



Department  
for Education

# Free school application form 2014

**Special** (updated August 2014)

**KISHARON INCLUSIVE FREE SCHOOL (KIFS)**

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# Declaration

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

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

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

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

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

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

**Signed:** [Redacted]

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

**Print name:** [Redacted]

**Date:** 08/10/14

Please tick to confirm that you have included all the items in the checklist.	✓
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**SECTION A: APPLICANT DETAILS**

1. Please complete the form as provided. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY.**
2. All applicants should complete section A, even if they have previously applied for a free school.
3. If you are submitting multiple applications it is only necessary to fill in section A once.
4. The text boxes can be made bigger by increasing the row height.
5. To insert a new line in a text box, press alt + enter.
6. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to about the company](#)  
[Jump to further details about the group](#)  
[Jump to links to other organisations](#)

**Basic information**

Pre-registration reference number	
Name of proposed school:	Kisharon Inclusive Free School
Is this a route one application or a route two application?	Route 2
Name of lead applicant: <small>Note that <u>all</u> lead applicants must submit Section I forms to the Department. Please see pg 26 in the How to Apply Guide for details.</small>	<Redacted>
Address of lead applicant:	Chief Executive, KISHARON, 54 Parson Street, London, NW4 1TP
Email address of lead applicant:	<Redacted>
Telephone number of lead applicant:	<Redacted>
How you would describe your group?	A single free school
If 'Something else' please describe your group:	
Have you applied before for this school, whether under the current name or something else?	Yes
If 'Yes' and the name of the school was different, please say what the original name was:	
If 'Yes', when did you last apply? N.B. The options are dates of submission of applications, not the announcement of results.	Please select

**About the company**

Have you established your trust in accordance with the DfE model articles of association?	Yes
Company name:	Kisharon Academy Trust
Company address:	54 Parson Street, London, NW4 1TP
Company registration number:	9018917
Date when company was incorporated:	30/04/2014
Please confirm the total number of company members (must be a minimum of 3):	3
Please give the names of all company members:	<Redacted>
	<Redacted>
	<Redacted>


Please list all company directors, providing their name and the position they will hold once the school is open:	<Redacted>
	<Redacted>
	<Redacted>

Please provide the name of the proposed chair of the governing body, if known:	<Redacted>
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If any members of your group are also involved in other applications to open a studio school, studio school or free school in this application round, please give the names of the other applications:	n/a
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**Further details about the group**

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.	No
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Are you an approved academy sponsor?	No
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How many existing free schools or Academies are run by your group?	0
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If you already run one or more free school or academy or are part of some other group of schools, please state the name of your chain/group. This may be the same as the name of your company:	n/a
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If you are an existing single school or provider seeking to establish a new school or an independent school looking to convert please provide your six digit ref number	101386
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If you are an existing single school or provider seeking to establish a new school or an independent school looking to convert, please provide the rating of your most recent inspection	Good
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If you are an existing single school or provider seeking to establish a new school or an independent school looking to convert, please provide a link to your most recent inspection report	<a href="http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/101386">http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/101386</a>
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If you are an existing single school or provider seeking to establish a new school or an independent school looking to convert , please provide a link to your performance data for the last 3 years:	n/a
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How many free schools are you seeking to open in this application round?	1
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**Links to other organisations**

<p>Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other free school groups; existing free schools or academies; independent schools; other institutions; charitable bodies; and/or commercial or non-commercial organisations.</p>	<p>Yes</p>
<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> <li>• their full name;</li> <li>• their Companies House and/or Charity Commission number, and if appropriate the nature of the link; and</li> <li>• the role that it is envisaged they will play in relation to the free school.</li> </ul>	<p>KISHARON. Kisharon is the body that will sponsor the new Free School. Charity Commission number 271519</p>
<p>Please specify any religious organisations or institutions connected to your group (local, national and international). This would include attendance at mosques, churches, gurdwaras, temples and other places of worship. In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc.).</p>	<p>KISHARON is charity with a Jewish ethos and the Free School will have a Jewish ethos too</p>
<p>Have you received help and support from the New Schools Network (NSN)?</p>	<p>NSN Development Programme</p>
<p>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</p>	<p>No</p>
<p>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:</p>	



**SECTION B: OUTLINE OF THE SCHOOL**

1. Please complete the form as provided. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY.**
2. The text boxes can be made bigger by increasing the row height.
3. To insert a new line in a text box, press alt + enter.
4. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to use of freedoms](#)

In which local authority is your preferred location?	Barnet
Proposed opening year:	2015
Age Range:	4-19
If 'other' please specify	
Will your school be co-educational or single sex?	Co-educational
Is your school a hybrid type?	Not a hybrid
Do you intend your proposed school to have a faith ethos?	Yes
If 'Yes', please say which faith:	Judaism
If you answered 'Other' to the question above or you would like to specify a particular denomination (e.g. Church of England), please specify:	
Will the school accept non stated pupils?	No
Proposed maximum capacity of proposed special free school for stated pupils - please use numbers only:	70
Proposed maximum capacity of proposed special free school for non-stated pupils - please use numbers only:	0
Please specify the maximum full time equivalent (FTE) for pupils over the full academic year. For instance a pupil attending two full days a week throughout the academic year is 0.4 FTE - please use numbers only:	1
Please specify the maximum full time equivalent (FTE) for pupils in the first academic year - please use numbers only:	1
Date proposed school will reach expected capacity in all year groups:	2018
Places committed by Local Authority (FTE)	Barnet 30FTE in first year 2015/2016; 40 FTE in 2016/2017 and 50 FTE in 2017 and beyond
Top up funding committed by Local Authority (funding per FTE place)	<Redacted>
Primary intake of pupils	Autistic Spectrum Disorder (ASD)
Please select other needs that the school will cater for. Please select the most important intakes first as you will be asked to give financial information about these intakes in section G3. If you have more than four different intakes please put financial information in the 'other income' section.	Severe Learning Difficulty (SLD)
	Profound and Multiple Learning Difficulty (PMLD)
	Please select
	Please select
	Please select
	Please select
	Please select
	Please select
If 'Other', please give further detail:	
Will your proposed school include residential provision?	No

If 'Yes', please give further detail:	
Are you planning to contract the management of your school to another organisation?	No
Have you already identified a principal?	Yes
If 'Yes', please give further detail about the proposed appointment including the process by which you identified the person. Please include personal information in section F of the MS Word application form.	<Redacted>
If yes please say when you propose the principal would start:	Sep-15
Please say how many people will sit on your governing body:	11-15

**Use of freedoms**

Will you operate a non-standard school day?	Yes
Will you operate a non-standard school year?	Yes
Will you adopt the national curriculum?	Yes
Will you adopt non-standard terms and conditions for teachers?	No
Please list any other freedoms you intend to use:	



## Section C: Education vision

### Introduction and Context

Kisharon Day School is an independent special school that was established in 1976 to provide a special education for children with mild to moderate learning difficulties in an environment with a Jewish ethos. Over the years, as children with mild to moderate learning difficulties have been more successfully included and integrated into local schools, the cohort of children seeking places at Kisharon Day School has changed to comprise children with more severe learning difficulties, often with additional and complex needs.

The demand for places at Kisharon Day School has increased exponentially over the last five years. The school has had to re-register twice to meet the growth in demand. Currently, Kisharon Day School is registered for 45 pupils aged 4-19, but the building is at full physical capacity catering for the 35 pupils on the roll and its physical constraints make it barely suitable to provide for the complexity of special needs with which the pupils now present.

The school is classed by Ofsted as 'good with outstanding features' (February 2014). The areas where outstanding teaching is evident are in the classes where specialism has been achieved by having a critical mass of pupils with similar abilities/needs. A prime motivation for becoming a free school with 70 pupils is to achieve a critical mass across the school which will enable all pupils to be taught in specialist classes appropriate to their ability and age. This will allow outstanding teaching and learning for all our pupils and not just some.

The other prime motivation for becoming a free school is the need for more specialist places of the type which KIFS will provide. Our current commissioners have acknowledged this need and fully support this application. (See Section E).

This section covers our educational vision under the following headings:

- A. Our **rationale** for the school – why we think it should be established and why we want to be a free school
- B. Our **vision statement** – a short summary of what our school will do;
- C. Our **ethos** – the guiding principles that inform our school's approach; and
- D. Our **outcomes** – this is how we define and measure success.

### **A. Our Rationale – This is why we want to become a free school**

Kisharon Independent Day School aims to become a Free School (Kisharon Inclusive Free School [KIFS]) to be able:

#### ***1. To establish a compatible student cohort and fit-for-purpose environment to facilitate the delivery of the best possible special needs education;***

The expansion from 35 to 70 pupils brings financial economies of scale and a critical mass of children to allow the specialist areas of the school to be developed. At the moment the education in some classes is only good rather than outstanding because compromises have to be made as to how the classes are formed. Currently the range of ages and needs are so diverse that classes are grouped either around age or ability but seldom both and meeting all these needs simultaneously is hugely challenging.

A change of status, accompanied by a new fit-for-purpose building will attract and accommodate a large enough number of pupils to create classes that will be able to provide an excellent educational experience for:

- pupils with Severe Learning Difficulties (SLD) - e.g. Down's syndrome with acute global delay (32%);
- pupils with Autistic Spectrum Disorders (ASD) who have an accompanying severe learning difficulty (50%);
- pupils with Profound and Multiple Learning Difficulties (PMLD) - for example pupils with profound learning or intellectual disability with cerebral palsy and sensory impairment (18%).

In addition, the school has other unique characteristics which will be developed to contribute to the outstanding offer it will provide. The school is located in the midst of a supportive local community with a variety of accessible local amenities (e.g. dentist, shops, library, and public transport) accessible to provide a rich educational experience. Each child attending the school will be holistically supported by multiple agencies and this, together with the school's all through (4-19 years) educational offer will facilitate the smooth transition of each and every pupil into his/her adult life.

Our current commissioning local authorities have explicitly stated that, once we are a free school they will include our provision in their strategic mapping process and will proactively place pupils in our school (Section E). The current default is for pupils to be placed in maintained schools within each borough and any parental request for an independent school is usually challenged.

