and regeneration, with early phases of a substantial house-building programme already completed and plans for an eventual 12,000 new dwellings on reclaimed industrial land.

For some years parents in the area with pupils with complex special needs have had difficulty finding places in Trinity School, the over-subscribed

existing Special School in the Borough. This is now being exacerbated by a rapidly growing school population in the community – the established local primary school has just expanded from three to four forms of entry, a brand new three-form entry primary school has just opened, and a further one is planned.

3.0 What do we plan to do?

We plan to open a 176 place special Free School for ages 3 -16 on the Riverview campus, co-located with the ten-form entry mixed secondary 11-18 Mainstream Free School – Riverview School - which is due to open in September 2013 in temporary accommodation and move to its permanent site in September 2015 using a cost-effective new-build on a remediated brown-field site.

Although it would be possible to open our Special Free School provision in September 2014 using temporary accommodation initially, our preference would be to ask for special permission within this 2014 application round to defer opening until September 2015, to enable the Special School provision to move directly into purpose-built accommodation co-located with the mainstream 11-18 Free School due to move into its permanent accommodation in the same month.

4.0 What are our core beliefs?

Our aim is for the Riverview site to be a unified Learning Campus, with mainstream secondary and special Free School provision and eventually a mainstream primary Free School as well.

Our motto “Excellence for All” sums up our aims. Our special Free School will deliver outcomes significantly above the national average on all key measures and develop personal qualities of confidence and resilience, to enable our pupils to lead successful lives and contribute positively to society.

We believe in provision of the same high quality for all, but rigorously tailored to meet the distinctive needs of different groups of pupils. Our campus will enable all pupils in the special school to have the same access, as appropriate, to staffing and facilities as those in the mainstream school.

Our curriculum model for the special school will be particularly distinctive in offering three clear pathways, differentiated by the pedagogical requirements of pupils as follows:

- Those with autistic spectrum disorder,
- Those with profound and multiple learning difficulties
- Those with severe learning difficulties

This model has a proven track record of success in Trinity Special School, our Partner school for Riverview.

5.0 What is our track record and readiness to deliver?

The Partnership Learning Trust is able to draw upon the expertise of a range of experienced local Headteachers, educational consultants, financial managers and school building project managers.

Our Project Team has a proven track record of success in developing plans for the mainstream Free School - Riverview School - and is utilising this expertise, together with specialist Special School input, in developing the special Free School application.

In particular, the plans for site acquisition and school building are already well underway for the mainstream school and it will be possible to arrive at very cost-effective building solutions through working simultaneously on the co-located special Free School provision.

In preparing for the opening of Riverview mainstream school the Partnership Learning Trust has already agreed the structure for its Governing Body and appointed an Executive Principal Designate and a Head of School Designate.

The same Governance model will be used for the governance, leadership and management of the special Free School, with a single unified Governing Body and the Executive Principal overseeing provision across the campus and competitive recruitment of a Head of Special School to be appointed for ready for opening in September 2015.

The Partnership Learning Trust has already entered into a collaboration agreement with a successful local secondary school – Sydney Russell - to act as Partner School to the mainstream Free School and provide a range of expertise and additional capacity.

A similar agreement will be entered into with Trinity Special School to partner and support the new Riverview Special School. Trinity Special School (designated Outstanding on two successive occasions by Ofsted) already offers expertise in pedagogy and practice to teachers and parents, as well as outreach INSET to support other schools, and the Headteacher of Trinity is a founding member of our Partnership Learning Trust.

6.0 Why should we be approved as a special Free School?

The Riverview Special School will:

- Meet a pressing need for special school places in its locality
- Provide an innovative but proven model of educational provision to ensure “Excellence for All”
- Provide specialist expertise in educating pupils with SLD, ASD and PMLD
- Serve a highly disadvantaged community
- Reflect proven local demand for this particular special Free School provision

- Expand the range of choices available to Barking and Dagenham parents with children with Special Educational Needs
- Provide value for money in terms of both capital and running costs

The Partnership Learning Trust is:

- Rooted in the community, representing parents and a range of stakeholders
- Broad-based and sustainable
- Able to offer cost-effective local solutions to high cost Special Need placements
- Committed to working in partnership with local schools and the Local Authority
- Able to draw upon a wide range of proven educational, financial and school building expertise
- Ready and able to deliver, run and sustain a new special Free School efficiently and effectively

Section C: Education vision

1.0 RATIONALE FOR OUR PROPOSAL TO ESTABLISH A NEW SPECIAL SCHOOL IN THE BARKING RIVERSIDE AREA

We plan to establish our special Free School to offer carefully integrated provision for 176 pupils aged 3 -16 with Special Educational Needs to meet the rising demand already evident in the Primary sector and to reduce the high cost of out-Borough placements and transport.

The Special Free School will accommodate pupils falling within Range C, covering Specific Learning Difficulties (SLD), Autism Spectrum Disorder (ASD), Profound & Multiple Learning Difficulties (PMLD).

By co-locating the special school with the planned mainstream 11-18 Free School we will provide a cost-effective, integrated educational environment for children in the local area, in an integrated Learning Campus utilising a common Trust, Governing Body and Executive Principal structure.

We believe that in this way the school will provide a vibrant inclusive education community within which all members - staff, pupils and parents - are continuously learning together for the mutual benefit of all.

1.1 Overall rising school rolls

The London Borough of Barking and Dagenham has one of the fastest-growing school-age populations in the country and has been recognised as having the greatest need for new school places of all London boroughs. For instance, based on pupil numbers already in primary schools, there will be a need for four new 10 form-entry secondary schools in the Borough within the next seven years.

Without the provision of new secondary school places, the shortfall in Year 7 places in the Borough will be 4 forms of entry in 2012, 19 forms of entry by 2016 and 42 forms of entry by 2020.

On Barking Riverside the 0 -19 population is projected to increase by 160% between 2011 and 2021.

Year	Total LBBD pupil population - current and projected	Proposed Riverview Special School	A Projected demand for Special School places based on current proportion of overall pupil population attending Trinity Special School	B Projected demand for Special School places based on 50% of current proportion of overall pupil population attending out-borough day Special Schools	C Projected demand for Special School places based on current proportion of overall pupil population with statements without a school place	Total projected demand for Special School places – A + B + C	Total Projected Demand minus the 260 places at existing Trinity Special School
2012	35,189		225	45	14	284	24
2013	37,539		240	48	15	303	43
2014	39,699		254	51	15	320	60
2015	41,610	SCHOOL OPENS	266	54	16	336	76
2016	43,451		278	56	17	351	91
2017	45,856		293	59	18	370	110
2018	47,812		305	62	19	386	126
2019	49,741		318	64	19	401	141
2020	51,388		328	66	20	414	154
2021	52,818	SCHOOL FULL	338	68	21	427	167
2022	54,053		345	70	21	436	176
2023	55,071		352	71	22	445	185
2024	55,745		356	72	22	450	190
2025	56,299		360	73	22	455	195
2026	56,683		362	73	22	457	197
2027	56,959		364	74	22	460	200

Source: London Borough of Barking and Dagenham

The table above demonstrates the overall urgent need to provide Special School places for the rapidly growing pupil population in the London Borough of Barking & Dagenham.

Currently only 0.93% of the Local Authority school population is in special day school provisions, below the national average of 1.1%. It is evident therefore that the Borough is already failing to provide sufficient special school places compared to national average provision. Trinity Special School is the only special school in Barking and Dagenham but is currently significantly oversubscribed.

Even if the current proportion of the school population with complex special needs remains constant, it will be apparent that the significant growth in population will increase the demand for Special school places.

Going forward, Barking and Dagenham expects there to be a sustained increase of house building and inward migration in the Riverside area to add to the current forecasts, including the additional burden of families on housing benefit in search of affordable housing in the borough.

All of this means a rising demand for places for children with a wide range of social, emotional, learning and other Special needs.

1.2 Current Trends in Key Areas of Special Need

There has been an overall increase in recent years in the number of pupils who have complex SEN needs. This could be attributed to the increasing survival rate for babies born prematurely with developmental delay and the increased inward migration that Barking and Dagenham has recently experienced.

In the three areas in which our proposed special Free School will specialise there has been a substantial increase in demand over the last five years:

Number of Pupils in London Borough of Barking and Dagenham with Statements of Special Educational Need in the given categories:

	2006	2012
SLD	9	107
ASD	112	243
PMLD	26	35

Source: London Borough of Barking and Dagenham

All pupils in the new Special school will have Statements of Special Educational Need in one of these three areas. There are increasing numbers of statemented pupils - 807 statements in 2011, 817 in 2012

Most new statements are issued in nursery and reception contexts, indicating appropriate early identification for the most serious cases. The percentage of LBBD primary pupils with statements (1%) remains lower than the national figure (1.4%).

Currently the LA is facing a number of urgent issues in meeting the needs of children with SEN, including:

- A significant increase in pupils with ASD, many of whom also have additional and complex needs. It is this group of pupils who will find it increasingly difficult to access the mainstream curriculum. Additional appropriate provision will be required to meet their challenging needs. Our planned new special Free School provision, will be taking many of these pupils as they enter the secondary sector.
- Too many pupils are being placed out-borough – currently c 90 pupils - as the demand for special school provision is exceeding capacity, particularly for secondary age pupils. The Local Authority currently spends an average of £52,000 per child on these placements

Most of the Local Authority's difficulties in the past three years have been in the main due to a lack of any spare capacity at Trinity School because of the significant year on year growth in numbers of young children with complex, long term disabilities.

1.3 Continuing rise in identification of Autism

A data mapping exercise in the Local Authority looking at Autism has identified the following:

- 8 children have been identified for “P-3” (i.e. pre-nursery age). These children will not be nursery age until September 2012. The number will rise significantly as they become known to the Early Years’ Service or move into the area.
- 32 children who started Nursery in September 2010 have already been identified as having severe levels of need with associated complexity of need i.e. SLD and ASD. Others will become known to the Local Authority as new families move into the area.

1.4 Our rationale provides a positive, effective solution to rising demand

Our new school will provide the solution to a number of local SEN provision issues. Additional in-borough special school provision would reduce the number of children placed in high-cost out of borough provision, children placed in mainstream provision whose places become less suitable as they get older, or those without places altogether.

We will work closely with our partner school, Trinity School, a special school for over 260 pupils aged 3-19 with diverse learning difficulties.

Our key aspiration for the new Special school is to raise achievement, reduce

incidence of failure and ensure that all children and young people have access to equal, excellent, learning opportunities.

We are committed to making sure that everyone has access to the same levels of opportunity with access to high quality teaching and facilities.

All activities in our Special School will pay attention to the educational, social, emotional, physical, personal and cultural needs and well-being of pupils.

We propose to meet the specific learning needs of pupils within the special school facilities but also to open the facilities of the mainstream school to all pupils so that they achieve their full potential and experience a wide range of appropriate challenges not normally available in special schools

We intend to develop provision to provide a long term, sustainable service for, pupils and families in order for them to acquire skills and strategies for lifelong learning and independent living within the context of the community in which they live.

The operation of the school will be based upon a formal partnership with Trinity School, an outstanding special school. The school will also foster partnerships with Riverview – the co-located mainstream 11-18 Free School - the parents, the Local Authority and partner schools/services in sharing good practice for the benefit of children and young people with disabilities in our community.

Our vision is to promote high achievement through the inclusion of all pupils in the curriculum of the school and life in the community via effective pedagogy, a personalised learning style delivered within excellent facilities

2.0 VISION AND ETHOS

Inclusion is about entitlement, access and equality of opportunity. Every pupil has a right to expect a broad, balanced, relevant education alongside his or her peer group and within their locality. All young people should expect to be valued within an inclusive learning community.

Riverview Special School will be an inclusive school where every child is valued and supported to achieve as full and independent a life as possible.

The school will be open to children from all religions and will practice tolerance of all faiths and beliefs in the multi-cultural community it serves.

We will:

- promote attainment and achievement of all pupils regardless of their disability;
- enable our pupils and their families stay close together and acquire skills which will allow them to live independent lives as far as possible within their community;
- play our part in counteracting the local cycle of deprivation by teaching relevant skills and supporting families and the work force in raising expectations and fulfilling aspirations;
- establish teaching models of best practice which can be shared with colleagues across the locality to ensure that there is a continuity of approaches for people for whom access to services and support will be lifelong;
- develop a well trained work force with competencies in key pedagogies via access to high quality staff training facilities;
- We will teach our pupils skills which will enable them to be as independent as possible and live in their local community.

The Local Authority will feel this is a great school that it will wish to name as the preferred school on statements of special educational need because it will follow closely the practices and principles of Trinity Special School as well as having the advantages of being co-located on a mainstream school campus.

Trinity is a partner school for Riverview Special School. Ofsted have described Trinity as an outstanding school; it is over-subscribed which exemplifies best practice in pedagogy for children with Special Needs and provides extensive out-reach training. The Headteacher of Trinity is a founding Director of the Partnership Learning Trust and his vision and advice has strongly influenced the development of these proposals.

Riverview Special School will use its wide ranging skills and expertise to ensure that all our young people become an integral part of an inclusive educational partnership in Barking and Dagenham. We will provide a caring, stimulating learning environment where effort and achievement are celebrated and equality is nurtured.

Riverview Special School will provide quality educational experiences in an exceptionally well resourced learning environment for young people in Barking and Dagenham aged 3 -16 years whose complex needs are best met in a generic special school setting.

At Riverview Special School teaching and learning will support the ethos within the school, foster the qualities we seek to develop and prepare pupils for life. The core activities of teaching and learning are fundamental to our commitment to develop pupils' abilities and ensure they achieve their best. Central to our philosophy is for learning to be enjoyable, for children to thrive and develop qualities of kindness and confidence, the ability to take responsibility and to become independent.

Key partners involved in the Trust have been committed for several years to the concept of a flagship integrated Campus where Mainstream and Special Needs children can learn in close proximity.

The curriculum will aim to develop each individual pupil so they are stretched and challenged in accordance with their needs and abilities. Pupils with special needs on the integrated school site will have full access to all the facilities of the mainstream school as well as the support services and activities in this rich educational environment.

A fundamental principle of this application is that we will establish a single governing body with over-arching management responsibility for the schools. A single Executive Principal will have overall responsibility for the schools on the campus and there will be a specialist Head of School appointed to be responsible for the day-to-day management of the Special school.

The campus principle will be an innovative feature of our Special School. We intend it to be built on a brand new site, in accommodation shared with the new mainstream 11-18 Free School, Riverview School. We believe that parents will value this opportunity to have both types of provision available close to home and that the facilities at Riverview Special School will provide a saving both in financial and personal terms for parents as well as for the Local Authority.

The school site will be an important feature of the new Riverside community which is developing as house building grows steadily. When completed there will be homes for a further 25,000 people in this area of Barking and Dagenham, many of whom will wish to send their children to the schools on the new Riverview Campus. Although the special school will attract families from further afield it will be an attractive provision for those who move to the area in the growing community in this part of the Thames waterfront in Barking.