**2. To provide outstanding pupil achievement through outstanding teaching;**

The anticipated increased critical mass of pupils will allow specialism to be practical across all the key stages. With the exception of the reception class, the school will be divided into three zones: SLD, ASD and PMLD. Within each zone there will be between two to four age bandings ensuring that children with similar abilities and ages are grouped together. Specialist teachers will be recruited for each area. Opportunities for training, professional development and research in the area of specialism will add an incentive in recruitment. In addition, free school status will provide better funding security and terms for teachers which will also enhance recruitment and retention in turn creating a virtuous circle of improvement. As an independent school we have not been able to afford to offer teachers equivalent benefits. The reception class will be a standalone entity delivering an early years' curriculum and providing opportunity for a detailed assessment of each child's learning needs which will inform appropriate placement for KS1 and beyond.

**3. To meet growing demand for SLD, ASD and PLMD places through expansion;**

- Kisharon Day School is an all through 4-19 years school which specialises in teaching SLD, ASD and PLMD children and is located in the London Borough of Barnet. Historically a significant number of children from the neighbouring boroughs of Haringey and Hackney have been admitted as well as from Barnet. In all three boroughs there is strong evidence of a large growth in demand for special school places to support young people with ASD and, to a lesser extent, SLD and PMLD. Overall the birth rate and consequently the numbers of primary and secondary pupils are rising in London. Since 2004 there has been a 23.4% increase in births in Barnet, compared with a 16.9% increase in London as a whole (Barnet School Data 2014).
- Statemented pupil numbers as a whole rose significantly between Jan 2009 and Jan 2013 in Barnet, Hackney and Haringey.

	2009			2013		
	Total pupils	Statemented	%	Total pupils	Statemented	%
Barnet	55,647	1,458	2.6	59,969	1,630	2.7
Hackney	32,936	973	3	38,816	1,235	3.2
Haringey	38,153	1,147	3	40,353	1,308	3.2

*Source: DFE Statistical First release SEN Jan 2013*

- In all three of our feeder boroughs the fastest rising area of need is for children with ASD as can be seen in the table below.

Local authority	2010			2011			2012			2013			2010-13 Difference			
	ASD	SLD	PLMD	ASD	SLD	PLMD	ASD	SLD	PLMD	ASD	SLD	PLMD	ASD	SLD	PLMD	Total
Barnet	153	54	60	176	48	63	196	42	61	205	50	63	52 34%	-4 -8%	3 5%	51 19%
Hackney	51	91	7	61	78	34	70	69	40	78	50	57	27 53%	-41 -45%	50 714%	36 24%
Haringey	144	29	39	161	22	40	172	21	51	185	41	82	41 28%	12 41%	43 110%	96 45%
Total	348	174	106	398	148	137	438	132	152	468	141	202	120 34%	-33 -19%	96 91%	183 29%

The table above provides evidence that:

- Total numbers of ASD, SLD and PLMD children in special schools have increased significantly over this four year period by 183 (29%);
- Across the three LA's the numbers of ASD children have increased by a 120 (34%) which is substantially higher than those for SLD and PLMD;
- ASD numbers are highest in Barnet, our main feeder local authority;
- The proportion of PLMD students in Hackney and Haringey has risen sharply although actual numbers are relatively low; this reflects the higher birth rate in Hackney and Haringey with concomitant rise in the survival of low birth rate babies;
- The total number of SLD pupils has fallen year on year in Haringey. There was a similar trend evident in 2010- 2012 in Barnet and Hackney. This decrease is thought to be due to an increase in pre-natal screening e.g. for Down's Syndrome. In 2013, however, the trend reversed in both Barnet and Hackney which is thought to reflect the overall rise in pupil numbers.
- There are four special schools in Barnet, apart from Kisharon Day School, servicing this growing need, all are maintained and at full capacity, none other than Kisharon offer an all-through 4-19 year old education.

	Age range	Ofsted	Pupil on roll	Capacity
Mapledown	11-19	Good	67	72
Northway	3-11	Outstanding	91	91
Oak Lodge	11-19	Outstanding	163	165
Oakleigh school & assessment centre	2-11	Outstanding	90	90

- Barnet report an unprecedented growth in special needs children:  
*“As the current Special School and Resource Provisions are full, there is the danger that the additional 60 specialist places required over the next 5 years will all have to be met from expensive independent provision unless additional and affordable capacity is brought on-stream”.*

London Borough of Barnet place planning document published April 2014

- As part of our context there are growing numbers of Jewish families living in Barnet and very rapidly increasing numbers of Jews in both Hackney and Haringey. Currently, one in six people living in Barnet (16.6% of population) are Jewish and the proportion is increasing annually. The population growth in Barnet between the 2001 and 2011 census was 9.5% against the 15.8% for Barnet's overall Jewish population and 34.6% for the Golders Green ward). Similarly, the population growth in Hackney between the 2001 and 2011 census was 20% against 44% for Hackney's Jewish population and the population growth in Haringey was 17% against 33.5% for Haringey's Jewish population in the same period. These groups have specific cultural needs for their children's education which cannot be met sufficiently in any of the local maintained special schools. Our Jewish ethos approach will appeal to these parents in particular as well as to the children of families of other faiths or no faith (see pages 10-11). Of note is the fact that there is a higher incidence of special needs recorded in the Jewish orthodox population than in the general population which, due to the rapid growth of these groups as described, has resulted in a surge of parental demand for places in our current school that is now exceeding availability (see Section E).
- Barnet, Hackney and Haringey have existing good commissioning relationships with Kisharon Day School and fully support Kisharon's Free School application.
- The vast majority of stakeholder groups in the community are in full support of this application.

#### **4. To provide choice for parents;**

As an 'independent school' Kisharon has faced compromises at every turn. Parents who have chosen Kisharon Day School for their children, to enable them to access a culturally appropriate environment, find that the small student numbers prevent the formation of optimal class groupings for their children with regards compatible age and ability ranges. The physical constraints of the building and the lack of facilities further hinder the standard of education able to be delivered.

With the school at capacity, new parents are now denied the option of a special needs environment with a Jewish ethos for their children.

Parents in mainstream schools don't have to make these compromises and we are determined that parents of children with SEN should have the same options.

As a free school with a Jewish ethos in a new state-of-the-art facility, KIFS will be able to reach its full potential and deliver an uncompromised quality of education for every SLD, ASD and PMLD pupil for whom it is asked to cater, as well as a culturally appropriate environment for the Jewish children requiring this. This concept has won the support of many parents who have registered received a positive reaction form

As a Free School, Kisharon has the potential to become amongst the Country's outstanding special schools as it will benefit from:

- A critical mass of 70 pupils to enable 3 specialisms to thrive at all the key stages;

We believe 70 to be the optimal number based on 3 things:

- i. The minimum size needed to have 3 specialist units running through the school, (based on class sizes of six from ages 4-19).
- ii. 70 pupils is the highest number of pupils that can be accommodated on the plot available (a combination of the existing school plot and the adjacent acquired plot), based on the schools capital bulletins relating to SEN.

- iii. The demand figures confirm that the school will reach 70 pupils in the 4<sup>th</sup> year of becoming a free school.
- The full support of the 3 main Commissioners of the Local Councils;
  - Improved ability to recruit and retain high quality staff from wider London;
  - A state of the art building located in the heart of the community [REDACTED] (See Section H)
  - A level playing field on fees from Commissioning Local Authorities. We have benchmarked with the other SEN schools in Barnet and when taking into account pupil premium, capital and therapies, on a like for like basis Kisharon currently gets less per pupil than the maintained schools and this has implications. The most significant of which is that we have not been able to offer a pension to our teachers and teaching assistants. This means we sometimes lose good teachers to schools that can offer better terms and conditions. Becoming a free school will give us the ability to keep our best teachers and attract more.
  - The unique support of the wider Kisharon charity that provides access to a pool of 15 000 supporters and which raises [REDACTED] of voluntary income for its services which include: JWeb (an interactive information resource which provides support to anyone dealing with a learning difficulty); JWeb helpline; Tuffkid integrated nursery; Adult Day Services; Volunteer Support – including classroom, lunchtime and extended school activities support, an Employment Programme; The Asher Loftus Business Centre (commercially run social enterprises providing training and employment) and Supported Living. These services support parents/families and enhance the learning experience of students whilst at school as well as provide training, employment and supported accommodation for former pupils to support their journey to an independent adulthood.

## **B. Our vision statement – The vision for the KIFS and how it will become an outstanding special school:**

1. KIFS will meet local need by providing the **best possible education** for up to 70 statemented pupils aged 4-19 years of age with complex special needs. Pupils will be admitted to all key stages throughout the year, as and when LAs issue an EHC Plan and agree to name a placement in KIFS.
2. KIFS's **all-through 4-19 year approach** to education is key to its curriculum, teaching philosophy and ambition to become outstanding. It eliminates the 'cliff edge' transition between primary and secondary school in line with parental preferences and ensures successful transition into adult life.
3. A **unique offer** of a multi-disciplinary approach provided by in-house therapists; a local community setting supporting 'real-life' education, employment and integration.

### **1. Best possible education**

This will be achieved by:

- Using an integrated approach to therapy through the curriculum supported by highly experienced therapists who work effectively with teachers throughout the school day.
- Providing a purpose built environment which meets and can be adapted to specific pupil needs;
- Focusing on three areas of specialism to match the pupils ability and ages to an appropriate curriculum (more detail in section D);

- Developing an individualised, multi-sensory and incremental curriculum adaptive in its approach to promote learning, functionality, independent life skills and communication in order that all pupils attain outstanding outcomes;
- Implementing a culture of evidence-based practice through practitioner action research so that pupil progress can be carefully monitored against chosen interventions and adaptations made in a timely fashion;
- Adopting a total communication philosophy throughout the school so that all pupils will have the equality of opportunity to develop a method of communication. This is explained further in Section D Page 51.

## **2. All through 4-19 approach:**

This approach will:

- Prepare children and young people for their adult lives through the development of independence and self-esteem. Wherever appropriate there will be an emphasis on developing skills to access the workplace. This is achievable through unique links with Kisharon's adult services and with businesses in the local community that are already in place.
- Enable pupils and their families to be supported holistically through exemplary work with external agencies.
- Remove the need for a transition to secondary phase in a new environment which many of our pupils would find challenging
- Provide a community atmosphere to the school where older pupils are able to engage with and when appropriate support younger pupils.

## **3. A unique offer**

KIFS is unique among the special schools within a three mile radius for the following reasons:

- KIFS is supported by the Kisharon charity which has an infrastructure in place to give pupils the chance to gain independent living skills and work experience:
  - Kisharon has a range of supported living properties, including a state of the art training flat designed for short stays to give current and former pupils the chance to learn independence in a safe environment.
  - Kisharon runs a number of social enterprises which provide real paid jobs for former pupils such as a high street [REDACTED] Kisharon is opening a new social enterprise retail shop in September 2014 to provide more training and employment opportunities.
- KIFS has an established network of local support at its disposal. Since 2010, Kisharon has placed over 60 young adults with learning and additional difficulties in supported or fully independent employment with over 40 local employers (from local bakeries and shops to city banks).
- KIFS is the only school which will offer parents the choice of a Jewish ethos and the best possible SEN education. For many parents having their child educated in a school with a Jewish ethos is an absolute necessity. We are aware of at least two families who have chosen to send their SEN children to Israel because in the past Kisharon was unable to meet their medical needs and no culturally appropriate alternatives were available in London.
- KIFS is one of only two schools providing *all-through 4-19 years* education for statemented ASD, PMLD and SLD pupils – all-through education is at the heart of KIFS's approach to education

- KIFS is the only school to offer all-through 4-19 years inclusive education for pupils with more severe primary needs within the context of a busy real life London community, where traffic, shops and commuters form an integral part of the curriculum (Section D). This makes Kisharon a unique educational experience for pupils, one which is fully supported by parents and by all three LAs.
- KIFS will be accessible to parents and eliminate the current situation which forces parents, who already weighed down by the emotional, financial and practical pressures of supporting children with complex special education needs, of having to fight with cash strapped councils via the tribunal system to secure a place.
- KIFS is ambitious for the future lives of its pupils and will seek to grasp all opportunities to make improvements that will make the school truly outstanding. This is a key driver to the application for maintained Free School status.

### **C. Our ethos – the guiding principles driving the creation of “an outstanding, all-through special school with a Jewish ethos”**

KIFS will be an outstanding all-through special school which will have a Jewish ethos. The Jewish ethos is captured in **King Solomon’s Book of Proverbs** which states ***“Chanoch L'naar Al Pi Darko”***. This means ***“Educate the child according to his ways”***. This concept is universally relevant regardless of faith and **stresses the importance of children receiving a personalised education to support them to become confident and independent adults, and is fundamental to our vision.**

Although KIFS will have a Jewish ethos it will accept any pupil whose EHC Plan names KIFS, regardless of faith, and all pupils regardless of faith will be included in the full activities and life of the school. Section D explains how the faith ethos manifests in the practical life of the school and how pupils who are not Jewish are accommodated to ensure that they are fully included in the life of the school.

As mentioned in our rationale above (Section A), there is unprecedented demand for a special school with a Jewish ethos from the rapidly growing Jewish populations in the three main commissioning boroughs.

KIFS believes in:

#### **1. Talent**

‘Kisharon’ is a Hebrew word which means talent. KIFS believes in the innate talent of each pupil and actively seeks to discover this; to identify what each pupil can do, rather than focusing on what he/she might not be able to do; and it is around these high expectations that the curriculum, support and therapy programmes are developed.

#### **2. Creating an environment to support learning**

- **The special needs environment**

The three types of SEN for which KIFS will cater, each require a specific type of environment to best support learning. For example children with ASD require a structured and low arousal environment whilst those with PMLD require a multisensory environment with adequate specialised equipment to facilitate mobility.

- **The cultural environment**

Whilst the framework for learning will be built around Jewish values and festivals, the education plan will address the fact that not all the children in attendance may be Jewish. All the lessons will be broad, balanced and cross-curricular and will be aimed at developing both pupil progress and good citizenship. For example, the Jewish festival of Chanukah is celebrated by lighting candles for 8 days in remembrance of a historic event that took place during the reign of the Greek Empire. The cross-curricular links around this may include learning about the Greek Empire, about fire and fire safety, about the concurrent celebrations of Guy Fawkes, Diwali and Christmas advent candles; and learning functional numeracy with respect to counting.

### **3. Preparing individuals for an inclusive, participative community life**

#### **• Community inclusion.**

The school is located on a busy high street which has a local library, shops and community facilities and is in close proximity to public transport. KIFS curriculum will provide daily opportunities for the pupils to engage with some of these amenities and to develop links with the local community. For example pupils might have targets which include: buying fruit for snacks and ingredients for food technology sessions from local shops; participating in work experience locally; or attending local schools for integration lessons.

#### **• Long term outlook**

The emphasis for all pupils is on learning independence and gaining confidence with the long term aim of preparing each individual for adult life which may include accessing employment, further education, and independent supported living.

This will be achieved by offering a broad and balanced curriculum with a strong emphasis on functional literacy and numeracy which will be delivered following schemes of work specifically designed to meet the needs of the diversity of ages and abilities of the pupils. Secondary aged pupils will focus more on developing life-long skills through accredited programmes such as Asdan and OCR Life and Living Courses.

### **4. Promoting respect and tolerance**

KIFS values the fact that not all pupils will be of the Jewish faith and will promote a culture which respects different religions and cultures and promotes tolerance and a strong sense of citizenship. There is evidence of this already happening in the school with Barnet recently contacting Kisharon with respect to the placement of non-Jewish children. In addition, the current teaching staff come from multicultural backgrounds, as one would expect in London, and there is currently only one Jewish teacher. Staff are encouraged to reflect their diversity in their teaching. The latest Ofsted report states *“A good example of this is how the school celebrates the different backgrounds of staff by demonstrating how people from other religions and cultures celebrate their festivals, dress and behave”*.

## **D. Our outcomes – this is how we define and measure success**

The main outcome the school is striving for is preparing the pupils to be able to have a meaningful role in the community once they leave the school. We want pupils to progress to their maximum and give them skills to become confident young adults who are as independent as possible.



**The Key Outcomes and How we will Measure them:**

<b>Target 1: To provide an outstanding Education</b>	
<b>Outcome</b>	<b>Measure</b>
The school will be outstanding for Teaching and Learning by its second inspection post opening	Ofsted Rating
100% of Pupils will have progression plans each year co-designed by teachers and the pupil, with input from parents or guardians	Record of the pupil plans
Pupils will achieve 95% of the goals in their personalised learning plans each year	Records in the personalised learning plans
90% of pupils attainment will be above national average	CASPA
100% of pupils will complete an accredited course before leaving Kisharon at 16/19	Complete accredited courses such as Asdan, OCR, DofE, Gateway.
Staff turnover will be less than 10% per annum	HR record on staff turnover
Pupil attendance rate 95%	Online school register

<b>Target 2: An Ethos promoting good citizenship and inclusion in the local community</b>	
<b>Outcome</b>	<b>Measure</b>
100% of Pupils will be involved in an activity termly which focuses on helping others	Record of the project and its outcomes.
90% of pupils are able to participate in an integration opportunities with local schools	Via schools integration mapping and pupil progress plans
80% of pupils are able to participate in an extra-curricular activity	Via schools extra-curricular programme and pupil progress plans
40% of pupils to work towards Duke of Edinburgh Awards (or similar)	Records of certificates gained on pupil files
90% of parents are satisfied with the school and would recommend it to others	Via Annual survey to all parents

<b>Target 3: To provide an all-through 4-19 approach</b>	
<b>Outcome</b>	<b>Measure</b>
100% of pupils will be offered transition support and an individual independence living progression plan at age 16-19 in preparation move on to supported living	Records of the offer, evidence in the pupils annual review meeting notes and feedback from pupils during and post move on
80% of pupils will be in training, education or employment 12 months after leaving the school	Records of follow up communication with former pupils and their families

## Section D: Education plan – part 1

	Current number of pupils (if applicable) 2014	2015	2016	2017	2018	2019	2020	2021
Reception	3	3	6	6	6	6	6	6
Year 1	2	3	4	6	6	6	6	6
Year 2	1	2	3	4	6	6	6	6
Year 3	2	2	2	3	4	6	5	6
Year 4	5	2	2	4	5	4	6	5
Year 5	5	5	5	3	5	5	4	6
Year 6	2	5	6	5	5	5	5	4
Year 7	1	2	5	6	4	4	5	4
Year 8	7	1	2	5	6	4	4	5
Year 9	1	7	1	3	5	6	4	4
Year 10	3	1	7	4	5	5	6	3
Year 11	3	3	1	4	4	5	5	5
Year 12	1	3	3	4	6	3	5	5
Year 13/14	1	1	3	3	3	5	3	5
<b>Totals</b>	<u>37</u>	<u>40</u>	<u>50</u>	<u>60</u>	<u>70</u>	<u>70</u>	<u>70</u>	<u>70</u>

Several factors have influenced the growth plan and the decision to build incrementally:

- In 2015 the existing premises (or decant alternative) will restrict the physical capacity to 40
- It is important to maintain the quality of the education through this period of significant change. We feel a staged approach gives the best platform to continue to provide a personalised education whilst increasing the number of pupils.
- As the new school building opens, capacity will be able to increase.
- Recruiting several high quality teaching staff in one go is less likely to be successful than recruiting over a number of years/terms.
- As pupils could enter the school at several points during the year, having 50 pupils on 1<sup>st</sup> September 2015 could still mean there were 55+ by January 2016.

## Section D: Education plan – part 2

### Reception Class – Early Years Foundation Stage

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
Literacy	4 hrs	Mandatory	Group and individual
Numeracy	4 hrs	Mandatory	Group and individual
Topic	4 hrs	Mandatory	Covering science and humanities
Jewish Studies	1hr	Mandatory	
Physical	3hrs	Mandatory	Includes swimming, indoor and outdoor PE sessions and physiotherapy sessions
Circle Times	2 ½ hrs	Mandatory	Small language groups and social skills.
Creative	2 hrs	Mandatory	Art and Design and Technology including part of Jewish studies and food technology
Music	1 ½ hrs	Mandatory	
Play	5 hrs	Mandatory	Indoors and in outdoor classroom area next to class  Both supported and child initiated
IT		Mandatory	Taught across curriculum

\*Lessons revolve between group and individual sessions. For example, when working on literacy and numeracy, the teacher may address the whole class. Then one teaching assistant may work in a small group (3 pupils) on phonics, whilst the teacher and other teaching assistant do one to one work. Before the next session the pupils rotate from group work into 1:1 etc. Each session is planned to make optimum use of the teaching resource to deliver personalised learning.