3.0 ASPIRATIONS AND OUTCOMES

At Riverview Special School we will:

- raise the level of pupil achievement by ensuring pupils are supported in achieving their best through the application of effective pedagogy and learning;
- create a school and service ethos firmly based on mutual trust; respect and tolerance of difference; and caring and thoughtful attitudes;
- prepare pupils for happy and fulfilled lives beyond school by providing for their individual learning, physical, social and emotional needs through differentiated pedagogies;
- provide a broad, balanced, relevant curriculum within an inspiring, secure, positive and supportive environment and in the wider community;
- provide staff with a clear expectation of outstanding teaching and agreed criteria for monitoring teaching and learning;
- promote a calm working environment and the development of good work and social skills;
- value all pupils, irrespective of ability, race, gender, age or achievement;
- encourage pupils' self-esteem by recognizing, praising and rewarding positive achievements.

We want our learners to feel good about themselves, to feel they have something to offer and to aspire to achieve their own individual goals and targets.

We want them to feel safe and secure and valued within their community.

Pupils in our special Free School will be able to contribute within the learning campus and learn skills to enable them to move into work and lifelong learning.

We expect that all our learners will have reached the stage at the end of Year 11 to be able to progress to appropriate post-16 education or training.

We will develop strong links with local training providers and Colleges of Further Education so that our young people will be able to follow routes leading to employment and successful independent living.

Trinity Special School will offer progression at 16+ for those learners who wish to transfer to a Special School 6th form.

We plan to provide personalised careers guidance and review of statements

to ensure that every young person makes a confident and successful transition as a result of their experience at Riverview Special School.

All pupils will be expected to achieve between 10 and 50 School and College Achievement and Attainment (SCAT) points across English and Mathematics, Science, P.E. and Personal Progress plus an individual programme tailored to needs, which might include life skills, college or work-based learning, vocational skills, physical development, leisure or aesthetic pursuits.

Section D: Education plan – part 1

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

If you are proposing to open later than 2014, please leave the relevant earlier columns blank.

Schedule for Pupil Intake for Riverview Special School

Year Group	2014	2015	2016	2017	2018	2019	2020	2021
N		14	12	14	12	14	12	14
R		12	14	12	14	12	14	12
1			12	14	12	14	12	14
2				12	14	12	14	12
3					12	14	12	14
4						12	14	12
5							12	14
6								12
7		16	14	14	14	14	16	14
8			16	14	14	14	14	16
9				16	14	14	14	14
10					16	14	14	14
11						16	14	14
Total		42	68	96	122	150	162	176
Classes		7	10	15	18	21	24	26

Section D: Education plan – part 2

1.0 EXPLAIN THE RATIONALE FOR YOUR PROPOSED CURRICULUM, HOW IT REFLECTS THE NEED OF YOUR ANTICIPATED PUPIL INTAKE AND YOUR PLANS FOR THEIR PROGRESSION AND TRANSITION

1.1 Pedagogical Structure

The Riverview Special School will make provision for pupils with severe learning difficulties and will be particularly distinctive in offering three clear pathways, differentiated by the pedagogical requirements of pupils with:

- autistic spectrum disorder (ASD)
- profound and multiple learning difficulties (PMLD)
- severe learning difficulties (SLD)

This structure has operated successfully for many years at Riverview's Partner School, Trinity School, has been very successful with pupils and popular with parents. Trinity School will support Riverview Special School in setting up and operating this model.

We believe this model will work particularly well as the proposed diversity of pupil need is best addressed with very clearly differentiated pathways and distinct pedagogy.

We believe that delivering the curriculum at Riverview Special School through three distinct and differentiated pathways offers the best way for:

- achievement to be maximised
- each pupil to have a personalised curriculum appropriate to their needs
- teachers to deliver lessons at an appropriate pace
- expectations and targets to be set and reinforced
- pupils to be challenged and supported at the right level
- a positive learning environment to be nurtured and maintained
- pupils to develop confidence and self-esteem
- pastoral programmes to be appropriately differentiated

This pedagogical model has a proven track record in our successful local Partner School, Trinity School which will provide consultancy and expertise to ensure the model is developed successfully.

Trinity has a proven track record of providing quality professional development in key pedagogies for the delivery of effective teaching and learning for pupils with Severe Learning Difficulties (SLD), Autistic Spectrum Disorder (ASD), and Profound and Multiple Learning Difficulties (PMLD). It is an outstanding

special school in the Borough which serves a similar intake to that proposed for Riverview Special School.

During the tenure of the current Headteacher, a founding Director of the Partnership Learning Trust, Trinity School has achieved Ofsted 'Outstanding' status on two consecutive occasions.

1.2 Pupil Allocation to Pedagogical Pathways

On entry pupils will be placed in one of three pedagogical routes based on the nature of their Statemented disabilities.

For the purposes of planning, the assumption will be made that on average approximately 50% of pupils will be placed on the ASD pathway, 17% on the PMLD pathway and 33% on the SLD pathway.

Pupil Profile 3 - 16 Years:

Year	2015			2016			2017			2018			2019			2020			2021		
	SLD	ASD	PMLD	SLD	ASD	PMLD	SLD	ASD	PMLD	SLD	ASD	PMLD	SLD	ASD	PMLD	SLD	ASD	PMLD	SLD	ASD	PMLD
N	4	6	4	4	6	2	4	6	4	4	6	2	4	6	4	4	6	2	4	6	4
R	4	6	2	4	6	4	4	6	2	4	6	4	4	6	2	4	6	4	4	6	2
1				4	6	2	4	6	4	4	6	2	4	6	4	4	6	2	4	6	4
2							4	6	2	4	6	4	4	6	2	4	6	4	4	6	2
3										4	6	2	4	6	4	4	6	2	4	6	4
4													4	6	2	4	6	4	4	6	2
5																4	6	2	4	6	4
6																			4	6	2
7	5	7	4	5	7	2	5	7	2	5	7	2	5	7	2	5	7	4	5	7	2
8				5	7	4	5	7	2	5	7	2	5	7	2	5	7	2	5	7	4
9							5	7	4	5	7	2	5	7	2	5	7	2	5	7	2
10										5	7	4	5	7	2	5	7	2	5	7	2
11													5	7	4	5	7	2	5	7	2
Total	13	19	10	22	32	14	31	45	20	40	58	24	49	71	30	53	77	32	57	83	36
	42			68			96			122			150			162			176		

These proportions are based upon the figures on each of the pathways in our partner school. However, they are not fixed and can be adjusted each year according to the needs of the actual cohort.

For many pupils placement will be very straightforward as the pupil intake will all have severe learning difficulties and other associated difficulties such as autism or profound and multiple learning difficulties and will have been assessed as part of the multidisciplinary assessment underpinning their

Statements of Special Educational Need.

For pupils with additional barriers to learning such as visual or hearing impairment, we will base placement in a pathway on their core disability and ensure that they are provided with additional support to succeed.

When year group sizes allow further differentiation will take place within each pedagogy to ensure all pupils experience the academic challenge most appropriate to their abilities.

1.3 Movement between Pedagogies

There will be flexibility for pupils to move between pedagogies should their needs and aptitudes develop and change.

Once a term, pupil progress meetings will ensure that individual pupil progress towards targets is on the right trajectory and provision maps put in place to ensure that targets will be met. Parents and pupils will receive a formal assessment against targets in each subject. Progress reports will be analysed by phase teams to identify any pupil who would benefit from additional support or a change of pathway.

1.4 Accreditation

Accreditation at key stage 4 will be via a range of routes including Entry Level qualifications and the AQA unit award scheme.

Examples:

Entry 1: Personal Progress (WJEC)

Entry 1: ICT (WJEC)

Entry 2: Additional English (WJEC)

Entry 2: Maths (WJEC)

Entry 2: Science Today (WJEC)

Entry 1, 2, 3: PE (AQA)

AQA Unit Award Scheme (AQA)

Entry 1, 2, 3: Maths, English, ICT ((WJEC)

With the adoption of some Foundation Tier Learning courses, Key Stage 4 Year 11 accredited courses will be transcribed to 'performance points' so that the leadership team and Governors can gain a more accurate understanding of pupil achievement against targets set each year. In so doing our results will be expressed in terms of the nationally recognised 'School and College Achievement and Attainment Tables' albeit that our learners are unlikely to be working at levels where their points contribute to a Level 1 qualification. However, in some cases accreditation routes will be secured in partnership with a provider of local secondary mainstream provision, most likely our co-located secondary, Riverview School.

Annual whole school performance targets will be expressed and tracked as in the following example for Key Stage 4:

Key Stage 4 Year 11 Accredited Courses	Target	Outcome
% of pupils achieving 48 performance points or above		
% of pupils achieving 36 performance points or above		
% of pupils achieving 30 performance points or above		
% of pupils achieving 25 performance points or above		
% of pupils achieving 20 performance points or above		
% of pupils achieving 15 performance points or above		
% of pupils achieving 10 performance points or above		
% of pupils achieving 5 performance points or above		
% of pupils achieving AQA or above in 5 or more subjects		

The following table gives further clarification on the meaning of points scores.

Qualification Grade	Performance Points
Entry 1 Award & Entry 1 Functional Skills	5
Entry 2 Award & Entry 2 Functional Skills	6
Entry 3 Award & Entry 3 Functional Skills	7
Entry 1 Certificate	10
Entry 2 Certificate	12
Entry 3 Certificate	14
Entry 1 Diploma	40
Entry 2 Diploma	48
Entry 3 Diploma	56

1.5 Tutor Group Structure

Once allocated to a pedagogy, pupils will be placed in a tutor group within that pathway. Tutor Group sizes will vary between 6 and 7, subject to needs in the ASD and PMLD pathways and 8 to 10 in the SLD pathway.

Age and Disability Profile for Tutor Groups once school is at full capacity:

	Age Profile	Number of Pupils
Primary		
Group 1	Nursery / Reception SLD	8
Group 2	Nursery / Reception ASD	6
Group 3	Nursery / Reception ASD	6
Group 4	Nursery / Reception PMLD	6
Group 5	Yr1/2 SLD	8
Group 6	Yr1/2 ASD	6
Group 7	Yr1/2 ASD	6
Group 8	Yr1/2 PMLD	6
Group 9	Yr3/4 SLD	8
Group 10	Yr3/4 ASD	6
Group 11	Yr3/4 ASD	6
Group 12	Yr3/4 PMLD	6
Group 13	Yr5/6 SLD	8
Group 14	Yr5/6 ASD	6
Group 15	Yr5/6 ASD	6
Group 16	Yr5/6 PMLD	6
		104
Secondary		
Group 17	Yr 7/8 SLD	10
Group 18	Yr 7/8 ASD	7
Group 19	Yr 7/8 ASD	7
Group 20	Yr 7/8/9 PMLD	8
Group 21	Yr 9/10 SLD	10
Group 22	Yr 9/10 ASD	7
Group 23	Yr9/10 ASD	7
Group 24	Yr10/11 PMLD	4
Group 25	Yr 11 SLD	5
Group 26	Yr 11 ASD	7
		72

Because of the small numbers in each year group, and the need for pedagogical distinction for different disabilities, tutor groups will be vertically grouped, with Assistant Heads of School assuming a pastoral lead within their role.

1.6 Groupings for Lessons

Generally lessons will take place only with pupils in the same pathway. However, where larger groups might be advantageous for lesson delivery, such as for games in P.E., consideration will be given to pairing groups across pedagogies.

In the primary department tutors will have responsibility for delivery of all subjects apart from P.E. and Music.

In the secondary department, apart from P.E. and Music, which will be delivered by specialists, other decisions about subject delivery by subject specialists versus tutors will be based on pupil need and any added benefit it is felt would be derived from building a close relationship with one teacher on a primary school model.

1.7 Curriculum

The admissions criteria for Riverview Special School will be such that the attainment of pupils attending the school is likely to be low because of their severe cognitive difficulties.

All pupils will therefore benefit from following a supportive curriculum tailored to their needs. This will be broad and balanced curriculum with the expectation that the quality of learning and progress for the majority will exceed expectations relative to the National Data sets. All pupils will have access to Foundation Tier accreditation routes at Entry 1 and above relative to their learning difficulties.

All pupils will be expected to achieve between 10 and 50 School and College Achievement and Attainment (SCAT) points across English and Mathematics, Science, P.E. and Personal Progress plus an individual programme tailored to needs, which might include life skills, college or work-based learning, vocational skills, physical development, leisure or aesthetic pursuits.

Such a curriculum is ideal for the pupils entering the school with the complexity of additional learning needs.

Pupils will be helped to build upon their learning and gradually develop as more independent learners. The atmosphere will be one of supportive collaboration where pupils feel that their needs are being effectively met and all are making progress together. The key character traits of confidence and resilience will be developed through the approaches to teaching and learning outlined above.

Communication and speaking and listening skills will be continually practised with regular opportunities for individual and focussed group work. The Speech and Language Therapy Department will be integral in delivering services which ensure progression for all pupils in the school.

1.8 The ASD Pedagogy

Children with autism present with differences in learning style, impairments in communication and social skill development, and may in addition present with challenging behaviours. There is considerable individual variability in how these characteristics are manifested but these features have implications for establishing a teaching pedagogy that is effective for this group. We recognise that direct teaching conducted in groups, making use of an oral, interactive two-way processes in which pupils are expected to play an active part by answering questions, will not generally be an effective initial strategy for learning with this group of pupils.

Effective programmes for individual children with ASD are characterised by the following:

- access to the academic curriculum in ways that do not depend on social or communicative skills and which take account of the particular difficulties of children with ASD in learning how to learn; these may emphasise structure, visual learning and modelling of activities and behaviours
- a programme to develop communication, regardless of the language ability of the child
- a programme to develop social interaction, play, leisure and life skills
- an approach to managing behaviour which involves assessing the function of a behaviour and teaching an acceptable alternative to achieve the same result.

At Riverview Special School knowledge about autism and the learning styles of autistic pupils will inform, and be fundamental to, the development of effective strategies for their teaching and learning.

The components of effective pedagogy for autistic pupils will include:

- initial teaching of new skills in a one to one setting with subsequent generalisation to independent and group work settings;
- introduction of unfamiliar tasks in a familiar environment when possible.
- curriculum access supported through the use of visual, experiential and concrete learning approaches;
- use of concrete examples and hands-on activities when teaching abstract ideas and conceptual thinking;
- use of organizational aids and visual supports to assist the pupil to attend to pertinent information;
- programmes based on individualised assessment, built around the functional level of each pupil with intervention drawing on existing skills and interests;
- appropriate expectations with an emphasis on development of skills independent of direct adult cueing and prompting.

1.9 The PMLD Pedagogy

At Riverview Special School the complex learning needs of learners with profound and multiple learning difficulties (PMLD) will be recognised. In addition to very severe learning difficulties, they may have other significant difficulties, such as physical disabilities, sensory impairment or a severe medical condition.

These learners require a high level of adult support for their learning needs and a pedagogy that:

- takes account of preferred sensory and learning channels and ways of processing information;
- focuses on those early communication, cognitive and sensory skills that are the foundation to all future learning and crucial to an improved quality of life;
- supports emotional well-being sustained by interactive approaches where learning is contingent on good personal relationships, repetition, familiarity, predictability and sensitivity to feedback from the learner.

1.10 The SLD Pedagogy

At Riverview Special School it will be recognised that learners with severe learning difficulties (SLD) require many of the same teaching principles and strategies relevant to all learners although more intensive and explicit teaching may be required by pupils with different patterns and degrees of difficulty in learning.