## ASD and SLD Classes Lower School KS1/Lower KS2

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
Literacy	5hrs	Mandatory	Both individually and part of groups
Numeracy	4 hrs	Mandatory	Both individually and as part of group
Topic	5 hrs	Mandatory	To include through year, History, Geography, Science,
Food Technology	1 hr	Mandatory	
IT		Mandatory	Taught across curriculum
Jewish studies	1 hr	Mandatory	
PE	1 ½	Mandatory	Includes weekly swimming
D & T and art	1 ½	Mandatory	Taught also as part of Jewish studies
Communication Groups (circle time)	3 ½	Mandatory	To develop language and communication and social interactions twice a day

\*Greater emphasis and curriculum time is given to science, which takes place every term. History and Geography alternate every other term. Within the subjects there is a 3 year rotation of topics; currently in science for example, pupils are learning about movement, including measuring speed down a slope.

## ASD and SLD Middle School Classes Upper KS2/KS3

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
Numeracy	4 hours	Mandatory	Whole class and individually targeted work
Literacy	5 hours	Mandatory	Whole class and individually targeted work
Topic	5 hrs	Mandatory	Covers history geography and science
Art & DT	2 hrs	Mandatory	Also taught as part of Jewish studies

Food Technology	1 hr	Mandatory	Includes some functional numeracy
Jewish studies	1 hr	Mandatory	Includes PSHE and citizenship
Modern Foreign Language	45 mins	Mandatory	Modern Hebrew is taught to those pupils who are cognitively able to engage with a MFL
IT		Mandatory	Taught across curriculum
PE	2 hrs	Mandatory	Includes weekly swimming

\*Science is taught every term and is given greater emphasis than geography and history that are taught every other term. The use of IT is covered across the curriculum and is integral to many lessons utilising I pads and apps where appropriate.

### SLD and ASD Upper School Classes – KS4/Post 16

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
Numeracy	4 hrs	Mandatory	Whole class and individually targeted work – includes Asdan functional skills
Literacy	5 hrs	Mandatory	Whole class and individually targeted work - includes Asdan functional skills
Work Experience	1 ½ hrs	Mandatory	Either externally or within school environment. Time will be needed to travel to work which will also include independent travel awareness
Topic	2 hrs	Mandatory	Covers humanities and science and some art and D& T
Asdan sessions	5 hrs	Mandatory	Covering PSHE and citizenship
Food Technology	1 hr	Mandatory	
PE	1 ½	Mandatory	Includes swimming physiotherapy and annual blocks of yoga
Jewish studies	1 hr	Mandatory	
IT		Mandatory	Taught across curriculum

\*Lessons vary between group and individual sessions. For example literacy and numeracy will follow the TEACCH approach this will involve some whole class teaching followed by some pupils working as pairs whilst others receive individual support, and others will be working at a work station independently. Pupils will rotate during a session from one activity to another, which is especially beneficial for pupils with a short attention span.

Each session will be planned to ensure that the teaching staff are able to support personalised learning.

## **PMLD Classes**

<b>Subject/other activity (e.g. enrichment)</b>	<b>Hours per week</b>	<b>Mandatory/ Voluntary</b>	<b>Comments</b>
Literacy	2 hours	Mandatory	Through sensory stories and book bags
Physio groups	3 hours	Mandatory	Both individual and as a group
Switch Groups IT	2 hrs	Mandatory	Dependent of pupils physical abilities
Jewish studies	1 hour	Mandatory	2 sessions per day linking to topic
Music therapy	30mins	Mandatory	
Hydrotherapy	2 hours	Mandatory	2 sessions per week changing t
Music - interactive	3 hours	Mandatory	
Tac Pack – sensory programme	2 hours	Mandatory	
Topic lessons	2 hours	Mandatory	
Horse- riding	1 hour	Mandatory	Requires additional 1 hour travel and transfer time
Bike riding	1 hour	Mandatory	Specialist equipment

\*KIF will use OCR accredited awards at Secondary level to ensure that pupils who have the ability leave the school with recognised qualifications. Many pupils in our current school remain at the developmental stage P1-P4. A small number of pupils will have degenerative conditions that limit potential for progress.

## Section D1: The Curriculum Plan

In this section we demonstrate:

- How our vision for the school influences the choices of curriculum
- How we will deliver our proposed curriculum
- That our curriculum is appropriate for the types of need for those anticipated pupils. We also set out how we intend to develop literacy and numeracy skills and prepare pupils for later life

### A. KIF's Vision and Curriculum

We recognise that our pupils have unique abilities and ways of learning. The majority of our pupils will remain within early developmental intellectual parameters for the whole of their school lives. The overarching principle of KIFS is to provide high quality education, therapy and care through continually evolving practices, maximising opportunities and achievements for all pupils. This will be achieved through a broad, balanced and relevant curriculum delivered in a suitable physical environment where the pupil is at the centre of the education process supported by a highly collaborative and holistic approach from a multi-disciplinary staff comprising of teaching staff and therapists working together in an integrated way. Our curriculum will provide learning experiences that enable our pupils to learn at an appropriate developmental level whilst using age appropriate materials and will focus on outcomes for pupils and personal progression.

#### ➤ **Specialising to become outstanding:**

Research has identified that outstanding special schools, both nationally and locally, have either one area of speciality such as autism or PMLD or have specialist classes and or zones.

Through consultation with potential parents and local authorities and analysis of the current pupil cohort, Kisharon anticipates the future demand for places will be in the following three areas:

1. **Severe Learning Difficulties (32%)** -Presenting with severe global delays such as Down's 's syndrome
2. **Autistic Spectrum Disorder with Severe Learning Difficulties (50%)**
3. **Profound and Multiple Learning Difficulties (18%)**  
E.g. profound learning disability and sensory and physical impairments such as pupils with cerebral palsy.

This information has driven our plans to provide three specialised zones to cater for these three distinctive needs. Each zone will have a physical area in a new school building that will provide a specialised and distinctive learning environment suitable for the particular need. Across the board the curriculum will be multisensory in approach and adapted to encourage learning, functionality, independence, life skills and communication. There will some shared facilities by way of outdoor areas; hydrotherapy pool and specialised teaching classrooms e.g. Food Technology.

Currently, Kisharon Day School comprises of seven classes of mixed ability/age groups: 1 x Key Stage 1; 2 x Key Stage 2; 1 x PMLD spanning both Key Stage 2 and 3; 1 x Key Stage 4 and 1 x post 16+. As a free school with an enlarged pupil intake classes will be organised according to developmental age, stage and specific learning need. This will potentiate delivery of a high quality education.

Based on the presenting needs of current pupils and national statistics (Department of Education Statistical First Release July 2013), the intake of the school is anticipated to comprise of:

1. **RECEPTION CLASS** – an assessment unit for 6 children
2. **SLD ZONE**: three classes - a lower class (years 1-4); a middle class (years 5-9) and a higher class (years 10-14) with up to 8 pupils in each.
3. **ASD ZONE**: four classes - KS1, KS2, KS3/4 and post-sixteen with up to 8 pupils in each
4. **PMLD ZONE**: two classes - one primary and one secondary of 6 pupils in each

#### • **RECEPTION CLASS**

The reception class is aimed at providing an assessment environment to clearly identify learning needs of 4-5year olds through an adapted Early Years Foundation Stage Curriculum. The pupils will be assessed through observations, monitoring, and discussion between the teaching and in-house therapists as well as assessments from external agencies such as educational psychologists and health professionals. This data will be used to inform the decision with regard to future placement within the school, or if appropriate, a placement in a mainstream or other setting.

#### • **SLD ZONE**

Pupils in this zone will have severe global delays and complex needs which will affect most areas with academic attainment remaining in the upper P scale range, (P4–P8) or below level 1 of the National Curriculum (the level achieved by most pupils in Primary School at the end of Y1) for most of their school careers. They will require substantial help to develop independence, self-help and cognitive skills. They are likely to have other difficulties including communication; understanding abstract concepts; concentration; moving things from short to long-term memory; co-ordination; and additional sensory, motor and health difficulties.

A characteristic of pupils with SLD which is very distinct from children with ASD is their strong desire to communicate and develop relationships with both adults and peers and have an interest in and want to engage with the world around them.

The classroom will need to be designed to support this As many pupils who will fall into this category will have stronger visual than auditory skills, this will be supported through the use of visual timetables and spoken language being supported by Makaton signing. Resources will be readily accessible to promote independence with symbols as well as written labels.

#### • **ASD ZONE**

The ASD (Autistic Spectrum Disorder) zone is intended for pupils who display the triad of impairment associated with autism as well as severe learning difficulties. The triad of impairment associated with ASD includes:

- a) Social and Emotional – Difficulties with friendships, managing unstructured parts of the day and working co-operatively
- b) Language and Communication - Difficulty processing and retaining verbal information. Difficulty understanding jokes the social use of language, body language, facial expression and gesture.
- c) Flexibility of Thought (imagination) – Difficulty with coping with changes in routine, empathy and generalisation.



These pupils will require an alternative low arousal environment with a structured approach to teaching to enable them to engage with the curriculum and make measurable progress. Many of these pupils have sensory processing difficulties. They require the approaches and environment to be calm and ordered so as to reduce distraction and anxiety and aid concentration and learning. Careful attention will be given to potentially aversive or distracting stimuli, for example internal and external noise levels, colour schemes, odours, lighting and clutter. There will be as few distractions as possible; wall displays will be kept to a minimum as will furnishings and acoustics will be sensitive to need with respect to noise and visual sensitivity. We recognise that a proportion of these pupils may be under responsive to sensory experiences and will seek additional sensory sensations. This can be achieved with an approach where the input can be regulated. For example by pupils wearing weighted jackets or sitting on bumpy cushions. Regulating the environment in this way will reduce the incidents of challenging behaviour amongst this cohort of children.

- **PMLD ZONE**

The PMLD Zone will cater for pupils who are functioning at the very earliest stages of intellectual development between levels P1 – P4 of the National Curriculum P Scales. Many of these pupils will also have complex and multiple physical, sensory and medical needs and will be physically reliant on others for both learning and personal care and have a limited understanding of cause and effect with sounds produced and body movements being pre-intentional. The environment will be reflective of this complex need. Classrooms will have ceiling hoists to support transfers between specialised equipment such as chairs, standing frames into the ball pool or onto the floor for sensory sessions. Most activities in this zone will be multi-sensory with therapy and cognitive targets being interwoven into the classroom curriculum and activities.

Kisharon's current PMLD class teaching and learning has been praised in two consecutive Ofsted inspections as outstanding based on the total inclusive education, therapy and support package it offers. It is the success of this class which is driving the desire to specialise.

- **Developing independence and community inclusion**

Our intent at KIFS is to develop well-grounded confident individuals who will have the social skills to become useful citizens in the community. KIFS will foster a learning environment that promotes positive relationships, care, tolerance, respect and wanted behaviours. Pupils need to understand what is expected of them and to feel valued and safe.

We will provide opportunities beyond the classrooms and the zones both in and out of the school community.

Within the school there will be daily opportunities for pupils in the different zones to interact with one another in order to develop their social and communication skills. Life cycle events such as birthdays will provide opportunities for interactions between pupils where skills such as turn taking can be consolidated through the playing of games such as pass the parcel and where new friendships can be developed. Pupils from the ASD and SLD zones will dine together daily ensuring a real life context to the development of eating and drinking skills. The thematic and cross curricular design of education will provide for many shared experiences across all three zones. Residential trips provide a unique opportunity for staff to assist

students in developing skills such as showering and dressing and for pupils to contextualise their independence skills learning.

Community participation will be encouraged through:

- themed weeks (such as a community art week, where local artists and musicians are invited into school);
- visits to local schools;
- participation in community action days (where the pupils dress up in support of a charity collection day)

These types of activities are already embedded in current practice and will be a core part of the school curriculum.

There is an expectation that the majority of pupils regardless of need will participate in work experience. Work placements are already being successfully undertaken by our post 16 students. [REDACTED]

We believe that through real life experiences our pupils will develop the flexibility and adaptability to allow them to deal with an ever changing world around them.

### ➤ **Personalisation**

Our chosen ethos from King Solomon's Book of proverbs "***Chanoch L'naar Al Pi Darko***" - "***Educate the child according to his ways***" underpins our belief in personalisation of the curriculum and the opportunities for each pupil to ensure that he/she is always progressing albeit with very small steps within a P level.

### **B. The Education Plan: Key principles**

KIFS will

- Focus on the child or young person (CYP) as an individual not on their SEN label. The starting point will be the young person's strengths and capacities and we will tailor support to the needs of the individual through 'personalised planning'.
- Provide an appropriate level of support to achieve the best outcomes possible.
- Provide co-ordinated coherent support - through joint target setting by the in-house therapists and the teaching staff.
- Embed systems to drive attendance upwards and impact positively on pupil attainment though working co-operatively with Health and Social Care.
- Actively manage transitions between life stages and settings through the curriculum and inter-agency working. Appropriate support will be provided to enable all pupils to prepare for future adult life and to become productive and independent citizens.
- Provide a creative curriculum with strong cross curricular links which will include a range of subjects including PSHE, RE, Music, Art and DT and Citizenship as appropriate to the ages of the pupils.

### **C. Key aspects of Systems and Practice**

- New pupils

Before a pupil joins the school a detailed information gathering process will take place. This will include visits to previous provider and the home. This will provide invaluable information and foster a positive link with the family and develop a familiarity for the child. All available professional therapeutic, educational health and social care reports about the child will be collected and read. These will inform the initial assessment of needs. During the first six weeks in school, therapists and teaching staff will work together to carry out an informal assessment through

observations and checklists, in particular of numeracy and literacy levels, and communication, fine and gross-motor skills before individual targets are set. Staff will also obtain information about possible triggers of challenging behaviour and explore strategies so that a behaviour management plan can be written. Once a baseline assessment has been completed, initial targets will be set.

- **Dynamic Review**  
Appropriate evidence based interventions will be provided as part of a dynamic personalised approach. There will be a regular review of progress to inform any needed adaptations to the provision provided. Analysis of the impact of interventions will be achieved through review of pupil progress as well as teachers engaging in action research projects.
- **Progress**  
Progress towards targets will be tracked and reviewed at least termly by the class teacher in collaboration with parents, therapists and where appropriate the pupil themselves. Termly progress meetings for all pupils will be attended by the Principal. Data will be collected and will be analysed to ensure that the above key principles are being achieved.

#### **D. Expected Pupil Intake**

This section demonstrates our understanding of expected pupil intake in the years after the opening of a free school and the types of special educational needs of the pupils which will form the rationale for the type of curriculum we are proposing which is consistent with our vision.

- **Current Cohort**  
KIFS will be established as a conversion from Kisharon Day School which currently has on roll 37 pupils who we anticipate will be catered for by the new offer.
- **New Referrals**  
It is expected that all referred pupils will have an Education Health and Care Plan (EHCP) issued by various Local Authorities. It is anticipated that new referrals will come from the current commissioning councils as part of current or revised placement arrangements and agreements. Barnet have expressed an intent to commission 30 places in Year 1 and 40 in Year 2; Hackney 10 in Year 1 and Haringey 8. All these boroughs are experiencing a growth in demand for special needs places and particularly within their focused concentration of Jewish population groups.

#### **E. Profile of Needs**

Based on the special educational needs of the pupils currently attending the school, the demographic information gathered from Local Authorities, and information about national trends within special schools, KIFS, will be providing the much needed extra special school places to cater for the growing number of pupils with a primary diagnosis of autism as well as continuing to cater for those with learning difficulties especially where these are severe and profound. A growing number of these pupils may also have complex needs due to additional physical, medical and/or sensory difficulties and behavioural problems. As a result of better diagnosis amongst the population with learning difficulties, mental health problem is recognised area of growth. KIFS, however, will only take pupils with mental health problems where these are secondary to a primary diagnosis of learning difficulties and or autism.

Pupils will, as at present, be aged between 4–19 years and will be funded by local authorities predominately from across North West and North London as part of their Local Offer. Pupils will however also be accepted from a wider geographical area both within and outside London should interest be shown from other Local Authorities in addition to the three supporting this application (Barnet, Hackney and Haringey). This is the current position and it is anticipated with KIFS in a purpose built building demand will continue to increase. Kisharon Day School has experienced a steady growth in numbers from 17 pupils to the current roll of 37 pupils over the past five years.

- English as an Additional Spoken Language  
Based on our current intake, it is not anticipated that there will be a large increase in number of pupils with EASL and, as a large number of pupils will be non-verbal, this is not anticipated to be an issue for delivery of the curriculum. As required additional support and appropriate staff training will be arranged. When necessary, translators will be arranged to enable parents/carers who require this service to fully engage with the planning of the education for their child.
- Deprivation  
Based on our current pupils and local and national statistics we anticipate that at least a third of pupils will come from deprived backgrounds and will therefore be eligible for Free School Meals and would therefore qualify for Pupil Premium in KIFS.

## **Curriculum**

- A.** This section highlights KIFS's unique integrated therapeutic approach as well as the general principles governing the design of KIFS's curriculum.
- B.** This section describes the school structure, how the curriculum is reflected to meet the needs of each specific class and zone and describes the school day
- C.** The section describes how the curriculum design prepares pupils for future adult life by providing work related learning, qualifications, enrichment activities, extended hour activities and good transition arrangements

### **A. KIFS's unique integrated therapeutic approach as well as the general principles governing the design of KIFS's curriculum**

#### **i. Integrated therapeutic Approach**

Traditionally, therapists (speech and language, physiotherapists and occupational therapists) would visit a school weekly to work with a specific pupil. The child was withdrawn from class and the therapeutic interaction took place away from the sight of the other professionals working with that particular pupil.

In research carried out by the Royal College of Speech Therapists, this method of working has been proven to inhibit the acquisition and generalisation of new skills.

With the input of a group of senior therapeutic practitioners, Kisharon has developed a tiered integrated approach for the delivery of therapy which, through its use in the current school, is delivering exceptional outcomes.

The approach comprises:

- 1) Tier 1 – Universal – Creating a classroom environment that supports pupils sensory needs for example correct seating, equipment and other postural needs, Total Communication – (using a number of modes of communication such as signs, oral, auditory, written and visual aids to give a pupil a voice
- 2) Tier 2 – Targeted – Class based programmes developed by therapists which will be woven into the curriculum planning and take place at opportunities throughout the school day. For example correct use of pencil would be supported at every

writing opportunity. These targets are included in the Personalised Learning Plans of pupils and will focus on developing skills required to access the curriculum as well as life-skills. These will be monitored termly and adaptations made as necessary.

- 3) Tier 3 – Specialist – Some pupils may still require 1:1 direct therapy following assessment. Within the PMLD zone this occurs within the classroom. In other classes discrete skills may need to be introduced in a distraction free environment so pupils will be withdrawn for these sessions. However a teaching assistant will be present in order to receive training in new programmes and also to carry them over into the classroom environment.

In addition therapists are allocated to specific classes so that they can have regular meetings with the class teachers to discuss the implementation of programmes and any concerns arising. The therapists also share a physical space so they have opportunities to liaise about individual pupils and the therapy files are one per pupil encouraging a whole-child approach. Termly therapy meetings are also held with the Head teacher to monitor pupil progress.

For several pupils we have also found that joint sessions between for example an occupational therapist and a speech therapist are beneficial.

## **ii. General principles governing the design of KIFS's curriculum**

All pupils regardless of need are entitled to a broad, balanced and relevant curriculum. This is being provided by Kisharon Day School's current curriculum and schemes of work (Ofsted 2014) and will continue to be developed in KIFS.

The curriculum which will span all the key stages and all three zones will be cross curricular, creative curriculum, practical and topic based. The topics are designed to be delivered over a three-year cycle. Schemes of work for each topic have been developed to provide detailed planning appropriate for each Key Stage. These will be adapted further to meet the curriculum and personalised learning needs of each particular zone and also to reflect the age group of the class. The schemes of work will ensure that there is a breadth to the curriculum.