Careful consideration and expansion of a range of teaching adaptations may be required including:

- more experience in generalising knowledge learnt in one context to other contexts
- more examples to learn concepts
- more explicit teaching of learning strategies & reinforcement of them
- more frequent and more specific assessment of learning
- more time to solve problems
- more careful checking for preparedness for the next stage of learning
- more practice to achieve mastery

1.11 ICT

Riverview Special School will be committed to maximising the benefit of its investment in ICT to support the delivery of the highest quality teaching and learning. It will be the school's vision to be an 'e-confident' school.

The school will promote and encourage the use of ICT adaptive technologies to support students to be as independent as possible.

In the use of reliable hardware and software Riverview Special School will ensure that the continuing professional development of school staff and school leaders enables them to reach nationally defined standards of competence in ICT.

The school will enable pupils to develop their ICT capability through both discrete and cross curricular opportunities and ensure that planning incorporates differentiation to meet differing ICT capabilities and needs.

The school will transform learning opportunities and enhance outcomes through:

- use of ICT as a key aspect of pedagogy across the school
- creation of learning environments via a range of sensory stimuli
- creation of virtual environments that can be experienced by pupils
- affording access to learning for all pupils
- enabling environmental control by pupils
- supporting communication for all pupils
- ensuring there are no barriers to inclusion or access
- providing opportunity to use school ICT programmes facilities outside normal curriculum time and through use of internet facilities from home

2.0 SET OUT A VIABLE CURRICULUM PLAN WITH APPROPRIATE FOCUS ON BREADTH AND BALANCE, CORE AREAS OF LEARNING, AND CALENDAR AND TIMETABLE

2.1 Structure of the School Day and Year

Riverview Special School intends to work closely with its partner special school – Trinity School - and to develop close links with the wider family of secondary schools in the borough and its feeder primaries. Therefore, the basic core structure of the school day and year and term dates will be in line with local agreements.

However, in addition to the core operating hours and term dates, we will provide extension activities, some compulsory some voluntary, at the end of the core school day and during weekends and holidays.

2.2 Timings of the Core School Day

Primary

Registration	8.45	8.55	
Period 1	8.55	9.35	
Period 2	9.35	10.15	
BREAK	10.15	10.30	15 Minute Morning Break
Period 3	10.30	11.30	
LUNCH	11.30	12.30	1 hour lunch (Taught Time)
Period 4	12.30	1.30	
Period 5	1.30	2.15	
Period 6	2.15	3.00	

Secondary

Registration	8.45	8.55	
Period 1	8.55	9.35	
Period 2	9.35	10.15	
BREAK	10.15	10.30	15 Minute Morning Break

Period 3	10.30	11.30	
Period 4	11.30	12.30	1 hour lunch (Taught Time)
LUNCH	12.30	1.30	
Period 5	1.30	2.15	
Period 6	2.15	3.00	

The timings of lunch for primary and secondary will be staggered. This is essential in order to maximise the staff available to lunchtime as a taught time for feeding and PSE, maximise the use of specialist areas such as P.E. facilities and enable maximum flexibility in the allocation of staff on the school timetable.

2.3 Sample Calendar for Academic Year (2013-14)

- Term 1 - Monday 2 September 2013 to Friday 25 October 2013
- Term 2 - Monday 4 November 2013 to Friday 20 December 2013
- Term 3 - Monday 6 January 2014 to Friday 14 February 2014
- Term 4 - Monday 24 February 2014 to Friday 4 April 2014
- Term 5 - Tuesday 22 April 2014 to Friday 23 May 2014
- Term 6 - Monday 2 June 2014 to Tuesday 22 July 2014

Following years will follow a similar pattern.

2.4

Subjects and Periods Per Week

Primary	Pds	Secondary Years 7 to 9	Pds	Secondary Years 10 to 11	Pds
Language, Communication English, & Literacy	5	Language, Communication, English, & Literacy	6	Language, Communication, English, & Literacy	5
Speaking & Listening		Speaking & Listening		Speaking & Listening	
Reading		Reading		Reading	
Writing		Writing		Writing	
		MFL			
Mathematics, Numeracy & Problem Solving	5	Mathematics, Numeracy & Problem Solving	5	Mathematics, Numeracy & Problem Solving	5
Using & Applying		Using & Applying		Using & Applying	
Number		Number		Number	
Shape, Space & Measure		Shape, Space & Measure		Shape, Space & Measure	
Personal Social & Emotional Development	4	Personal Social & Emotional Development	4	Personal Social & Emotional Development	2
Interacting & working with others		Interacting & working with others		Interacting & working with others	
Independence & organisational skills		Independence & organisational skills		Independence & organisational skills	
Attention		Attention		Attention	
Citizenship		Citizenship		Advocacy	
ACW		ACW		Citizenship	
				ACW	
Personal Health & Wellbeing	1	Personal Health & Wellbeing	1	Personal Health & Wellbeing	3
Learning to eat healthily and cook		Learning to eat healthily and cook		Learning to eat healthily and cook	
		Staying Safe Sex & relationships		Staying Safe Sex & relationships	
		Dangers in the community		Dangers in the community	
		Road safety		Travel Competence	
				Community	

				Access	
Physical Development	5	Physical Development	3	Physical Development	3
PE		PE		PE	
Swimming		Swimming		Dance	
Physical Development		Dance			
ICT Capability	1	ICT Capability	1	ICT Capability	2
Finding Things Out		Finding Things Out		Finding Things Out	
Developing Ideas & Making things Happen		Developing Ideas & Making things Happen		Developing Ideas & Making things Happen	
Exchanging & Sharing Information		Exchanging & Sharing Information		Exchanging & Sharing Information	
Creative Development	5	Creative Development	3	Creative Development	1
Art		Art		Art	
Music		Music			
Knowledge & Understanding of the World	4	Knowledge & Understanding of the World	6	Knowledge & Understanding of the World	6
Science		Science		Science	
Design Technology		Design Technology		Design Technology	
Sense of time and place		Humanities		Religious Education	
Religious Education		Religious Education			
		Achievement of Economic Wellbeing	1	Achievement of Economic Wellbeing	3
		Home Management		Home Management	
		Independence & Daily Living		Independence & Daily Living	
		Money Management		Money Management	
		Careers		Careers, Employment & Work Experience	
				Vocational Skills & Work Related Learning	
				College Links	

2.5 Extended School Day and Year

We believe an extended school day is particularly important for disabled pupils from the disadvantaged Barking Riverside community because relative to their starting point they need access to training and support to equip them for living their adult lives in their 'home ' community and not in residential provision.

We propose to extend the school day for pupils, opening on five days a week for after school clubs and study skills groups until 5.00 pm, and to open on Saturday mornings and four weeks of the school holidays. A full range of after-school and, homework clubs e.g. study skills, social skills, music, arts, crafts, food technology and sports activities will be offered to enrich pupils' learning opportunities. In addition to providing breadth, challenge and enrichment for pupils these opportunities will also provide an element of respite for families. These opportunities will be undertaken in partnership with the programme which will be available for mainstream pupils in Riverview School, the co-located secondary school.

All options will be available to girls and boys and to pupils from all three primary needs. However, guidance towards the most appropriate choices may be necessary for certain pupils, particularly the Gifted and Talented pupils and those needing intensive extra support.

- We aim to raise the levels of pupils' enjoyment and achievement by offering access to extended school enrichment activities
- We are committed to offering all our families access to extra-curricular opportunities for their children, after-school, on Saturdays or during the holidays
- Parents / carers / pupils are consulted as to their needs in respect of Out of School Hours Learning (OSHL) provision (via questionnaire / consultation during school council)
- Every effort will be made to match our provision to needs of pupils
- Continuous effort will be made to secure the funding necessary to provide the level of OSHL needed by our pupils
- Funding will be allocated to offer the "best match" possible
- Every effort will be made to offer appropriate opportunities for all ages / abilities with staff allocated to support this
- When demand exceeds availability pupils will be offered OSHL opportunities on a rotation basis
- We also aspire to offering some form of "residential experience" on at least one occasion during their school career

2.6 Table of Possible Extended School Options

Study (Literacy and Numeracy)	Skills and	Panathlon Training	Social Skill	Art
ICT		Swimming	Interactive club	Ballet
PMLD sensory workshop	multi	Hydrotherapy	Cookery	Street Dance
Homework Support		Fun Splash		Drama
		Trampolining		Drum Circle/Music
		Boccia		
		Cricket / Football		

Note: The list above is a proposed offer for when the school is operating at full capacity. In the years leading up to this a reduced set of options will be available.

A range of other enrichment activities will be available during the year, including:

- Duke of Edinburgh's Award Scheme
- Volunteering
- Residential visits, in the UK
- Field trips
- Visits to galleries, museums, theatres and concerts
- Individual music lessons
- Music, Dance and Drama Performances

All of the above may be offered in partnership with Trinity Special School, in order to make the widest range of options available whilst ensuring value for money.

Pupil attendance, participation and achievement in enrichment activities will be recorded and will contribute to their annual assessment.

3.0 SHOW HOW YOUR STAFFING STRUCTURE WILL DELIVER THE PLANNED CURRICULUM

3.1 Curriculum and Inclusion Staffing Structure

Executive Principal Riverview Campus
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Head of School Riverview Special School

Deputy Head of School Curriculum/Teaching and Learning	Deputy Head of School CPD, Quality Assurance, Multi-Agency Services
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PRIMARY PHASE	SECONDARY PHASE
Assistant Head of School Primary Phase Organisation and Curriculum	Assistant Head of School Secondary Phase Organisation and Curriculum
Leader of Teaching for Learning (Provision and pedagogy) TLR 1a	Leader of Teaching for Learning (Provision and pedagogy) TLR 1a
Teachers (with Subject Coordination Responsibilities if UPS) MPS / UPS	Teachers (with Subject Coordination Responsibilities if UPS) MPS / UPS
Instructors /HLTAs	Instructors /HLTAs
Co educators (Classroom assistants)	Co educators (Classroom assistants)
Speech and Language Therapy team manager	
Specialist Speech and Language Therapists	
Music Therapist	
Sports Coaches	
Inclusion Co educator	
Midday Supervisor/Midday Assistants	

3.2 Senior Leadership Structure as at full capacity

Executive Principal, Riverview Campus (Part-time, equivalent to 2 days per wk)	Strategic direction, development, evaluation and support, including all legal responsibilities of Headteacher
Head of School, Riverview Special School	All day to day operational matters
Deputy Heads of School x 2	1. Curriculum/Teaching and Learning
	2. CPD, Quality Assurance and Multi-Agency Services
Assistant Heads of School x 2	1. Primary Phase Organisation and Curriculum
	2. Secondary Phase Organisation and Curriculum

3.3 Senior Leadership Structure prior to and at point of opening

In the first year of operation (September 2015) we intend to admit only 42 students and employ 29 staff. We therefore intend to start with a very slim leadership team, consisting of Executive Headteacher (part-time, equivalent to 2 days per week), Head of School, one Deputy Head of School and one Assistant Head of School.

3.3.1 Executive Principal

An Executive Principal designate for the mainstream 11-18 Free School on Barking Riverside, due to open in temporary accommodation in September 2013, has already been appointed by the Local Proposer Group for Riverview School and approved by the DfE. The successful candidate – [REDACTED] - is a well-established Headteacher of a large, effective local secondary school.

This appointment has been made, following advertisement and interview, on the basis of the equivalent of two days' work a week. The appointment is on a rolling renewable termly contract in the first instance. Once governors are confident that the project is moving ahead as planned the contract will be on a rolling renewable yearly basis, for an interim period ending on 31st August 2016 - at which point governors will review and decide upon the permanent way forward.

It is proposed that [REDACTED] also takes on the Executive Principal role for the proposed special Free School, subsuming this additional role within the current terms, conditions and tenure period of his contract. Riverview Special School's Local Proposer Group see this as the most cost-effective and efficient way of ensuring that the implementation of the special Free School is seamlessly integrated with the overall Riverview campus development.

Riverview Special School will be linked with Trinity Special School as its Partner School - an established successful local special school - and will draw on its policies, practices and expertise in its start-up phase. This will provide a very cost-effective model for addressing any skills gaps.

In the interim period between an approval to proceed to the pre-opening phase and January 2015, the Executive Principal will be responsible for ensuring that all preparatory requirements are fulfilled and that plans are on track, utilising specialist expertise as required from Trinity Special School.

3.3.2 Head of School

We plan to recruit a Head of School for our special Free School, with specialist SEN experience, to start part-time in January 2015 and full-time from April 2015, ready for the school's planned opening in September 2015.

A competitive process will be put in place to recruit the specialist Head of School, following a similar pattern to that used successfully to recruit the Head of School Designate for Riverview School, the mainstream Free School on the Riverview Campus.

Governors will advertise for an existing Deputy or Assistant Headteacher to be seconded from an established special school in the first instance, for a fixed-term contract from 1st January 2015 to 1st August 2018, to see the school through its first three years of existence. Governors will then decide on the permanent way forward.

3.3.3 Deputy and Assistant Heads of School

Governors will seek to appoint the school's first Deputy and Assistant Heads of School ready for opening in September 2015.

Members of the governing body with significant educational expertise will play a direct role in recruitment, selection, interviewing and performance management of Senior Leadership, in order to ensure that we secure the highest possible calibre of candidates from the outset. Our goal is to attract individuals who are highly ambitious, strategic thinkers, with excellent people management and collaborative working abilities and a demonstrable commitment to the ethos of the school. This applies at all levels of responsibility, as the intention is to develop a management structure that encourages innovation within a clear developmental and pedagogical framework.

3.4 Arrangements for Senior Leadership in transitional period between opening and full capacity

We will gradually increase senior leadership capacity as the school grows, to balance the increasing demands on the team with financial efficiency (see Table below) reaching a 'steady state' position from September 2017, when there will be 96 students on roll. During this period we will fill any skill gaps in

the leadership team by buying in consultancy expertise, either from the local Partner School or from high quality external providers.

Senior Leadership team composition during transition to full capacity:

	2015	2016	2017	2018	2019	2020	2021
	Sept	Sept	Sept	Sept	Sept	Sept	Sept
STUDENT NUMBERS	42	68	96	122	150	162	176
Executive Principal	0.4	0.4	0.4	0.4	0.4	0.4	0.4
Head of School	1	1	1	1	1	1	1
Deputy Head of School	1	1	2	2	2	2	2
Assistant Head of School	1	2	2	2	2	2	2

3.5 Middle Leadership Structure at point of opening

In Year 1 (2015) overall pedagogical and pastoral direction and leadership for will be provided by the Head of School, with the Deputy and Assistant Heads of School each taking responsibility for Organisation and Curriculum within a Phase – one for Primary, one for Secondary. They will be assisted by a single TLR post-holder, paid a TLR 1a for taking a lead role on provision and pedagogy across the phases.

Additional specific support will be provided by buying in regular consultancy expertise, either from the Partner School or from high quality external providers.

3.6 Arrangements for Middle Leadership in transitional period between opening and full capacity

In Year 3 (2017) we will appoint a second TLR post-holder, paid a TLR 1a for taking a lead role on provision and pedagogy across a phase, thus providing one TLR post-holder for each phase.

During the transition to full capacity we will fill any skill or capacity gaps in the middle leadership by buying in consultancy expertise, either from the Partner School or from high quality external providers.

Middle Leadership during transition to full capacity:

	2015	2016	2017	2018	2019	2020	2021
	Sept	Sept	Sept	Sept	Sept	Sept	Sept
STUDENT NUMBERS	42	68	96	122	150	162	176
Leader of Teaching for Learning (Provision and pedagogy) TLR 1a	1	1	2	2	2	2	2

In addition to the two TLR post-holders, classroom teachers on the Upper Pay Spine will be expected to take a lead role in allocated curriculum areas, including subject areas, Looked After Children Co-ordinator, EAL Co-ordinator, and Gifted and Talented Co-ordinator.

3.7 Classroom Teachers

We plan to recruit a judicious mix of more experienced staff together with newly or recently qualified, flexible, ambitious teachers who show the potential for rapidly taking on additional responsibilities.

Overall pedagogical direction and leadership for these teachers will be provided by senior and middle leaders. Additional specific support will be provided as needed by buying in regular consultancy expertise, either from the Partner School or from high quality external providers.

As the school moves towards full capacity we will gradually increase the number of classroom teachers, ensuring effective curriculum coverage whilst achieving a cost-effective Student Teacher Ratio.

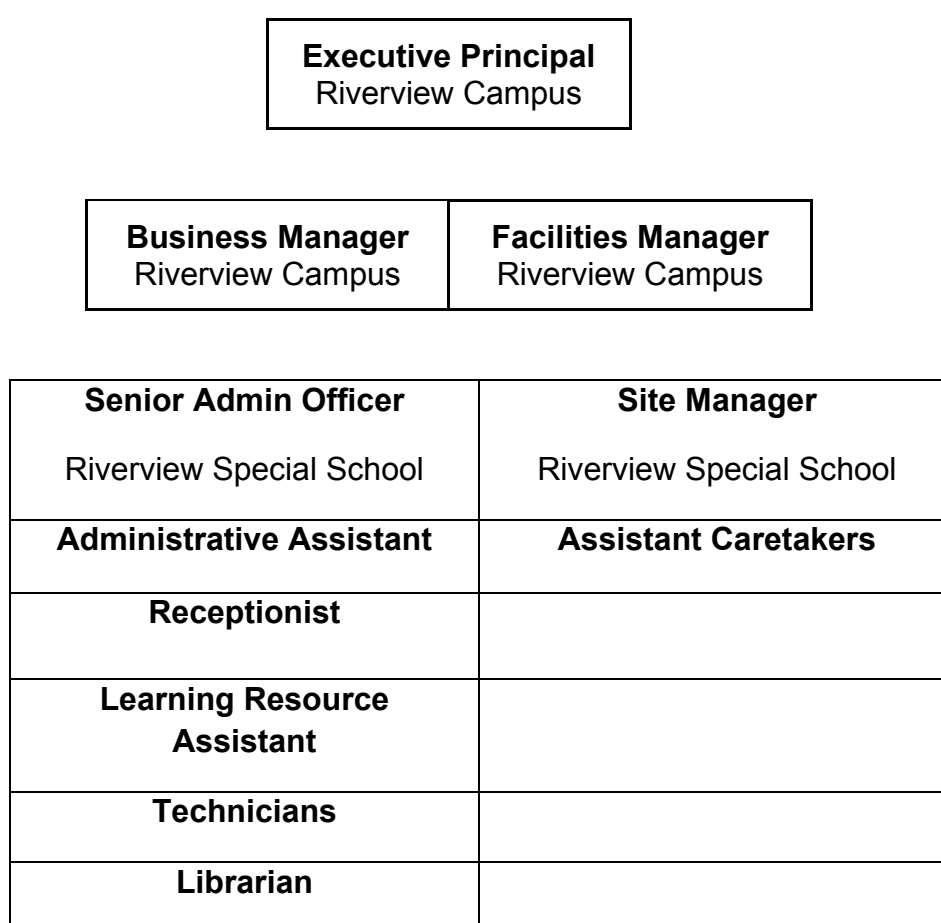
	2015	2016	2017	2018	2019	2020	2021
	Sept	Sept	Sept	Sept	Sept	Sept	Sept
STUDENT NUMBERS	42	68	96	122	150	162	176
Classroom Teachers	5	9	13	17	22	24	28
Art Teacher	0.4	0.6	0.6	1	1	1	1
PE Teacher	0.4	0.6	0.6	1	1	1	1
DT/Food Tech Teacher	0.4	0.6	0.6	1	1	1	1
Music Teacher	0.4	0.6	0.6	1	1	1	1

3.8 Curriculum Support Staff

High quality curriculum support staff are vital to the success of any school, but they are particularly important to the effective delivery of the curriculum in a Special School setting. We will put just as much effort into recruiting, leading, managing, motivating, supporting and challenging support staff as with teaching staff.

The Deputy Head of School (CPD, Quality Assurance, Multi-Agency Services) will have overall senior leadership responsibility for all curriculum support staff, with middle leaders taking day to day line management responsibility.

3.9 Administrative and Technical Support Staff Structure



3.10 Administrative and Technical Support Staff

High quality administrative and technical support staff are also vital to the success of the school and we will put just as much effort into recruiting, leading, managing, motivating, supporting and challenging them as with all other staff.

The Riverview Campus Business and Facilities Managers will have overall senior leadership responsibility for all non- curriculum support staff, with the special school's Senior Admin Officer and Site Manager taking day to day line management responsibility.

3.11 Build up of Support Staff During Transition to Full Capacity

As with other categories of staff, there will be a gradual build up of support staff as the school moves towards full capacity (see Table below) and as with other staff, any skills or capacity gaps during this period will be dealt with by buying in expertise, either from the local partner school or from high quality external providers.

Support Staffing during transition to full capacity:

	2015	2016	2017	2018	2019	2020	2021
	Sept	Sept	Sept	Sept	Sept	Sept	Sept
STUDENT NUMBERS	42	68	96	122	150	162	176
Teaching Assistants	8	16	21	30	41	46	53
Speech & Language – Senior + Therapist	0.4	1.6	1.6	2	2	2	2
Occupational Therapist	0.2	0.6	0.6	1	1	1	1
Sports Coach	0.2	0.6	0.6	1	1	1	1
Mid-day Supervisors (Actual number, not FTE)	3	6	9	12	16	20	24
Senior Admin Officer	1	1	1	1	1	1	1
Admin Staff	0	1	1	2	2	2	2
Technician	1	1	1	1	1	1	1
Librarian/Resources Officer	1	1	1	1	1	1	1
Site Manager	1	1	1	1	1	1	1
Caretaker	0	0	2	2	2	2	2
Driver	0	1	1	1	1	1	1

4.0 SET OUT A CLEAR STRATEGY FOR ENSURING THAT THE NEEDS OF PUPILS WITH DIFFERING ABILITIES ARE MET

The differing needs of most pupils will be met by the three differentiated pedagogies at Riverview Free Special School but there will be some for whom additional support will be needed.

4.1 SEN Strategy at Riverview Special School

Our inclusive policies and practices at Riverview Special School will meet the needs of all pupils with SEN and Disability. We will follow all Government guidelines, including in the Code of Practice, The Disability Discrimination Act 2005 and the Disability Equality Duty and have regard to Local Authority guidance.

Our aim is for all pupils with SEN to achieve the highest standards of which they are capable and to reduce the gaps in attainment between different groups of pupils. Our Special educational needs provision will cater for the requirements of pupils with learning difficulties and physical and sensory disabilities. Riverview Special School will promote access for, and encourage positive attitudes towards, disabled people. Disabled pupils will be able to participate fully in the life of the school and will have a key role in developing school policies which recognise their particular needs. This will involve utilising additional, temporary and/or extended support which we will keep under constant review.

4.2 Inclusion Team

Riverview Special School's Head of School will lead and manage an inclusion team consisting of:

- Looked After Children Co-ordinator,
- EAL Co-ordinator,
- Gifted and Talented Co-ordinator,
- Senior speech and language therapist
- Occupational therapist
- Physiotherapist (bought in as needed)

4.3 Links with External Agencies/Organisations

Riverview Free School recognises the important contribution that external support services make in assisting to identify, assess and provide for the pupils.

When it is considered necessary, colleagues from the following support services will be involved:

- Educational Psychologists
- Medical Officers
- Speech Therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services
- Child and Family Consultation Service
- Parent and pupil voice: 'Just Say Parents' and B and D Youth Forum
- Local voluntary groups supporting disabled children and their families
- Trinity Special School: we will build on this partnership with Riverview Special School so that our teaching staff can learn best practice and benefit from shared training opportunities in a specialist environment

4.4 Monitoring

Riverview Special School will continuously measure each pupil's progress by referring to:

- Pupil progress against the targets ('P' Scales, NC Levels or Foundation Tier Learning) set by the school
- Issues raised by teachers
- Issues raised by parents

We will operate a system of termly assessments of all our pupils. These Tracking Assessments (3 per year) assess progress towards individual targets in each subject area.

Every pupil will be subject to a termly pupil progress meeting informed by progress data sourced from the PIVATS and CASPA records.

4.5 Interventions

Interventions which have been identified to support pupils' progress on a trajectory to meet their targets will be recorded on a provision map which will be monitored by an Assistant Head of School. Where support additional to that of normal class provision is required, it will be provided. If, after further consideration, a more sustained level of support is needed, it will be provided through the Annual or Interim review process.

A Provision Map will focus on personalised learning approaches to overcome barriers to learning. It can include strategies such as:

- using more specific sensory learning
- teaching communication exchange
- using Occupational Therapy -inspired "heavy" work to calm and ground the pupil
- reducing the level of challenge in a pupil's day
- restructuring the pupil's physical space for learning

- adherence to structured work routines
- increasing the number of times a pupil accesses reading lessons
- participation in a language group
- seeking advice from another professional, e.g. School Nurse/Physiotherapist
- using local parent support and family-based interventions such as Portage
- joint work with families known to social care services

The Provision Map involves heightening the curriculum match for the pupil, and therefore assessment and moderation are key elements in the discussion at the Pupil Progress Meetings. Creating new Personalised Learning Objectives at the Pupil Progress Meetings supports staff to match their teaching to the pupil's needs and measure their impact on the pupil's progress. The Pupil Progress Meetings will focus on the level at which the pupil can be challenged in their learning.

4.6 Reviews of Statements

Statements will be reviewed annually. The school will organise these reviews and invite:

- The child's parent.
- The child if appropriate.
- The relevant teacher.
- A representative of the LA if required.
- Careers / transitions officer
- Medical personnel
- Social worker where involved
- Any other person the school considers appropriate.

The aim of the review will be to:

- Assess the pupil's progress in relation to personalised targets.
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment.
- Consider the appropriateness of the existing Statement in relation to the pupil's performance during the year, and whether to amend it.
- Share priority targets for the coming year.

Riverview Special School recognises that when a pupil with a Statement of SEN wishes to continue to attend education until age 19 provision in School or Further Education may be made at the following:

Trinity School Further Education Centre
 Local Colleges of Further Education
 Residential Colleges of Further Education
 Riverview Secondary School Sixth Form

4.7 English as an Additional Language

Although the majority of families in the Riverview Special School catchment area who are not of UK origin are fluent in English, and many have lived in the area for some time, there are some new arrivals for whom language will be a potential barrier.

Particular care is taken with pupils whose first language is not English. Teachers in partnership with the Speech and Language Therapy team will closely monitor their progress across the curriculum to ascertain their cognitive ability and select the appropriate pathway.

We will support families with access to translation services to ensure that learning entitlement is fully delivered.

4.8 Gifted and Talented Pupils

Riverview Special School is committed to providing an education that appropriately extends children of all abilities. Developing and extending the Gifted and Talented is a whole-school responsibility. All staff will be encouraged to develop teaching strategies and resources which benefit Gifted and Talented pupils. We aim to ensure that Gifted and talented pupils achieve their potential and that the curriculum challenges the most able in the curriculum. Pupils will be engaged through a range of activities, which enrich the curriculum, and are linked to the extended day opportunities.

4.9 Working with our Partner School – Trinity Special School

We have committed ourselves to a close working partnership with a successful, well-established local special school – Trinity School. Acting as our Partner School, Trinity School will give us access to a range of expertise, in particular as a training hub for specialist courses in the teaching of pedagogies specific to the needs of our projected pupil population.

Trinity School has successfully used for many years most of the organisational structures that we are proposing in this bid, with proven success. We will be able to draw on their experience to help us set up our own structures, whilst of course remaining distinctive in our own right as a Free School.

Trinity School has agreed to act as a Partner School to Riverview Special School, sharing expertise on a pro bono basis for general advice and support.

Riverview Special School will also make use of consultancy support from Trinity School on a not for profit basis, where Riverview Special School will either pay cover costs for Trinity School staff to work with Riverview Special School or pay Trinity School staff at standard additional day rates to do additional work with them.

Examples of likely areas for consultancy support include:

Finance

Curriculum Development

Schemes of Work

Assessment, monitoring and Data Analysis

Moderation

CPD including:

TEACCH Training

SLD Training

PMLD Training

Makaton Training

SCIP Training

Planning Schemes of Work

5.0 TELL US HOW YOUR DEFINITIONS AND MEASURES OF SUCCESS WILL DELIVER YOUR ASPIRATIONS FOR PUPIL ACHIEVEMENT

5.1 Targets

Our targets reflect the vision for Riverview Special School. We seek to raise aspirations and enable all pupils to achieve appropriate targets within the curriculum and pastoral structures of the school, in terms of both academic success and the development of the key traits of independent living, vocational skills, confidence and the ability to communicate. Our targets will be achieved through appropriate curriculum structures, high quality teaching and learning, excellent pastoral systems and effective assessment, monitoring and tracking.

At Riverview Special School we will promote a culture of continuous improvement and in raising standards and rates of progress through personalisation of learning. This will be supported by an on-going focus on high quality well planned teaching; pedagogy which addresses individual needs; and the setting of challenging, realistic targets for our pupils in partnership with teachers, other professionals, parents and the pupils themselves.

5.2 Key Principles Underpinning Whole School Target Setting

At Riverview Special School the approach to target setting will draw on a number of key principles.

- For individual pupils the target will be to meet or exceed national expected levels of progress
- To add a high level of value to the prior attainment levels of the pupils entering the school
- Target setting will be based on the prior attainment and expected progress of individual children in each cohort.
- Targets will reflect what teachers know about individual children and be grounded in effective approaches to assessment for learning.
- Targets will take into account the impact of improved teaching and of targeted intervention to set appropriate targets for each child.
- Targets set will be ambitious and reflect our high expectations for the progress of individual pupils.
- Targets will focus on narrowing any identified achievement gaps (e.g. for Looked After Children) as well as on raising overall standards.
- Target setting will involve all staff so the process is rigorous, fully informed and a shared understanding and commitment to their achievement exists.
- The Governing Body will be given access to appropriate performance data so that they can challenge and support us in achieving high standards.