In the SLD and ASD Zones the schemes of work will be based on the Equals Programmes of Study which are drawn from the National Curriculum and are used in many special schools. These Schemes of Work have been written by teachers who have expertise in special education and are suitable for pupils with both SLD and PMLD. It is a subject based curriculum. Adaptations will be made to meet the interests of pupils and to support the ethos of the school.

The topics will include knowledge and skills associated with the following National Curriculum subjects: Science, History, Geography, Art and Design, Design and Technology, PSHE, Food technology, citizenship as well as cross curricular links with the Jewish Studies/RE curriculum.

### **The Jewish Studies Curriculum**

This curriculum will be taught throughout the school in all zones by specialised teachers and will underpin the ethos and vision of the school as described in Section C. As well as being taught weekly in discrete lessons there will also be cross-curricular links developed with the class teachers.

Whilst the planning for a particular lesson may have a biblical context it will be delivered in a manner that will be relevant to all pupils whether Jewish, of another

faith or of no faith. For example the story of Noah and the flood will have links with the topic of weather, counting, and the theme of trust.

In addition the Jewish calendar and events will be celebrated but staff will ensure that these events will be accessible and relevant to all pupils as well. For example the festival of Passover celebrates the redemption from slavery in Egypt. This would be further developed by class teachers teaching about the struggle for Black Americans to gain freedom and the wider issue of human rights.

## **B. School structure, curriculum delivery in each zone and the structure for the school day**

### **i. EARLY YEARS – One class of 6 pupils**

For our single entry early years class/assessment centre we will be using the statutory framework for the Early Years Foundation Stage (EYFS) which covers the education and care of all children in early years provision, including children with special educational needs and disabilities, and our curriculum will incorporate the EYFS guiding principles which are:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through positive relationships;
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- Children develop and learn in different ways and at different rates.

The EYFS framework requires the use of an outdoor classroom to support pupil progress and development of interests and experiences. The EYFS isolates three prime areas for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These areas, which will be encapsulated in KIFS's early years' curriculum, include:

- communication and language;
- physical development;
- and personal, social and emotional development.

These areas will be strengthened and applied through teaching which will cover the development of literacy, mathematics, understanding the world and expressive arts and design and the planning for this group will reflect the above. The planning for this class will therefore reflect these prime and specific areas. The curriculum will also support the development of independence through developing communication, choice making. Independent self-help skills including toileting and eating will be achieved through small step target setting.

As the pupils in this class will have various levels of ability the importance of personalising the curriculum will be vital.

- Pupils with SLD are often quite sociable and this strength will be developed by staff. Communication both spoken and signed will be developed in conjunction with the skill of reading familiar sight words.
- Pupils with ASD will need very structured support and modelling from staff as play is one of the areas of difficulty for them as they lack imagination. For example the speech therapist may design a programme to develop language

- through play such as selecting a brush and then being asked to brush dolly's hair.
- For children with PMLD a higher level of support will be needed to be able to physically engage in activities. For example a member of staff physically moving them from one activity to another and hand-over hand support to use toys and equipment

### Numeracy

Mathematical awareness will be developed through play. For example, playing with sand and water teaches capacity; playing with construction toys helps pupils explore shapes; and counting rhymes teach the sequence of numbers. In addition pupils will be introduced to the Numicon system which is used through the school. Numicon is a multi-sensory problem solving and reasoning tool that raises achievement across all ability levels.



Structured equipment such as shapes representing different quantities (see illustration) and number lines support the learning of the concept of number.

Literacy – Literacy is necessary to function in the world we live in. It consists of two strands reading and writing. The children who are working within the p-levels will be at early stages of literacy development. The opportunities and approach will be tailored to need.

- (a) Reading-Includes reading of multi-sensory and familiar stories as well as having ready access to developmentally appropriate books. Pre-reading skills such as orientation of books, and page turning will be developed and this will also be used as an opportunity to develop language both spoken and signed, through naming what they see and early comprehension through talking about the story. The awareness of environmental print and symbols will be developed. For example when out in the community a child may not be able to read the name of a shop but will recognise a symbol associated with it.

The Downs Ed See and Learn Programme will be used for learners who are functioning at a level higher than P4. This methodology which was developed for young children with Downs Syndrome has proven very effective for pupils with delayed language and a stronger visual learning mode. This programme encourages learning new vocabulary simultaneously with sight vocabulary.

Phonological awareness which is part linked with auditory processing will be achieved through beating out rhythms in music sessions and listening to stories and poems which feature rhyme.

- (b) Writing – Pre writing skills will be developed through mark making, use of chalks, paints and other media, as well as experiencing lots of messy play.

## **ii. SLD ZONE – 3 classes of up to 8 pupils**

### **General Description**

Pupils in the SLD zone may be either verbal or non-verbal and will be working in P levels 4-8 for their entire time at school. Unlike the pupils in the ASD Zone they are particularly good at socialisation and will also be more inquisitive about their

environment. There will be a willingness to communicate and this will be encouraged through total communication such as the use of Makaton (signing) and symbols. However they may be easily distracted by external factors and have a limited concentration span and this presents the greatest challenge

### **Curriculum in each SLD Key Stage**

#### **Class 1 – Lower School Key Stages 1 and lower KS2**

Pupils at this stage will be focusing on the acquisition of basic numeracy and literacy skills. They will also be developing their communication, social skills and language through play. Staff will focus on developing the pupils' concentration spans. The sessions will need to be planned with lots of short and varied activities including physical movements to maintain and lengthen concentration.

#### **Literacy**

This will be taught building on the See and Learn programme, of sight words used in the Reception Class. At this stage simple sentences in personalised story books will be introduced. Pupils will slowly be introduced to phonics and, in particular, initial sounds. Pupils will be encouraged to engage with stories and books as well as environmental print. To reinforce this, labels will be placed around the classroom. The development of pre-writing skills will continue with the introduction of structured handwriting programme such as Handwriting without tears which uses a multi-sensory approach.

#### **Numeracy**

Number recognition will be introduced as well as other concepts such as quantity, space and time. These will be taught both as discrete sessions and across the curriculum.

#### **Other Subjects**

Breadth will be added to the curriculum through topic sessions which will be developed from the Equals schemes of work and will cover the following subject areas: History/, Geography, Science, Food Technology, Art and Design. Cross curricular links will be as in the ASD zone. Physical education will be available for all pupils and may include swimming, and PE lessons these will be linked closely to pupils individual physiotherapy targets. IT will be integrated throughout the curriculum. Unlike in the ASD zone these pupils may prefer interaction with adults rather than technology so these activities will include a lot of adult support and interaction.

#### **Class 2 – Upper KS2/ KS3**

Pupils at this stage will continue to develop their functional numeracy, literacy and communication skills building on skills acquired in previous classes. The Equal schemes of work will continue to be used and will include lessons on science, geography and history and food technology as well as Jewish studies.

At this stage pupils will also commence working towards recognised qualifications. The Asdan's New Horizons programme has been chosen as it has been designed specifically for pupils with SEN aged between 9 -13 years. It is suitable for this group of learners as it is a structured activity based curriculum resource and can be personalised with ease and recognises small steps in achievement. It supports the delivery of PSHE, citizenship and careers guidance through 5 modules: Personal, Social, Health, Citizenship and Relationship.

#### **Class 3 – KS4/16+**

Pupils in this stage will be focusing on the skills and knowledge they will require for their future adult lives. An activity based curriculum is used to provide real life



contexts to promote the development of personal, social, independent, ICT and work-related skills.

The curriculum includes:

- Asdan Towards Independence Award – this consists of a choice of 50 modules specifically designed for the 16 + age group covering the following areas: Creative, Independent Living Skills, PSHE, Citizenship, Cultural, Leisure and work-related, communication and literacy and numeracy.
- Work experience
- Developing a Healthy lifestyle through Food technology and physical exercise. Many pupils with autism eat a very limited diet so this is especially important for them.
- Developing leisure activities and the ability to make choices

The programme is learner-centred, offering structure and also flexibility. It provides certified recognition for small steps in achievement and allows for personalised learning, individual progression and differentiation of achievement between learners. As pupils with SLD commonly have better developed social skills this will widen the possible opportunities for work experience outside of the school environment.

### **iii. ASD ZONE – 4 classes of up to 8 pupils**

#### **Learning with ASD: Communication, Literacy and Numeracy**

Pupils with ASD exhibit significant social communication and language difficulties. Appropriate communication and social skills are the foundation for the developing relationships, participating in society and accessing the school curriculum. It is therefore crucial to develop these skills as they are also needed to improve pupil's quality of life both during their school career and also as adults.

The English curriculum will aim to achieve this by including all aspects of communication both verbal and non-verbal as well as written.

#### Communication

Pupils in this zone may be both verbal and non-verbal. The verbal children, however, may not use language functionally for example to request help or a drink, but will repeat learnt phrases out of context for example from the script of a favourite movie. Their communications skills may often not be an accurate reflection of cognitive ability. For this reason there will be a high level of speech and language therapy intervention and augmentative and alternative communication systems will be used. For example Picture Exchange Communication System (PECS) whereby speech is supported by the use of symbols on a sentence strip which are exchanged for something wanted by the pupil such as a favourite activity or choice of food. Also Makaton (signing) by all classroom staff will be beneficial. Some pupils with ASD may benefit, particularly when in the wider community from other equipment such as communication boards and speech generating devices.

Speech and Language Therapists will work with the teaching staff to develop resources and programmes which will promote communication throughout the day and at home and leisure activities.

#### Literacy

The development of language through literacy will be fundamental as proven by research from the Downs Ed Organisation. This is particularly relevant to pupils with ASD as they tend to be stronger visual than auditory learners.

The emphasis will therefore initially be on the development of a sight vocabulary based on highly motivating materials and when possible the introduction of

phonological awareness and phonics. Pupils will be encouraged to develop functional literacy skills which will support their independence in their adult lives and access to the wider community and employment. This will include reading labels on food, simple recipes and being able to order from a menu.

### Numeracy

Mathematics can provide pupils with ways of exploring, investigating and understanding the world which are important skills that extend across the entire curriculum. Pupils will be encouraged to use and apply mathematical skills throughout each day, in meaningful situations. A multi-sensory approach will be used which will include the use of Numicon (explained above). Mathematics will also be taught across the curriculum in particular through shopping and Food Technology.