5.3 Roles and Responsibilities

The Head of School will ensure that:

- staff develop a clear understanding of what constitutes good progress for the pupils in Riverview Special School, as exemplified by challenging targets as identified in CASPA Data Analysis Software;
- criteria are established for determining whether pupils are underachieving and the data sets needed to monitor pupil progress are identified;
- resources are made available to facilitate target setting and progress meetings;
- there is a coherent strategy for the effective management of performance data;
- staff receive training on the interpretation and use of pupil data and whole school data to inform their planning and pupils' personal learning targets;
- pupils' attainment and progress is tracked in line with the assessment, recording and reporting policy.
- the information available on pupils is used to set SMART (specific, measurable, achievable, relevant, time-limited) targets;

The leadership team will:

Organise the collection of relevant data so that they can:

- evidence how pupils are progressing;
- analyse performance data and support colleagues to ensure the achievement of realistic and challenging attainment targets across subjects and pupils;
- monitor and evaluate the progress of individual pupils towards identified targets;
- evaluate outcomes for different groups of pupils;
- support class tutors and subject leaders in the target setting / progress tracking process;
- evaluate the impact of different aspects of provision on the outcomes for pupils;
- establish stretching and challenging targets for the future.

All teachers will:

- gain the necessary expertise and knowledge through training to enable effective target setting, monitoring and evaluation of pupil progress
- identify SMART targets for pupils across subjects;
- enable pupils as far as possible to understand what they have to do to improve and to recognise progress towards their targets;
- assess and report the progress of pupils against their targets at progress meetings and annually as part of summative assessment against PIVATS performance indicators;
- celebrate success in meeting targets using school reward systems

Pupils will:

- be engaged as far as possible in identifying the targets they need to achieve;

5.4 Arrangements for Monitoring and Evaluation

Progress towards the aggregated targets for each year group and PIVATS cohorts will be analysed at the end of the academic year by the Leadership Team using PIVATS and CASPA Data Analysis software and will be reported to the governing body through the Curriculum Committee.

Accreditation

Pupils at Riverview Special School will follow Foundation Tier Learning courses. Challenging targets will be set for individuals and their progress recorded in terms of School and College Achievement and Attainment points.

5.5 Other Targets and Success Criteria

Pupil Attendance

Excellent attendance is fundamental to the success of our pupils and therefore of the school. We will aim to out-perform the national average figures for overall absence and persistent absence..

Achievement and Progress of Key Groups

Riverview Special School will be committed to ensuring that all pupils, whatever their background, gender or ethnicity reach their full potential, including Looked After Children.

Given the disadvantaged nature of the community we will serve, we will take particular care to ensure that pupils eligible for Free School Meals achieve to the highest level and that Pupil Premium money is used to ensure that all key groups will perform at least at the overall national average for the main achievement and progress indicators reflected in National Data sets for pupils with Special Educational Needs working at P levels.

Parental Satisfaction

We will carry out an annual survey of parental opinion on the quality of education provided by the school, using the standard Ofsted parental survey form.

Our target will be to achieve at least 80% Agree or Strongly Agree verdicts for all questions.

Proportion of lessons graded Good or Outstanding

The quality of teaching is fundamental to the success of our pupils and of the school. We will therefore set ourselves the target of the annual percentage of formal lesson observations achieving Good or Outstanding grades under Ofsted criteria reaching 80% or better.

5.6 Monitoring and Evaluation of Delivery

There will be a rigorous system of monitoring and evaluation focussing on Whole School, team and individual staff performance. These processes will focus on both academic and non-academic targets.

Whole School:

- Autumn Term senior leadership internal review of assessment results against targets, with analysis by subject, by levels of progress and by pupil groups (gender, ethnicity, Free School Meals etc)
- Whole School self evaluation feeding into a concise school improvement plan.
- Termly meeting between senior leadership and external 'critical friend' to provide objective review of whole-school progress using Ofsted criteria
- Internal analysis of CASPA, PIVATS and other published achievement data by senior leaders
- Termly reports to Governors' Curriculum Committee and to the full Governing Body.
- Use of Senior Pupil Leadership Team and other sources of Pupil Voice to inform evaluation through the pupils' perspective.

Subject and Focused Audits:

- Structured annual subject evaluation, based on Ofsted criteria and grading, feeding into concise development plans.
- An annual cycle of internal Ofsted-style audits of subject and areas by senior leaders to apply objective judgements to the self-evaluations

Individual staff:

- Implementation of a rigorous appraisal and competency policy, with associated individualised professional development programmes
- Robust support and competency procedures to address any under-performing staff in a timely manner

5.7 Tracking, monitoring, assessing and reporting of individual pupil progress

There will be a robust and rigorous system of on-going tracking, monitoring, assessing and reporting of individual pupil progress, to include:

- Staff training in the use of 'assessment for learning' techniques in the classroom, with monitoring of its effective use through classroom observations and pupil voice feedback.
- All pupils set challenging individual targets using PIVATS based on meeting or exceeding expected levels of progress.
- Termly "progress judgements", by each teacher for each pupil they teach, on the basis of whether, in their overall professional judgement, taking into account all aspects of a pupil's work, progress and attitude, they judge he or she is on track to 1) Exceed their target or 2) Achieve their target
- There will also be an ongoing teacher-assessed record of participation and engagement across a wide range of school activities and community service. The form tutor is responsible for maintaining an aggregated record for all such "non-academic" achievements.

Pupil attendance and behaviour will be monitored through separate systems

- Termly pupil progress meetings and production of Provision Maps using on-going assessment data to target intervention programmes to ensure pupils achieve their targets.
- Parents receiving regular feedback about their child's progress, an annual review and End of Year reports.
- A progress review day twice a year during which each parent and child has a timed meeting with the tutor to discuss progress and agree targets for improvement.

5.8 Working with other schools, educational establishments and partners

As well as working very closely with Trinity School - our Partner School - and Riverview - our co-located mainstream school - from the very outset we will work in close collaboration with the local family of schools and local voluntary sector providers.

Moving forward, whilst retaining our distinctive Free School ethos, we intend to play a full part in collaborative arrangements with all our educational partners.

5.8.1 Working with the wider community

As Riverview Special School develops we will seek to form close and productive relationships with a range of local voluntary and community groups.

Promoting good community relations

Riverview Special School will provide a much-needed educational service both to the new and to the established residents of this disadvantaged community. Community cohesion has special significance given that the new school will provide education for all local families, whether from the long-established White British community, the more recently settled ethnic minority communities or those who will be moving to the new housing developments.

The school will become a focus for change in the community by supporting families in providing excellent opportunities in their children's education, parenting strategies for parents of disabled children via a home intervention service in partnership with Trinity School and opportunities for respite through the out of hours learning programme.

Our experience in the local community shows that already many people are excited at the job opportunities afforded by Riverview Special School. In particular local parents have expressed interest in training opportunities to become Teaching Assistants and to further their experience as Special Needs support workers. We believe that the school will be a highly attractive place for young teachers to begin their career.

All pupils at the Riverview Special School will have the responsibility to help others through social enterprise and opportunities to engage in community work. They will be encouraged to participate in local activities and support charities in this country and overseas.

Sharing facilities with other schools and the wider community

Extended services form a key part of our strategy to promote excellence by developing personal skills and learning through a wide variety of interests for and with the whole family.

Riverview Special School will work with its mainstream co-located school, Riverview School, and local community groups to promote the widest possible community use of school facilities.

6.0 IF YOU ARE INTENDING TO CATER FOR PUPILS WITH SEN BUT WITHOUT A STATEMENT, DESCRIBE YOUR ADMISSIONS POLICY, CONFIRMING COMMITMENT TO FAIR AND TRANSPARENT ADMISSIONS PRACTICES

N/A

7.0 DESCRIBE HOW YOUR APPROACH TO BEHAVIOUR MANAGEMENT, PUPIL WELLBEING AND ATTENDANCE WILL IMPROVE PUPIL OUTCOMES

7.1 Understanding our community

The London Borough of Barking & Dagenham is one of the 10% most deprived Local Authorities in the country, the 9th most deprived of the 33 in London and the 21st of the 354 nationally. The Index of Multiple Deprivation (2004) shows that six of the Borough's 17 wards are amongst the 10% most deprived in England – including Thames View, the ward in which the proposed Free School is to be situated. The ethnic composition of the area has changed dramatically over the last 15 years, in common with the rest of Barking and Dagenham, in the case of Barking Riverside moving from an almost exclusively White British population in the 1990s to a very mixed picture in 2012 with approximately 50% from minority ethnic backgrounds, predominantly from a Black African heritage.

In essence, therefore, almost all potential pupils for the Riverview Special School come from deprived or disadvantaged households. However, we believe that our education vision and curriculum organisation demonstrate our high expectations for all pupils irrespective of the level of deprivation they have experienced.

The track record of Trinity Special School, our partner school, demonstrates that high achievement is possible for disabled pupils from disadvantaged backgrounds and that parents support these aims and ambitions for their children.

East London and the Thames Gateway is described as “the priority area” for development in the London Plan and Barking and Dagenham lies at the heart of this region. Barking Riverside, the area where our new Free Special School will be built, will have 10-12,000 new homes built over the next 20 years. The Borough also has the lowest average house prices in London, a factor which is causing an increase in population from inward migration from overseas as well as migration of inner London residents in search of more affordable accommodation.

The school will serve both the current rising population of young people and the anticipated numbers moving to new housing in this regeneration area.

The class tutor has a fundamental role in the maintenance of an effective pupil care system. He or she is best placed to maintain a continuous relationship in assisting the development of the pupils in the class. The individual tutor is directly responsible to the Assistant head of school for the welfare of the pupils, and it is the Assistant Head of School who will be the first line of support to the tutor should difficulties be experienced.

7.2 The Role of Tutors

- To know the individuals in the class / tutor group.
- To attend to the general administration and daily registration of the class /tutor group.
- To mark attendance and punctuality and be aware of the pattern of attendance and lateness of the tutor group and take action where necessary via the Assistant Head of School
- To implement the school behaviour policy and whole school reward system.
- To communicate essential information to the Assistant Head of School.
- To record, along with the Assistant Head of School, information for personal files which is essential for completing an accurate all-round profile of the pupil / pupil and to ensure that this record is kept up-to-date.
- To read the files of pupils / pupils regularly and keep them up-to-date.
- To maintain and undertake a termly review of pupil personal learning objectives and provision maps.
- To send home termly curriculum overviews to parents.
- To maintain a close liaison with the parents of pupils and be available to meet parents on occasions when they visit the school.
- To collate and prepare the Annual Review and collate End of Year reports on pupils.
- To prepare to give a comprehensive report on the all-round progress of pupils at open evenings and Annual Review meetings and ensure that parents meet other teachers or support services as appropriate.
- To foster personal and social development, citizenship, spiritual and moral development through circle time and religious education (where timetabled).
- To collaborate closely with the transition process in building up a profile of each pupil in terms of background, personality, interests, academic progress and potential.

7.3 Behaviour

Behaviours are functional and communicative acts that are meaningful because they achieve important results for an individual. Passive non-assertive behaviour can restrict a pupil's independence and learning as much as those that are perceived as 'problem' or challenging behaviour.

Our Philosophy

What is unacceptable behaviour to one person is not necessarily unacceptable to another. Because changing behaviour is acting against a person's personal choices it is therefore ethically more defensible to operate within the context of positive, supportive programmes. The function of most behaviour is legitimate, e.g. there is nothing wrong with asking for attention. As much behaviour serves a communicative function, it is therefore more effective and valid to teach an alternative, appropriate response than to try and extinguish a behaviour using aversive techniques (punishment).

Individual behaviour support plans must operate in the context of a curriculum that is itself rewarding and stimulating. Without such an ethos behaviour support is likely to be coercive and ineffective.

Behaviour support plans can only be effective if staff and pupils have ownership of them.

Sanctions alone will not be used as a means of managing a pupil's behaviour.

An emphasis on rewarding positive behaviours should be central to all our behaviour management initiatives.

The behaviour support policy of the school is affected by the Children Act (1998) and reflects DfEE circulars.

7.4 Draft Behaviour Policy

7.4.1 Rationale

- To create a school ethos in which self-discipline, controlled behaviour and respect for the school environment and all the people who work in it, are highly valued. Our success in managing pupil behaviour cannot be judged by the absence of problems but by the way we deal with them.
- To give all staff the skills, knowledge and understanding to adopt our view of behaviour and empower them to deliver this policy.
- Statement of Intent
- To promote positive self esteem and encourage self-advocacy.
- To enable each pupil to live in the least restrictive and least dependent setting possible.
- To teach each pupil to manage and control their own behaviour.
- To provide each pupil with the skills necessary to meet their individual needs while changing those behaviours that are a block to their own learning and that of others.
- Values

Values are learned through the manner in which staff and pupils behave towards each other. Staff will provide positive role models of behaviour in their dealings with pupils and other adults in order to inculcate positive behavioural values. Staff should strive to create a positive ethos by being well prepared, gearing work and teaching methods to pupils' needs, giving pupils constructive feedback and maintaining an attractive and tidy environment.

In all circumstances we need to treat staff and pupils with dignity and respect.
Equal Opportunities

The staff and pupils will follow the School Code of Conduct.

We will implement reward systems to recognise and celebrate positive behaviours in all children and pupils not just those on behaviour support/intervention programmes.

Partnership with Parents

Our aim is to work collaboratively with parents. Parents should be made fully aware of the school's expectations in respect of behaviour, codes of conduct and regulations, and have the opportunity to discuss and resolve problems faced by their child at school, freely and openly with relevant staff. Parents must agree all individual behaviour support programmes. Where parents do not agree a behaviour support programme the school will, if necessary, implement programmes where there are health and safety issues involved for the pupil his/her peers or staff. Our aim should always be to establish an equal partnership between parents and staff in relation to all areas of the pupils' development and thus enable the children to gain maximum benefit from their school life.

When managing behaviour at Riverview Special School we will not:

- humiliate
- embarrass
- shout
- harass and blame
- take our feelings out on the pupils
- argue
- frighten
- stand too close
- point
- use any unacceptable forms of physical intervention identified in our physical intervention policy

Exclusions

Whilst the intention of Riverview Special School is not to exclude pupils but to review provision and placement there will be a Governors' Exclusion panel if required.

7.4.2 Management of Challenging Pupils

As with all pupils the support of those whose behaviour is challenging should not be purely reactive, i.e. a behaviour support plan is not just about what happens when the behaviour occurs.

Functional analysis of behaviour and the implementation of a behaviour support plan will be first step in any strategy to manage such pupils.

Physical intervention

At Riverview Special School all of our teachers and classroom assistants may at some time be faced with the management of pupils who are displaying challenging behaviour.

All staff will adopt an approach to physical intervention that is based upon a common set of principles and good practice. All our staff need to be safe and confident in how they manage challenging behaviour.

Parents need to know that their child and those who are working with her or him are safe. They need to know that they will be properly informed if their child is the subject of physical intervention; and they need to know the nature of the intervention and the rationale for its use.

However, within Riverview Special School the use of physical force that is unwarranted, excessive or punitive is not acceptable. Failure to comply with this policy, when considering or using physical force, will be subject to Child Protection Procedures as laid down by the Safeguarding Children's Board.

7.4.3 School Expectations

At Riverview Special School we promote values which place the paramourncy of the child's best interest at the core of our work. To achieve consistency with these values within this policy we set out to ensure that physical interventions:

- are used as infrequently as possible;
- are only employed in the best interests of the pupils and pupils;
- when used, everything possible is done to prevent injury and to maintain the individual's sense of dignity.