### **Approaches**

Many pupils with ASD struggle with changes and transitions and therefore these factors were used to help inform decisions about appropriate teaching methods in this zone. There are different methods available. Staff will evaluate the impact of these before deciding on what is suitable for a particular pupil.

### Structured Teaching

The curriculum will be delivered through the use of *Structured Teaching*. This is a method used successfully in other schools, with a similar cohort of pupils (e.g. Bridge School in Islington) and is currently being developed in our school, and is based on the principals of TEACCH developed by Gary Mesibov in the 1960s. Structured Teaching is a system of organising the classroom and using teaching styles which take into account the skills, deficits and interest of pupils to ensure the teaching is motivating. The emphasis is on meeting individual needs for example recognising their relative visual strength and therefore presenting information and instruction visually. Activities will follow a set sequence supported by a visual timetable which will reduce the anxiety associated with change. Work will be done either individually, in small groups or as a whole class. Pupils are also encouraged to work independently at work stations where once again the order of work will be clear through a visual timetable and a system of work placed in individual drawers culminating in a reward.

The main purpose of Structured Teaching is to increase independence and to manage behaviour by adjusting the environment. This leads to learning. There are four components of Structured Teaching

- Physical structure – providing a structured physical layout with appropriate lighting (not fluorescent) and acoustics.
- Schedules – To provide predictability and clarity for the whole class and individualised daily schedules (and when necessary simple now and next boards) to inform movement from one activity to another both within and outside of the classroom.
- Work systems - These allow pupils to know what work they are supposed to do, how many tasks are required, and what will happen when the work is completed. (some kind of reward)
- Visual structure and information – each task will be visually organised to reduce anxiety and increase independence.

Staff require specific and ongoing training in this approach for it to be used successfully. Its use also affects classroom layout Visual timetables will support

individual pupils to follow the class routine and will impact positively on behaviour ensuring greater participation in whole class and individual activities.

### Errorless Learning

This is an instructional design introduced by psychologist B.F. Skinner in the 1930s as part of his studies on what would make the most effective learning environment and it helps reduce anxiety. Skinner said: "*errors are not necessary for learning to occur. Errors are not a function of learning or vice-versa nor are they blamed on the learner. Errors are a function of poor analysis of behaviour, a poorly designed shaping program, moving too fast from step to step in the program, and the lack of the prerequisite behaviour necessary for success in the programme.*"

Through this method pupils will be provided with decreasing levels of support to ensure success. This will vary from initially hand-over-hand support to ensure the child selects a correct object such a circle on request to verbal prompting or pointing.

### Small Steps and the Zone of Proximal Development

The zone of proximal development (ZPD) has been defined as "*the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers*" (Vygotsky, 1978, ).

Vygotsky believed that when a student is at the ZPD for a particular task, providing the appropriate assistance will give the student enough of a "boost" to achieve the task. We therefore provide learning in small steps with high adult support, also known as 'scaffolding' to assist them to reach the next step of a skill they are acquiring. This supports our aspiration for all pupils to be constantly progressing.

## **Curriculum of each stage in the ASD Zone:**

### Class 1 - Key Stage 1

Pupils at this stage will be focusing on the acquisition of basic numeracy and literacy skills. They will also be developing their communication and social skills and for many pupils with ASD also continuing to develop early play skills.

Literacy will be taught initially using sight words whilst slowly introducing phonics, in particular initial sounds, where appropriate phonics. Breadth will be added to the curriculum through topic sessions which will be developed from the Equals schemes of work and will cover the following subject areas: History/, Geography, Science, Food Technology, Art and Design. Cross curricular links will be made to Jewish Studies. For example the Festival of Chanukah/ Festival of Light will provide an opportunity to learn and discover about the importance of light and fire in other cultures, to teach about fire safety, the role of the fire services and to consider the concepts of light and dark.

Planning of lessons will need to be highly motivating to engage these pupils and adaptations to the curriculum may be needed to engage pupils with a current interest. For example if a pupil was obsessed about Bob the Builder then a Bob the Builder puppet could be used to engage them and other Bob resources used to develop vocabulary and numeracy.

Physical education will be available for all pupils and may include swimming, and PE lessons.

IT will be integrated throughout the curriculum in this zone. Pupils with ASD often engage very well with computers and this facilitates learning. For example, Clicker 6 (a literacy programme using pictures as well as words) is a good example of software

that is used to support literacy; apps are used to develop pre handwriting skills and an interactive whiteboard facilitates pupil engagement

Throughout the lower school we will continue to develop pupil's independence through providing only essential support for self-help skills, empowering pupils to make choices and to work independently.

### Class 2 - Key Stage 2

In this Key Stage, whole school topics are supported by the Equals schemes of work and include Science, Geography, History and Food Technology. Pupils also continue to develop their functional numeracy and literacy skills. At this stage pupils will commence working towards recognised qualifications. The programme of choice is Asdan's New Horizons programme as it has been designed specifically for pupils with SEN aged between 9 -13 years. It is suitable for this group of learners as it is a structured activity based curriculum resource and can be personalised with ease and recognises small steps in achievement. It supports the delivery of PSHE, citizenship and careers guidance through 5 modules: Personal, Social, Health, Citizenship and Relationship.

### Class 3 - Key stages 3/4.

At this stage, pupils continue to work on the Asdan New Horizons programme before moving on to the Asdan Transition Challenge. The latter provides a framework of accredited activities linked to independent living and personal skills related to the statutory Key Stage 4 NC subjects. Our experience is that pupils find it to be very motivating and it is easily adapted to levels of ability. Areas of activity include: English, Mathematics, Science, DT, ICT, Community, Expressive Arts, Family/Home, Recreation, Sports and Leisure and Work Related.

### Class 4 - Post 16

Pupils in this stage will be focusing on the skills and knowledge they will require for their future adult lives. An activity based curriculum is used to provide real life contexts to promote the development of personal, social, independent, ICT and work-related skills.

The curriculum includes:

- Asdan Towards Independence Award – this consists of a choice of 50 modules specifically designed for the 16 + age group covering the following areas: Creative, Independent Living Skills, PSHE, Citizenship, Cultural, Leisure and work-related, communication and literacy and numeracy.
- Work experience
- Developing a Healthy lifestyle through Food technology and physical exercise. Many pupils with autism eat a very limited diet so this is especially important for them.
- Developing leisure activities and the ability to make choices

The programme is learner-centred, offering structure and also flexibility. It provides certified recognition for small steps in achievement and allows for personalised learning, individual progression and differentiation of achievement between learners.

The Gateway and Duke of Edinburgh awards are effectively and successfully used to provide wide experiences and to develop new skills.

Our recent Ofsted (2014) report noted that '*The older pupils achieve well through the accreditations gained in the Award Scheme Development and Accreditation Network*

*(ASDAN). The strong emphasis of the school on preparing pupils for their future lives is seen clearly in their successes within the Duke of Edinburgh Scheme. There are well-developed plans for links with local colleges to increase the amount of further education opportunities for older pupils'*

#### **iv. PMLD ZONE – 2 classes of 6 pupils**

Pupils with PMLD will be working within P levels 1-4 of the National Curriculum and require a specially designed curriculum to meet their specific needs. We have chosen to use The Profound Education Curriculum which was developed by St Margaret's School (Ofsted Outstanding 2013) specifically for this group of pupils.

This curriculum acknowledges what learners can do by supporting and developing their strengths and abilities. It is defined developmentally and is finely stepped so that progression can be plotted, measured and acknowledged.

The curriculum focuses on developing the learner's understanding both of the world around them and of social interactions and relationships. It values the process as much as the achievement and is flexible in order to be responsive to the needs of the individual learner.

In line with the ethos of the school it is designed to be delivered in an integrated manner incorporating learning, therapy and health needs as well as including Jewish studies.

This curriculum was introduced into the Kisharon Day School in September 2011 and has been highly successful allowing us to deliver an appropriate curriculum with measureable outcomes for these students. We would therefore continue to use it in KIFS.

The Core Curriculum embraces five areas of 'sensory-motor' development which are;

- Sensory Cognitive Curriculum
- The Communication Curriculum
- The Social Curriculum
- The Motor Curriculum
- The Life skills Curriculum

Literacy will be taught through the use of stimulating multi-sensory interactive stories using resources such as the tactile Bag Books where the pupils hear and feel objects about which the story is being told. These are currently used and are very successful particularly in a class where the pupils have sensory impairments as well as cognitive as they enable stories to be enjoyed without being understood.

ICT will be integrated throughout the curriculum. Apps and software will be carefully selected to both meet the needs of individual pupils and to support the delivery of the curriculum. There is some discrete teaching of equipment use where necessary for example the use of a switch which enable the pupil to control the environment. For using switches to operate machines to make popcorn and smoothies for class snack time. One pupil with no hand control can operate a fan and a tape-recorder using a head switch.

The curriculum in the two classes, primary and secondary, will be very similar due to the low developmental of these pupils. The curriculum we have chosen is appropriate for both age groups. Pupils at secondary age will however have

opportunities to acquire accredited qualifications through the OCR Life and Living courses.

#### **v. The School Day**

The school day will be from 9.00am to 4.00pm from Monday to Thursday with earlier closing on Friday for the Jewish Sabbath. This will be 3.30pm during the summer months and 1.00pm in the winter. The days are slightly longer from Monday to Friday to accommodate the early closing. The school will be open for 190 days per year and staff will be expected to attend an additional 4-5 INSET days although some training may be delivered through twilight sessions.

Pupils currently arrive on Local authority transport from 8.45am and are greeted by the teaching assistants. Some pupils require breakfast either due to early transport or deprivation and the necessary provisions are made. This forms part of the School's healthy eating policy. At 9.00am the Headteacher starts the day and pupils are supervised to their classrooms. The morning lessons start with class or key stage gatherings which may provide opportunities for communal singing and personal reflection as well as prayer. This is followed by a circle time which will include a visual time-table for the day where appropriate. The morning consists of a series of 30-40 minute sessions covering numeracy, literacy and topic with a short break in the classroom for snack. Lunch is from 12.00 – 1.30pm with a 45 minute break for eating lunch (in sittings) and 45 minutes for supported activities both outdoors and inside. This will include lunchtime clubs including, music, arts and crafts, parachute activities etc. as well as pupils being taken for walks locally. Groups of pupils from mainstream local primary schools will frequently join our pupils at this time whilst our secondary age pupils are engaged in inclusion activities in local mainstream secondary schools.