To ensure the use of physical intervention is minimised preventative strategies will be adopted. Prevention will be achieved by:

- ensuring that the number of staff deployed and their level of competence corresponds to the needs of children and the likelihood that physical interventions will be needed;
- helping pupils avoid situations and triggers known to provoke violent or aggressive behaviour, for example, settings where there are few options for individualised activities;
- delivery of a properly planned and differentiated curriculum that provides appropriate levels of challenge to all pupils;
- creating opportunities for pupils to engage in meaningful activities which include opportunities for choice and a sense of achievement;
- maintenance of an effective school behaviour policy that is known and understood by staff and pupils;
- development of positive behaviour support plans;
- development of staff expertise in working with pupils who present challenging behaviours;
- recognition of the early stages of a behavioural sequence likely to develop into challenging behaviour and use of 'defusion' techniques to avert any further escalation.

7.5 Safeguarding and Child Protection, including Children in Care

At Riverview Special School Safeguarding children will be everyone's responsibility" All adults working with children have a responsibility to safeguard and promote their welfare and contribute to the identification, referral and assessment of children in need, including children who may have suffered, are suffering, or who are at risk of suffering significant harm. All staff will have a responsibility to be alert to possible abuse and to record and report concerns. If worried about any young person in the school it will be their responsibility to report this to a Designated Senior Person for Child Protection.

The following will trigger concern:

- suspicion that an injury maybe non-accidental
- signs of neglect
- unusual behaviour (for the child)
- failure to thrive.
- disclosure of abuse or something associated with abuse

Responding to Concerns

The role of the school in situations where there are child protection concerns will not be to investigate but to recognise and refer. There will be no individual discretion allowed to any member of staff who has knowledge or suspicion than a child might be at risk of child abuse. The child protection procedures will be followed at all times. Any knowledge or suspicion the child may be at risk will be reported to the Designated Senior Person for Child Protection immediately.

The Deputy head of school will have the key safeguarding role. The Riverview Special School will be committed to providing a safe and secure environment for pupils, staff and visitors and promoting a climate where pupils and adults will feel confident about sharing any concerns which they may have about their own safety or the well-being of others. There will be a named Governor for Safeguarding and Looked After Children.

At Riverview Special School the Designated Senior Person for Child Protection and Looked After Children will:

- be the focal point for school staff that have concerns about an individual pupil's safety and the first point of contact for external agencies who are pursuing Pupil Protection investigations.
- undertake appropriate training and refresher training at two-yearly intervals.
- make sure all Children in Care are aware that the designated members of staff are their first port of call if they need help, advice or guidance.
- take the lead responsibility for helping staff promote the learning and achievement of all Looked After Children
- identify the young person's strengths and weaknesses and any barriers to learning.

- promote high expectations and aspirations for how Looked After Children learn.
- oversee not only the child's academic needs but also their personal and emotional needs.

Vulnerable Pupils

- Particular vigilance will be exercised in respect of pupils who have a Child Protection Plan and any incidents or concerns involving these pupils will be reported immediately to Social Services.
- If a pupil discloses that they have witnessed domestic violence or it is suspected that they may be living in a household which is affected by family this will be referred to the Designated Person as a child protection issue.
- Riverview Special School acknowledges the additional needs for support and protection of pupils who are vulnerable by virtue of disability, homelessness, refugee/asylum seeker status, and the effects of substance abuse within the family.
- We acknowledge that pupils who are affected by abuse or neglect may demonstrate their needs and distress through their words, actions, behaviour, demeanour or school work.

7.6 Draft Anti-Bullying Policy

Rationale behind the policy

All members of our school community deserve the right to feel valued, equal and respected, to be able to come to school without fear and to expect protection from adults in positions of care and responsibility.

Bullying has a serious effect on a pupil's self esteem, emotional and mental health, which in turn prevents them from developing their full potential and taking advantage of life chances.

Bullying in any form, will not be tolerated at our school from any member of the school community (staff, pupils, parents or governors). As a 'listening and telling' school we are committed to the creation of positive and safe learning environments for all.

Definition

There are a number of definitions of bullying but all include the following characteristics:

- It tends to be repetitive or prolonged
- It involves an imbalance and abuse of power
- It may be verbal, physical or psychological
- It produces damaging or hurtful effects physically or emotionally to an individual.

- There is intent and motivation to cause distress to another individual or group.

The main types of bullying are:

- physical (e.g. hitting, kicking, theft, sexual assault)
- verbal (e.g. name calling, insults, offensive sexual or racist remarks)
- relational (e.g. social exclusion, spreading rumours or stories, sexual harassment and racial abuse)
- indirect (e.g. spreading rumours, excluding someone from social groups)
- cyberbullying (e.g. offensive or abusive text or Internet messages)

Bullying may occur frequently or infrequently, regularly or irregularly but it should be taken seriously even if it has occurred on only one occasion. The fact that incidents are not reported does not necessarily mean that bullying is not taking place.

Not all aggressive behaviour is bullying. Behaviour which appears to be bullying, may be exhibited by some children without the intention or awareness that it causes distress.

Some individuals may feel they are being bullied, even when there is no intention from others to cause them distress. Such perceptions of bullying should nevertheless be taken seriously as a reflection of the individual's vulnerability.

Purpose of the policy

1. To raise awareness of bullying
2. To develop a positive and safe learning environment in which bullying will not be tolerated.
3. To promote inclusion, mutual respect, self-esteem and self worth in order to meet the physical, emotional and mental health needs of all members of the school community.
4. To raise the standards of behaviour and levels of achievement of all.
5. To establish a consensus amongst school staff about good and bad practice based on an understanding of the problem of bullying, and ensure that everyone has the information needed to fulfil their obligation to prevent bullying.

Guidelines for implementing policy:

The Headteacher and Governing Body have a statutory responsibility for school behaviour and discipline but all members of the school community need to accept collective responsibility if an anti-bullying policy is to be successful.

Pupils and staff as advocates should be encouraged to report all incidents of bullying, whether they are victims or bystanders but given the communication difficulties experienced by large numbers of our school population all staff

must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

All staff have a responsibility to respond, and treat seriously pupil, staff or parental concerns and support the agreed procedures.

Proactive strategies

1. The implementation of the Anti-bullying policy shows 'development in use' and acceptance of collective responsibility with staff 'doing what we say we do' and addressing incidents of bullying consistently and promptly.
2. The message, 'We are a listening and telling school.' is promoted at all times
3. Awareness of bullying is raised through PSHE, citizenship, circle time, assemblies, projects, role-play, social stories and social skills training.
4. Pupils are taught what bullying is, what they should do and who they can tell.
5. Our pupils are particularly vulnerable to bullying in the wider community and development of their self-advocacy and social skills through initiatives such as the Seen and Heard conference are a priority.
6. The School Council includes bullying on its agenda.
7. Preventative measures such as adaptation and improvement of the school environment are made wherever possible to reduce the risk of bullying.
8. The Governing body and SLT monitor bullying via audit strategies, annual pupil and parent questionnaires.
9. Annually staff attend refresher training on the procedures for dealing with bullying incidents.
10. The policy is distributed to all new staff.

Our Reactive strategies

1. In the event of a bullying incident the same procedures as for all other incidents of poor behaviour will be followed. (see Behaviour policy) Staff should gather evidence, complete an incident form and consult with their line manager who will keep parents of both the victim and bully fully involved.
2. Our prime concern in cases of bullying should be the support and protection of the victim so action should continue until the issue is satisfactorily resolved and the bullying ceases. The actions should be reviewed and modified in light of circumstances and if the bullying continues.
3. Strategies to support victims should involve staff and pupils. Approaches such as circle of friends, mentoring and social skills training etc should be considered.
4. Appropriate support should be identified for bullies and victims. In some circumstances this might appropriately involve outside agencies.
5. Appropriate interventions / sanctions should be used in consultation with all parties

6. In applying interventions / sanctions these may include:
 - social skills training
 - verbal reprimand
 - break-time detention,
 - lunch-time detention
 - letter to parents
 - interview with parents.
7. If an incident is serious fixed exclusion will be considered but only after a full review of the facts.
8. Victims (where appropriate) should be made aware of the sanctions strategies that are being used.
9. Bullying incidents will be logged and monitored by the SMT.
10. Staff, parents and pupils can actively support the school's policy by reporting incidents, or any suspected bullying activities that the victim may be afraid to report.

Parents

Parents are asked to actively support the Bullying Policy by informing the school of any concerns they have.

Section E: Evidence of Demand Part 1

Table 1: For pupils with statements of SEN

If your school is new provision:

- In column A please provide the proposed number of places for children with statements in each year group.
- In column B please provide the number of children of the relevant ages local authorities would anticipate naming your school in their statements.
- In column C please provide the number of children of the relevant ages whose parents have indicated that they would request your school to be named in their child's statement.
- Please leave column D blank.

Please note – we are proposing to open Riverview Special School in 2015 rather than 2014, therefore in the table below we have given Local Authority demand figures for 2015 and 2016 rather than 2014 and 2015.

	2015				2016			
	A	B	C	D	A	B	C	D
Reception	12	12			14	14		
Year 1					12	12		
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	16	16			14	14		
Year 8					16	16		
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals	28	28			56	56		

Table 2: For pupils without statements of SEN complete the table using information below to assist you.

If your school is new provision:

- In column A please provide the proposed number of places in each year group.
- In column B please provide the number of children of the relevant ages whose parents have indicated that they will choose the proposed school as their first choice.
- Leave column C blank.
- In column D please express the demand (column B) as a percentage of the places available (column A). i.e. $D = (B/A) \times 100$.

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

- In column A please provide the proposed number of places in each year group.
- In column B please provide the number of children already on roll at your school.
- In column C please provide the number of children of the relevant ages, who are not currently on roll but whose parents have indicated that they will choose the proposed school as their first choice.
- In column D please express the total demand (column B + column C) as a percentage of the places available (column A). i.e. $D = ((B+C)/A) \times 100$.parents have indicated that they would request your school to be named in their child's statement.

	2014				2015			
	A	B	C	D	A	B	C	D
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals								

Section E: Evidence of Demand Part 2

1.1 Overall Rising Numbers

The table in Section C (page 21) demonstrates the overall urgent need to provide places for the rapidly growing general child population in the Borough of Barking & Dagenham.

Currently only 0.93% of the Local Authority school population is in special day school provisions, below the national average of 1.1%. It is evident therefore that the Borough is already failing to provide sufficient special school places compared to national average provision. Trinity Special School is the only special school in Barking and Dagenham but is currently significantly oversubscribed.

Even if the current proportion of the school population with complex special needs remains constant, it will be apparent that the significant growth in population will increase the demand for Special school places.

Going forward, Barking and Dagenham expects there to be a sustained increase of house building and inward migration in the Riverside area to add to the current forecasts, including the additional burden of families on housing benefit in search of affordable housing in the borough.

All of this means a rising demand for places for children with a wide range of social, emotional, learning and other Special needs.

1.2 Current Trends in Key Areas of Special Need

There has been an overall increase in recent years in the number of pupils who have complex SEN needs. This could be attributed to the increasing survival rate for babies born prematurely with developmental delay and the increased inward migration that Barking and Dagenham has recently experienced.

In the three areas in which our proposed special Free School will specialise there has been a substantial increase in demand over the last five years:

Number of Pupils in London Borough of Barking and Dagenham with Statements of Special Educational Need in the given categories

Category	2006	2012
SLD	9	107
ASD	112	243
PMLD	26	35

All pupils in the new Special school will have Statements of Special Educational Need in one of these three areas.

8 children have been identified for “P-3” (i.e. pre-nursery age). These children will not be nursery age until September 2012. The number will rise significantly as they become known to the Early Years service or move into the area.

32 children who started Nursery in September 2010 have already been identified as having severe levels of need with associated complexity of need i.e. SLD and ASD. Others will become known to the Local Authority as new families move into the area.

The number of specialist places needed per year for Autism in 2012 and beyond is forecast to be between 20 and 32.

Projections of demand made for the former BSF programme suggested that the demand for special needs school places would grow to 460 by 2016/17 from the present 260 i.e. an increase of 200 places. Since these projections were drawn up the early years and inward migration growth pressures have proved to be even higher than were being predicted.

- The LA has 260 places at its Special School and needs 460 special places by 2014/15, an additional 200 places.
- The LA placed 137 children into special schools outside the borough in 2010/11.
- The education cost of providing a child with ASD and SEBD needs in-borough is approximately £35k. To send a child with similar needs out of borough to an independent school can cost up to £105k.
- A new Special School in the locality will therefore be attractive to the Local Authority as it will significantly reduce the financial cost of out-Borough placements as well as reducing the all aspects of cost to families in supporting their children.
- The new Special School on Barking Riverside will offer parents a provision to meet the needs of their child which is closer to home and which forms part of an inclusive, integrated education campus where they can be educated alongside their mainstream peers and siblings.

1.3 Support from Local Authorities

The Local Authority of Barking & Dagenham is committed to naming the new Riverview Special School on statements of Special Educational Need.

See letter below from [REDACTED], [REDACTED], Barking & Dagenham:



Town Hall
1 Town Square
Barking
IG11 7PT

Ref:

Date: 21st December 2012

Confirmation of demand for Riverview Special School

I am pleased to confirm that a new special school is needed in Barking and Dagenham for children aged 3 – 16 with the following Special Needs:

- Autism spectrum disorder (ASD)
- Profound and multiple learning difficulties (PMLD)
- Severe learning difficulties (SLD)

I endorse the application submitted by The Partnership Learning Trust and confirm that I am confident that members of the Trust are both committed to the concepts in the proposal and capable of delivering them.

As a [REDACTED] I am prepared to place pupils in Riverview Special School in line with parental wishes by naming the school on their statements of Special Educational Need.

I have asked that parents are not approached independently by the potential providers, as this would be confusing for parents, particularly those who are part way through the statementing process. I have discussed the possible proposal with our Parents of Disabled Children Group and our local disabled children's charities – Parents and Children Together (PACT), Ab Phab, and Disabled Association of Barking and Dagenham, all of whom are supportive and would be willing to write in support, if necessary.

I attended the Just Say Parents Forum on November 13th 2012 where the pressure for special school places was raised repeatedly by anxious parents, concerned that children were having to travel outside of the Borough because there are no remaining places at Trinity. Our early years Portage Service is struggling to meet demand, so we are aware of increasing demand reflecting the significant population growth. We are also acutely aware of the increasing complexity of needs for some children, which means that including them in

mainstream schools, without specialist provision, is not possible.

The Local Authority anticipates placing up to 42 pupils in this school in the first year of operation (2015) and up to a further 26 in Year 2 and would expect the school to expand with pupils placed by the Local Authority in line with forecasts in the application. We would expect the school to have the time to develop the capacity, highly specialised skills and knowledge required to provide an excellent standard of education and care for its pupils and to achieve the capacity of 176 over a seven year period.

The Local Authority will be prepared to pay up to [REDACTED] per pupil on top of the [REDACTED] per place provided by the EFA for pupils allocated places in Years Reception to Year 11 and this will be based on the borough's current banding document for children with additional needs.

The Local Authority will also be prepared to pay the same overall rates for pupils placed full-time in the new school's Nursery provision.

This increased provision is desperately needed in our Borough, we will be happy to work with the proposers, local voluntary and parents groups, and our colleagues in health services to support in any way we can.

Yours sincerely,

[REDACTED]

Phone 020 8227 3900
Email [REDACTED]
Fax 020 8227 3274



INVESTOR IN PEOPLE



2008-2009
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INTRODUCTION – STRUCTURES AND PROCESSES ESTABLISHED/ OVERVIEW OF INDIVIDUALS INVOLVED

1.0 Special School Expertise

We are fortunate in having a committed and experienced group of people working on the planning and setting up of our special Free School, with strong educational, financial and project-planning expertise.

In particular, we have excellent Special School expertise in the shape of [REDACTED], [REDACTED] and key members of his team – [REDACTED] ([REDACTED]), [REDACTED] ([REDACTED]) and [REDACTED] ([REDACTED]).

2.0 Structures Established

We have:

- Established The Partnership Learning Trust, a Company limited by guarantee
- Established the Riverview Special School Local Proposer Group to oversee the special Free School bid
- Created a Riverview Special School Project Team
- Identified a preferred Executive Principal Designate
- Established a process for appointing a Head of School Designate
- Established the membership structure of the proposed Governing Body

3.0 Summary of individuals involved in the development of Riverview Special School

Name	Organisation/ Role	Role in Riverview Special School Development	Expertise available to assist Riverview Special School	Time available
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Half a day a week (more as required)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Equivalent of 2 days a week (more as required)

				Equivalent of 2 days a week (more as required)
				Half a day a week (more as required)
				Half a day a week (more as required)
				As required
				As required
				As required
				Half a day a week (more as required)
				Half a day a fortnight (more as required)

[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Half a day a fortnight (more as required)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	Half a day a fortnight (more as required)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	As required
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	As required
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	As required

All individuals with full-time roles outside the Riverview Special School development have undertaken to manage their time flexibly in order to free up the time commitments they have made to the project both in the development and pre and post-opening phases.

4.0 Pen Portraits of key Individuals involved in the development of Riverview Special School:

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

1.0 DEMONSTRATE A CLEAR UNDERSTANDING OF, AND DESCRIBE,

THE RESPECTIVE ROLES OF THE COMPANY MEMBERS, GOVERNING BODY AND PRINCIPAL IN RUNNING YOUR SCHOOL

1.1 Company

We have established a Company, Limited by Guarantee: The Partnership Learning Trust. The Company (Trust) has three founding members, who are also the current directors – [REDACTED], [REDACTED] and [REDACTED].

This Trust already has legal and strategic responsibility for the mainstream Free School, Riverview School, and it is proposed that it also assumes overall responsibility for the whole Riverview Campus, including the proposed special Free School.

The articles of association of the Trust provide for the appointment of additional members, representing the following institutions (one from each):

- University of East London
- Barking and Dagenham College of Further Education
- Lifeline Community Projects
- Barking and Dagenham Association of Secondary Headteachers

plus the chairman of the governors.

1.2 Governing Body

The Local Proposer Group for Riverview School has already agreed a structure for a high quality governing body to provide strategic leadership for the mainstream Free School.

It is proposed that, once formally constituted and established, this governing body takes on over-arching legal responsibility for the whole Riverview Campus, including the proposed special Free School.

We have been fortunate in securing the commitment of a strong group of potential governors with wide experience of education and business.

The governing body will comprise 15 members, representing Parents, Staff, Trustees and the Local Authority:

Appointed by the Company (Trust) = 6

Parent Representatives = 3

Headteacher (Executive Principal) = 1

Staff representatives = 1

Local Authority representatives = 1

Co-opted = 3

When the governing body is formally constituted all the above will become directors of the Company.

The governing body will have a raft of legal and statutory responsibilities but the essence of its role will be largely strategic, including:

- setting up a strategic framework for the schools on the Riverview campus
- setting their aims and objectives
- setting policies and targets for achieving the objectives
- reviewing progress and reviewing the strategic framework in the light of progress.
- acting as a “critical friend” to the Executive Principal by providing advice, support and challenge

To facilitate its work the governing body will establish sub-committees, including coverage of staffing, curriculum and finance. There will be a regular cycle of reporting to the governors by senior staff.

1.3 Executive Principal (Principal Designate)

It is proposed that a single Executive Principal will have over-arching strategic responsibility, and the legal responsibilities of Headteacher, for the whole Riverview Campus, including the special Free School – Riverview Special School - and the mainstream Free School - Riverview School.

The Executive Principal will be responsible for the strategic leadership of the school and for advising on and implementing the governing body’s strategic framework. In particular, the Executive Principal will be responsible for advising the governing body on the formulation of aims and objectives, policies and targets and for reporting to the governing body on progress regularly.

The Executive Principal will be accountable to the governing body and through them to the Trustees. The Executive Principal will line manage the Heads of School, who will be responsible for the day to day management of the schools on the campus.

1.4 Head of School

We intend to appoint a full-time specialist Head of School who will take responsibility for all day-to-day operational matters at Riverview Special School and be responsible to the Executive Principal, and through them to the Governing Body.

1.5 Conflicts of interest

Any governor who has or can have any direct or indirect duty or personal

interest (including but not limited to any Personal Financial Interest) which conflicts or may conflict with his duties as a governor shall disclose that fact to the governors as soon as he becomes aware of it. A governor must absent himself from any discussions of the governors in which it is possible that a conflict will arise between his duty to act solely in the interests of the governing body and/or Trust and any duty or personal interest (including but not limited to any personal financial interest).

1.6 Diagram showing structures and accountabilities

The diagram below shows that the Trust will have responsibility for holding the governing body to account. The Trust is the body which ultimately will have the power to make decisions and oversee the prudent management of the school.

Our Trust will eventually have eight members, though currently only three have been appointed and are also the Company Directors.

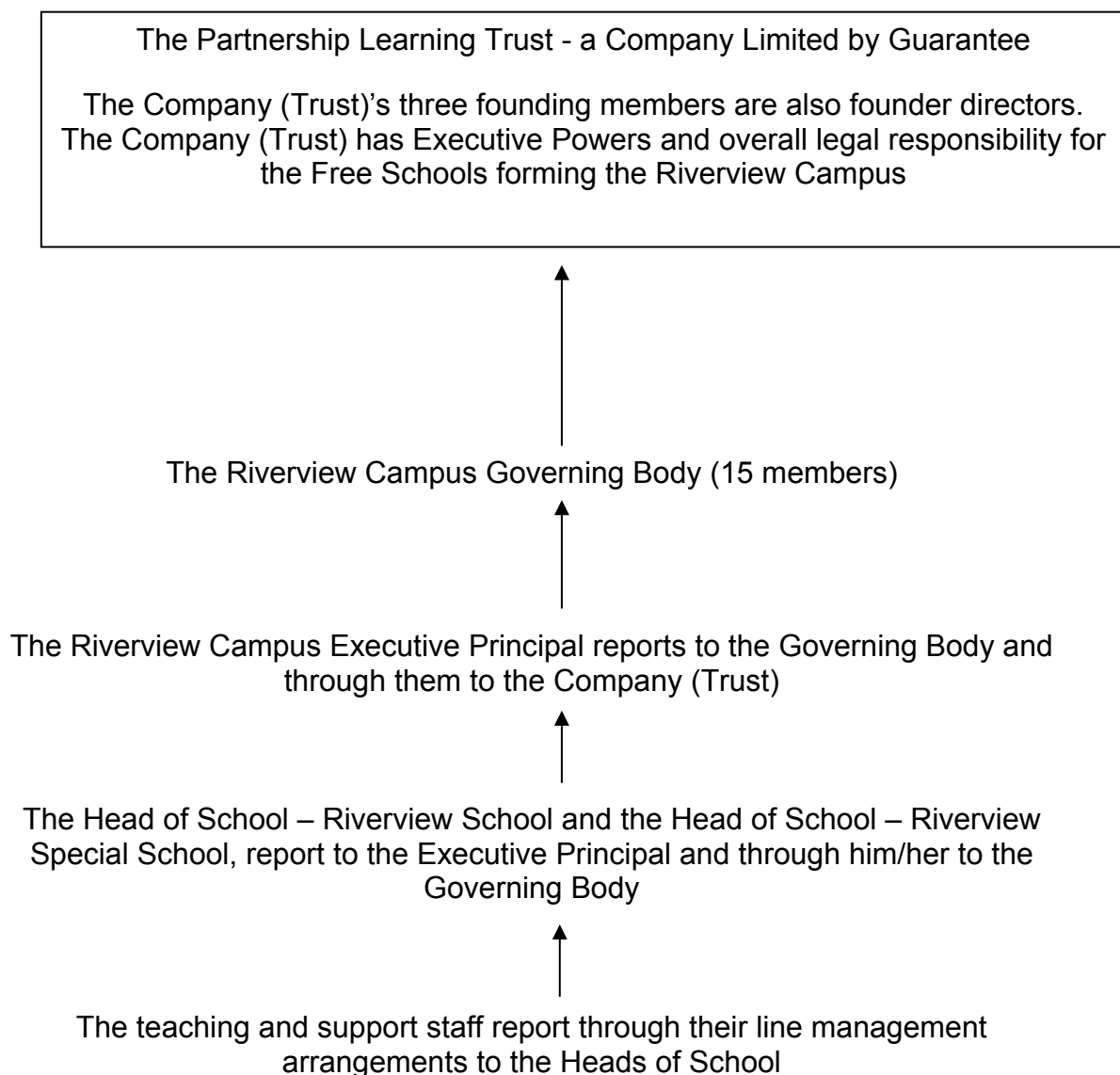
The Trust will appoint the governors formally once the governing body is officially constituted.

When formally constituted the governing body will meet regularly, at least twice a term in the first year, though this will become a termly cycle once the school is established.

The governors will report regularly to the Trust.

Committees will be set up by the governing body covering Finance, Staffing, Curriculum and Inclusion.

Diagram showing reporting relationship between key partners:



2.0 SHOW HOW YOU WILL ACCESS APPROPRIATE AND SUFFICIENT EDUCATIONAL EXPERTISE TO DELIVER YOUR VISION

2.1 Core Project Team

We have created an effective Core Project Team, comprising:

██████████

██████████

and

██████████

The Core Project Team members between them have extensive and successful Headship and other educational leadership and management experience, including within the Special School sector. ██████████

██████████ - and they are currently leading work on the pre-opening stage of this project, successfully managing negotiations with the Local Authority, the local community and the DfE.

Time Commitment

██████████ and ██████████ are currently devoting a minimum of two days a week each to work on developing the special Free School proposal and ██████████ is currently devoting half a day a week.

If the special Free School proposal is approved, ██████████ and ██████████ will continue devoting a minimum of two days a week each to the project in its pre-opening phase, with ██████████ continuing with half a day a week, with all three having scope for increasing this as required.

2.2 Accessing expertise from our Partner School – Trinity Special School

We have already successfully adopted the concept of a Partner School in relation to our mainstream Free School, committing ourselves to a close working partnership with a successful, well-established local secondary school – Sydney Russell.

We have adopted the same approach in developing the special Free School proposal by developing a close working partnership with a successful, well-established local special school – Trinity School. Acting as our Partner School, Trinity School will give us access to a huge range of expertise, in particular as a training hub for specialist courses in the teaching of pedagogies specific to the needs of our projected pupil population.

Trinity School has successfully used for many years most of the organisational and pedagogical structures that we are proposing in this bid, with proven success. We will be able to draw on their experience to help us set up our own structures, whilst of course remaining distinctive in our own right as a Free School.

Trinity School's excellent practice has been recognised by two successive Ofsted 'Outstanding' grades.

In the most recent report (2009) inspectors had this to say about the School:

- *Trinity is an outstanding school. It is an inspiring school where highly committed staff make sure that everyone learns as well as they possibly can.*
- *Very strong relationships between pupils and adults underpin the very positive school ethos.*
- *Outstanding leadership ensures that the exceptionally creative and well-resourced curriculum enables high quality learning for all pupils and adults.*
- *The school is very highly regarded by parents and the local and wider community.*
- *Pupils make very good progress across the school. On entry to school, pupils' attainment is exceptionally low. This is due to their complex needs. Most pupils experience a severe delay in their communication and learning skills. The school consistently develops pupils' communication and social skills, leading to a high degree of independence when the pupils leave school at the age of 16 or 19.*
- *All pupils leave school with skills that are very well matched to their next phase of learning.*
- *The school has created a vibrant and very exciting learning environment in which all pupils thrive.*
- *The outstanding curriculum is complemented by a range of creative and innovative extended services. This includes very effective and highly regarded training for staff to support the structured teaching of pupils with autism.*

- *Pupils vividly enjoy school, are very happy and feel extremely nurtured and safe. As a consequence, all pupils learn very well.*
- *Highly structured learning and very consistent and appropriate communication ensure that pupils continually develop their independence skills.*
- *Behaviour in school is exceptionally well managed and pupils and adults are rightly proud of their calm and very orderly school.*
- *The work of the school leadership is outstanding. Roles and responsibilities are clearly defined and leaders work together in a very supportive and constructive way. This is complemented by very strong governance and highly committed middle managers.*
- *The team persistently strives for improvement and creatively reviews, plans and develops the school to meet very effectively the changing needs of its pupils.*
- *Based on a very good track record and continuous very positive development, the school has an outstanding capacity to improve further.*

■■■■■■■■■■, ■■■■■■■■■■,

■■■■■■■■■■, ■■■■■■■■■■,

Trinity School has agreed to act as a Partner School to Riverview Special School, sharing expertise on a pro bono basis for general advice and support. Riverview Special School will also make use of consultancy support from Trinity School on a not for profit basis, where Riverview Special School will either pay cover costs for Trinity School staff to work with Riverview Special School or pay Trinity School staff at standard additional day rates to do additional work with them.

Examples of likely areas for consultancy support include:

Curriculum Development
Schemes of Work

Assessment, monitoring and Data Analysis
Moderation
CPD including:
TEACCH Training
ASD Training
SLD Training
PMLD Training
Makaton Training
SCIP Training
Planning Schemes of Work

2.3 Availability of Wider Educational Expertise

We are able to call upon wider educational advice and guidance from members of the Riverview Special School Local Proposer Group (see Table on pages 80-82 above) which includes Primary and Special School Headteachers and an FE College Assistant Director, who are all experienced in successfully managing complex educational institutions.

3.0 FINANCIAL EXPERTISE: INCLUDING AN EXPLANATION OF HOW YOUR GROUP WILL PROVIDE OR ACCESS THE FINANCIAL EXPERTISE NEEDED TO SET UP AND RUN YOUR SCHOOL

3.1 Core Project Team Financial Expertise

The Core Project Team has a wide range of financial expertise and

experience:

██████████ is ██████████ in Barking and Dagenham and has direct experience of successfully managing the finances of a special school significantly larger than the proposed Riverview Special School.

██████████

██████████ has extensive financial management experience as a former Secondary Headteacher, a Senior Local Authority Education Officer and consultant to a number of high-profile national education programmes.

3.2 Financial Expertise from within the Riverview Special School Local Proposer Group

The Local Proposer Group includes a further long-serving and experienced Headteacher with a strong track record in managing large organisations with multi-million pound budgets – ██████████ ██████████ .

In addition, ██████████ (██████████) ██████████ .

We also have financial expertise from Further and Higher Education - ██████████, ██████████ and ██████████ - who all have financial management experience through being members of the Senior Management Teams of their organisations: Barking & Dagenham College and the University of East London.

3.3 Additional Financial Expertise from Advisers to Project Team and elsewhere

██████████ was formerly the ██████████. As such he had management oversight of a multi-million pound programme for building and remodelling educational premises in the Borough. ██████████

.

Riverview Special School will also benefit from the business and financial expertise of its Partner School, Trinity Special School. In particular, the school's experienced ██████████, ██████████, is available to offer help and advice in ██████████. ██████████ is able to provide wide-ranging HR advice, feeding into the vital payroll elements of the budget. Help in these areas is also available from ██████████, ██████████, Partner School to Riverview School, the mainstream Free School.

As the school is established we will seek to recruit parents and members of

the community to the Governing Body with business and financial expertise.

We will draw on the many talents of the locality which the school will serve, thereby meeting any gaps in expertise which may arise.

At this stage we are confident that we already have the expertise from amongst the Core Project Team, the Local Proposer Group and the wider team of advisers to provide sound and experienced advice as well as commitment of time and energy.

4.0 SHOW HOW YOU WILL ACCESS OTHER RELEVANT EXPERTISE TO MANAGE THE OPENING AND OPERATION OF YOUR SCHOOL

4.1 Property and Construction

We have access to the expertise of [REDACTED] an adviser to the Core Project Team, who has extensive experience in education construction projects. In particular he has been a former [REDACTED] for the Future Project.

4.2 ICT

ICT will be a strength of our new special school both in the classroom and in support for our administration and back-office systems. We have kept abreast of plans in the local family of schools for a locally managed partnership service for ICT and we expect that Riverview Special School will also buy into this partnership system. The school will also be able to benefit from the experience of Sydney Russell School's Building Schools for the Future state of the art ICT investment and from the specialist SEN ICT expertise of Trinity Special School.

4.3 Website

We have engaged the services of a website design company to set up and maintain a website for the overall Riverview Campus. Riverview Special School's web presence will be part of this structure.

5.0 PLANS FOR RECRUITING A HIGH QUALITY PRINCIPAL DESIGNATE, OTHER STAFF AND GOVERNORS

5.1 Leadership Structure

It is proposed that a single Executive Principal will have over-arching strategic responsibility for the whole Riverview Campus, including the special Free School – Riverview Special School - and the mainstream Free School - Riverview School.

The Executive Principal will take on all the legal responsibilities of Headteacher/Principal for the special Free School and will be responsible for the strategic leadership of the school and for advising on and implementing the governing body's strategic framework.

The Executive Principal will be accountable to a single governing body with responsibility for all provision on the campus, and through them to the Trustees.

The Executive Principal will line manage the Heads of School, who will be responsible for the day to day management of each of the schools on the campus.

5.2 Executive Principal Roles and Responsibilities

The Executive Principal will be responsible to the governing body for:

- All Headteacher legal responsibilities for Riverview Special School
- Overall strategic direction and development of the school
- All strategic aspects of the educational organisation of the school provision, including:

- Curriculum
- Staffing
- Teaching and Learning
- Student Achievement
- Marketing and Student Recruitment
- Pastoral Organisation
- Policies and procedures
- Evaluation and Quality Assurance
- Budget
- Management Information Systems
- ICT

- Line Management of the Head of School
- Relations with external partners, including the local community, the Local Authority, local schools and colleges, DfE, Voluntary Sector Providers, employers etc
- Ofsted: Preparation for and management of external inspections
- Buildings: Education input into the planning of the school accommodation

5.3 Appointment of Executive Principal designate for the mainstream Free School – Riverview School

An Executive Principal designate for the mainstream 11-18 Free School on Barking Riverside, due to open in temporary accommodation in September 2013, has already been appointed by the Local Proposer Group for Riverview School and approved by the DfE. The successful candidate – [REDACTED] - [REDACTED]

This appointment has been made, following advertisement and interview, on the basis of the equivalent of two days' work a week. The appointment is on a rolling renewable termly contract in the first instance. Once governors are confident that the project is moving ahead as planned the contract will be on a rolling renewable yearly basis, for an interim period ending on 31st August 2016 - at which point governors will review and decide upon the permanent way forward.

This model is seen by the mainstream school's Local Proposer Group as bringing the advantages of proven successful local experience and knowledge, as well as being a cost-effective means of ensuring sound strategic leadership during the formative years of the school and managing any potential disruption or delay to the building programme.

5.4 Preferred Executive Principal Designate for Riverview Special School

It is proposed that [REDACTED], the [REDACTED] - the mainstream Free School - also takes on the Executive Principal role for the proposed special Free School, subsuming this additional role within the current terms, conditions and tenure period of his contract. Riverview Special School's Local Proposer Group see this as the most cost-effective and efficient way of ensuring that the implementation of the special Free School is seamlessly integrated with the overall Riverview campus development.

5.5 Head of School Roles and Responsibilities

Day to day responsibility for leading and managing Riverview Special School will lie with the Head of School.

The Head of School will be responsible to the Executive Principal, and through them to the Governing Body, for all aspects of the day to day operation of the school, including:

- Setting high expectations and challenging targets, monitoring effectiveness and evaluating learning outcomes.
- Ensuring a school-wide focus on student achievement, using data and benchmarks to monitor progress in every student's learning.
- Establishing creative, effective approaches to learning and teaching, responsive to the needs of the student community.

- Ensuring a culture that supports and facilitates student engagement in, and ownership of their own learning.
- Implementing strategies to secure high standards of behaviour and attendance.
- Monitoring, evaluating and reviewing classroom practice and promoting improvement strategies, challenging underperformance and ensuring corrective action.
- Ensuring effective planning, coordination, support and evaluation, clear delegation of tasks and devolution of responsibilities.
- Developing and maintaining effective strategies and procedures for the induction, professional development and performance review of all staff.
- Managing the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities.
- Recruiting, retaining and deploying staff appropriately.
- Ensuring individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation through performance management.
- Co-operating and working with relevant agencies and partners to ensure the well being of children.
- Safeguarding and promoting the welfare of children

5.6 Plan for recruiting a high quality Head of School

We plan to recruit a Head of School for our special Free School, with specialist SEN experience, to start part-time in January 2015 and full-time from April 2015, ready for the school's planned opening in September 2015.

In the interim period between an approval to proceed to the pre-opening phase and January 2015, the Executive Principal will be responsible for ensuring that all preparatory requirements are fulfilled and that plans are on track, utilising specialist expertise as required from Trinity Special School, our Partner School.

A competitive process will be put in place to recruit the specialist Head of School, following a similar pattern to that used successfully to recruit the Head of School Designate for Riverview School, the mainstream Free School on the Riverview Campus.

Governors will advertise for an existing Deputy or Assistant Headteacher to be seconded from an established special school in the first instance, for a fixed-term contract from 1st January 2015 to 1st August 2018, to see the school

through its first three years of existence. Governors will then decide on the permanent way forward.

5.7 Plan for recruiting high quality teaching staff

We plan to recruit a judicious mix of more experienced staff together with newly or recently qualified, flexible, ambitious teachers who show the potential for rapidly taking on additional responsibilities.

We will recruit via advertisement in the Times Education Supplement, stressing the attraction of a new school with the potential for taking on early additional responsibilities but with the support of an established Partner Special School – Trinity - and of the mainstream Riverview School.

5.8 Plan for recruiting high quality support staff

High quality support staff are vital to the success of a school. We will put just as much effort into recruiting, leading, managing, motivating, supporting and challenging support staff as with teaching staff. We will advertise using a range of appropriate local channels, including the local press and the local Jobcentre network.

As with other categories of staff, there will be a gradual build up of support staff as the school moves towards full capacity and as with other staff, any skills or capacity gaps during this period will be dealt with by buying in expertise, either from the local partner school – Trinity Special School - or from high quality external providers.

We are confident that the Governing Body will have sufficient experience of and expertise in interviewing and appointing staff.

5.9 Plan for recruiting high quality governors

The Local Proposer Group for Riverview School has already agreed a structure for a high quality governing body to provide strategic leadership for the mainstream Free School.

It is proposed that, once formally constituted and established, this governing body takes on over-arching legal responsibility for the whole Riverview Campus, including the proposed special Free School – Riverview Special School

The governing body will comprise 15 members, representing Parents, Staff, Trustees and the Local Authority:

Appointed by the Company (Trust) = 6

Parent Representatives = 3

Headteacher (Executive Principal) = 1

Staff representatives = 1
Local Authority representatives = 1
Co-opted = 3

We have been fortunate in already securing the commitment of a strong group of potential governors with wide experience of education and business – see Table on pages 80-82 above.

We would expect the Trust to be able to appoint their six governors from amongst the existing members of the Riverview Special School Local Proposer Group, or from representatives of the key bodies to be represented on the Trust:

- University of East London
- Barking and Dagenham College of Further Education
- Lifeline Community Projects
- Barking and Dagenham Association of Secondary Headteachers

The Co-opted governors, to be appointed by the Governing Body, we would expect to be appointed from amongst the local community, in particular the local business and voluntary sectors.

Section G: Initial Costs and Financial Viability

1.0 PROVIDE ACCURATE FINANCIAL PLANS THAT ARE CONSISTENT WITH THE REST OF YOUR APPLICATION AND BASED ON REALISTIC ASSUMPTIONS ABOUT INCOME AND EXPENDITURE

and

SHOW HOW THE SCHOOL WILL BE VIABLE BY OPERATING WITHIN THE EXPECTED LEVELS OF FUNDING AVAILABLE BOTH DURING THE POST-OPENING PERIOD AND WHEN THERE ARE PUPILS IN EACH YEAR

1.1 Economies of Scale

██████████

██████████

2.0 SHOW HOW THE SCHOOL WILL BE FINANCIALLY RESILIENT TO REDUCTIONS IN INCOME

██████████

4.0 FOR EXISTING INDEPENDENT SCHOOLS OR NMSS, SHOW THAT THE EXISTING SCHOOL HAS A GOOD TRACK RECORD OF FINANCIAL MANAGEMENT AND EXPLAIN ANY EXISTING FINANCIAL ISSUES WHICH COULD IMPACT ON BECOMING/ESTABLISHING A SPECIAL FREE SCHOOL

N/A

Section H: Premises

1.0 PREFERRED PERMANENT SITE

1.1 Overview

██████████, the proposed location for our special Free School, is a distinct community on ██████████.

██████████ is part of the Thames Gateway development - one of the most significant regional developments in the UK. Its purpose is to regenerate the deprived East Thames area, through urbanisation of brown-field, former industrial land that flanks the Thames, in order to create new homes, communities and jobs.

██████████ area is designated for major re-development and regeneration, with early phases of a substantial house-building programme already completed and plans for an eventual 12,000 new dwellings on reclaimed industrial land.

1.2 Site option appraisal process for Riverview School – mainstream 11-18 Free School

The Partnership Learning Trust has already been approved to open a mainstream 11-18 Free School – Riverview School - in September 2013 on ██████████.

A site options appraisal process has been carried out by the EFA in collaboration with the Trust to identify a site for the permanent accommodation for the new school.

This process involved consideration of a number of options, including new-build on brownfield sites and existing industrial and warehouse buildings.

The outcome of the appraisal process has identified a cost-effective new-build on a remediated brownfield site off ██████████ ██████████ 1 as the preferred permanent site solution for the mainstream Free School.

1.3 Co-location of special Free School with mainstream Free School

Our preferred option for our special Free School's permanent site is for it to be built as a co-located establishment alongside the mainstream 11-18 Free School on the preferred site identified as a result of the EFA appraisal process for Riverview School.

The mainstream school is expected to move to its permanent site in 2015 and the special Free School is targeted to open in the same year. This would enable the design and construction of the two schools to be carried out

simultaneously, thereby enabling a cost-effective building process and providing an efficient integrated educational environment for local children.

1.4 Details of preferred site

Post Code:

██████████ (Full postcode not yet available)

The address of the proposed site:

██████████

Barking,
Essex,

██████████

(No full allocated postcode currently)

Reasons for choosing this site:

- The site has already emerged as the preferred permanent site for the mainstream Free School, Riverview School, following an options appraisal carried out by the EFA. The mainstream school is expected to move to its permanent site in 2015 and the special Free School is targeted to open in the same year. This would enable the design and construction of the two schools to be carried out simultaneously, thereby enabling a cost-effective building process and providing an efficient integrated educational environment for local children.
- The site is a remediated brown-field site which has been designated for several years as a site for a new integrated educational campus at the heart of the proposed District Centre for the ██████████, a key component of the Thames Gateway urban regeneration project.
- The establishment of a special Free School as part of an integrated educational campus on the earmarked site makes a significant contribution to choice and diversity in the Local Authority and meets existing and rising demand for special school places.
- The site is perfectly located to serve both the existing established community and the planned housing developments of Barking Riverside. It has already been designated as the site for a school under a Section 106 Planning Agreement. It is planned that the integrated educational campus – with secondary, special and eventually primary provision - forms the centre of a District Centre which is envisaged growing around the campus, to include a Health Centre, a Supermarket a Leisure Centre and a Library.
- Construction of an integrated educational campus on the site is also a critical component in enabling the overall ██████████ development to come to fruition. This is due to an existing Section 106 Planning

Agreement that limits development to 1,500 homes unless educational facilities are established on the earmarked site. Should this condition be fulfilled the development can continue, providing an eventual further 10,000 new homes and associated regeneration developments including industrial and commercial units providing significant new employment opportunities.

The current use of the proposed site:

It is a fully remediated empty brown-field site which has already been earmarked for construction of educational facilities.

The current freeholder of the proposed site:

The owner of the site is [REDACTED] - a Company set up to [REDACTED].

Brief description of the site including size (in sq m) and the proposed pupil numbers:

The overall earmarked available site covers 23,500 square metres (2.35 hectares) which is more than sufficient to provide approx. 3000 sq m special school accommodation for a school of 176 pupils plus approx. 16,000 sq m of secondary school floor-space over three storeys and associated external areas, including all-weather sports pitches – 6,400 sq m – and a multi-use games area – 1,930 sq m.

The availability of the site and the nature of the tenure:

The site is [REDACTED].

Capital investment - detail any sources of funding available to support site acquisition:

The earmarked land for the proposed new integrated campus, including special Free School, on [REDACTED] is available at no cost under the Section 106 Agreement.

2.0 ALTERNATIVE POSSIBLE PERMANENT SITES

2.1 Alternative potential site

Our second option for a school site is to build on a portion of [REDACTED], in [REDACTED], Barking, [REDACTED].

This site was explored because it is located in the heart of the existing Thames View estate and [REDACTED]. The site is owned by [REDACTED].

However, this site cannot be further developed into the district hub which is envisaged growing around the integrated campus on the preferred site for the special Free School and this site would not be well-positioned to serve the planned new house-building which is to take place to the east of the preferred site.

2.2 Other possible options

[REDACTED] have been considered.

There are a number of such properties currently vacant and/or derelict. The site owners may be open to purchase or lease options – but they are looking to obtain residential values (which are higher than for a school) due to their riverside location, which would potentially render purchase poor value for money. The dilapidation of the buildings in the area as a whole and the air of dereliction of the area makes this option more expensive, since there will be demands to make environmental improvements in order to make a school less unattractive and forbidding to parents and their children, especially for those with Special Educational Needs.

Annex A:

Curriculum Vitae of [REDACTED]

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