The afternoon sessions focus again on the termly topic, and creative arts as well as visits to community facilities such as libraries and individual integration opportunities.

A broad and balanced and relevant curriculum is delivered through the hours of the normal school day and therefore all subjects are part of the compulsory core curriculum. This includes swimming, hydro-therapy, art and music. We have experienced that not all children are able to access additional programmes due to funding or availability/inflexibility of transport. It is therefore, essential that the full curriculum will continue to be delivered during the core learning hours. Based on the requests from both current pupils and parents, the school will continue to develop additional, optional activities for pupils after school, during half-term breaks and weekends. These will include social, leisure and sports opportunities integrated with mainstream peers using local communal facilities such as sports facilities at local schools.

### **C. Preparing pupils for future adult life**

#### **i. Work Related Learning and Community Engagement (16 -19 years)**

Work related learning is defined as a 'planned activity that either uses work as a context for learning and prepares pupils with necessary skills to experience work opportunities both within the school environment and in the local community'.

We currently employ a creative approach to work related learning that focuses on successful transitions and has at its core a wide ranging interpretation of the term 'career'. Kisharon works on the principle that, regardless of need, one's career is the 'path through life'. Work related learning is defined in broad terms to include life and

independent living skills. Equality of opportunity is paramount and Kisharon firmly advocates that all students have the right to learn about the world of work and it holds as a core belief that all its students can make an active contribution to society.

The transition to work based settings is very carefully managed to ensure that learners are confident and successful in new settings and in communicating with an increasing range of new and unfamiliar adults. All students have individually tailored programmes, and all placements are differentiated according to individual need.

Variables taken into account are duration of the placement and the level of support required. Placements range in duration from weekly short visits lasting from half an hour per week up to half a day. All the students are initially supported by a learning support assistant, with the objective being to reduce the level of support as the placement progresses thereby developing independence. A real strength of our curriculum is that it strives to place our students at the heart of the local community. Within the staff there is a [REDACTED]. Opportunities for work placements also exist within the Kisharon charity's social enterprise projects. This rich array of opportunities includes an established retail bike shop with a fully equipped workshop offering repairs and servicing to all types of bikes and buggies, a print shop offering commercial printing services and a very soon to be opened charity shop. The Work Placement Officer is continuously working to create new and varied placement opportunities.

Successful placements are paramount in developing our students' confidence and skills. In conjunction with the placement a detailed risk assessment is carried out and areas where additional support and resources may be needed are identified (e.g. additional communication symbols for the context of the work placement). Prior to the placement the Work Placement Officer visits the work place to talk to the staff to enhance their understanding of learning disabilities. In addition a detailed profile of the student which identifies strengths, likes and dislikes is provided. All students on placement are carefully monitored and personal targets are reviewed by both the learning support assistant and the Work Placement Officer who regularly visits each student.

Kisharon Day School recognises that both within the school organisation and the school day itself there are numerous and excellent work experience opportunities that are available for its students. For example students actively engage with supporting the administrative team with photocopying and with the provision of refreshments for visitors, and several pupils have a regular job helping in the school kitchen by preparing vegetables and cutting up salad and fruit.

## **ii. Qualifications**

As the anticipated pupil cohort at KIFS will remain within the p-levels of the current National Curriculum, it is not appropriate for them to be entered for the statutory end of Key Stage tests. To ensure dis-application for pupils KIFS would register this information with the Standards and Testing Agency (STA). As an independent school this has not been relevant to date.

However, we feel it is important that pupils have the opportunity to work towards recognised qualifications which match their cognitive abilities. For this reason pupils will continue to engage in the Gateway and Duke of Edinburgh Awards as well as a variety of Asdan courses as such as New Horizons, Transition Challenge and Towards Independence, as well as the OCR Life and Living Courses. We have

selected these programmes as they are specifically designed for learners with severe, complex, profound or multiple learning difficulties. Most importantly, they fit in with our ethos of providing a real life context to learning. These awards focus on skills such as understanding of rules, recognising what is fair and helping and supporting others which are relevant for future employment and on developing skills that promote independence such as using public transport, personal hygiene and self-help and making meals and drinks. We know this is achievable as last year 4 pupils with SLD/ASC gained their silver Duke of Edinburgh awards.

Gateway awards are activity awards that encourage the gaining of new skills such as a hobby or a sport and promote the development of life style skills such as healthy eating and the handling of money. These awards have been introduced this year as they are accessible to a larger group of pupils than the D of E as they are designed specifically for pupils with SEN including those with physical disabilities who are unable to cope with the demands of the challenges associated with the expedition element. Evidence from the Gateway Award can be used towards the Duke of Edinburgh Award.

**iii. Enrichment Activities**

Enrichment activities are designed to complement the work and targets the pupils are given in the classroom. Through a planned and integrated curriculum-based approach Kisharon Day School provides a range of exciting, stimulating experiences that enhance the curriculum and pupil's individual learning. For example an outing to the local shops provides opportunities to apply discrete learning such as the handling of money whilst an outing to the animal petting farm will provide a range of multi-sensory experiences. Our pupils benefit enormously particularly in terms of the positive impact on motivation and behaviour from real life 'out of the classroom' experiences and these meaningful experiences regularly form part of the skills based learning of the school day. There are regular visits to the local library, post office, bank and shops. Ofsted (2014) noted that *'These visits are used very well to enhance pupils' ability to interact with the public and develop their social skills'*.

The majority of the pupils participate in successful residential trips away. We go to purpose build centres for three to four nights such as that provide both indoor and outdoor learning opportunities (such as canoeing) that are not available on the school site. Those who are not able to stay overnight are given opportunities to join their peers for day visits. Visitors such as the local fire brigade are regularly invited into school and students regularly go out of school to participate in activities such as horse riding for the disabled and three wheeled bicycle riding. Curriculum planning of themed weeks such as art, international and science weeks ensures that the children encounter a wide range of different activities, challenges and experiences. Kisharon Day School has developed close links with both primary and secondary mainstream schools with students jointly participating in enrichment activities such as charity awareness days.

100% of Pupils will be involved in an activity termly which focuses on helping others	Record of the project and its outcomes.
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Target 2: Section C. Page 12

**iv. Extended School Provision**

It is our vision to maximise and increase social opportunities for our pupils within the wider community both with other peers with SEN who attend other schools and with mainstream peers who attend local community schools through an extended school programme of activities. Through analysis of our parent questionnaires we are



already aware of high demand for extended school extracurricular activities. We see this as a perfect opportunity for increased local community access with the local community being able to benefit both from our enhanced facilities outside of the normal school day and from the voluntary effort that supports the wider Kisharon organisation. It is our vision to continue to work in partnership with neighbouring schools and local voluntary or community groups.

Clubs already being developed are:

- Breakfast Club
- Music Club
- Football Club
- Homework Club
- Drama Club
- Additional Swimming
- Art Club

The culture within the extended schools extracurricular activities programme will promote an environment where all learners will feel welcome safe equally valued and unique. In addition to the development of new skills all individuals will be afforded the opportunity to raise attainment and have an increased range of social and learning experiences within the context of a local community resource facility. In addition parents will be supported through the provision of additional out of hours child care. We envisage buying into specialist providers to run these activities and using Short Break Funding, pupil premium and parental contributions to fund them. For these activities to be arranged to be successful and meaningful for the students a co-ordinator would be needed. This could however be an additional responsibility for a teaching assistant rather than an additional post.

The programmes will be run in the main-part by specialised staff who may be supported by volunteers. KIFS will continue to have links with the Kisharon organisation which employs a volunteer co-ordinator who provides a regular supply of carefully vetted volunteers for the school both during the school day and for enrichment activities. These volunteers also attend regular training sessions organised jointly with the expertise of the school to maximise the impact of their work with the pupils.

90% of pupils are able to participate in an integration opportunities with local schools	Via schools integration mapping and pupil progress plans
80% of pupils are able to participate in an extra-curricular activity	Via schools extra-curricular programme and pupil progress plans

Target 2: Section C Page 12

**v. Pupil Transitions**

Experience has taught us of the importance of having well developed structures in place to support the transition of pupils into the school and on to other educational provisions either for post 16/19.

**Transition into KIFS**

Currently pupils enter our school at multiple non-standard entry points during the school year and at different ages and key stages. This we envisage would also be the situation in the Free School. It is therefore important that our transition procedures support this.

The transition process will be the key responsibility of the Senior Teacher for each zone who will have the best understanding of the transition needs of new pupils to their particular zone. They will be supported and supervised by the Deputy Head.

Following a request for placement within KIFS from a Local Authority and before the Headteacher makes a decision as to whether KIFS will be able to meet the needs of the prospective pupil, the relevant Senior Teacher will arrange a visit with the SENCo of the school or Early Years setting the prospective pupil is currently attending to discuss the needs of the pupil and to observe them in class.

If the parents have not previously visited the school they will be invited to do so before a final decision is made. A home visit may be made in order to gain further insight into the needs of the pupil which cannot always be gleaned through written reports.

In addition before a pupil can start to attend Kisharon, to ensure an effective transition with as little disruption to the pupil's education, the class teacher and therapists would need to have up to date reports from both school and external agencies. A visit to the school from the pupil would be arranged.

For a pupil on the autistic spectrum the transition to a new environment and new routines may be supported by social stories introducing the teaching staff and new peers whilst for a child with severe learning difficulties but who has good social skills a buddy system with an existing pupil might be implemented. Once the pupil has started at the school a base-line assessment in particular of numeracy and literacy will be made using both informal assessment and observations by teaching and therapeutic staff. This will be done during the pupils first six weeks in the school. This information will be entered into b-squared. This is a well established programme support summative assessment for children working within the P levels. The class teacher together with the therapists will develop learning targets and classroom based therapy programme will be implemented. This will be shared at the end of the 6 week period and discussed with parents at a multi-disciplinary meeting and pupils where appropriate.

### **Transition from school at 16 / 19**

This process will take place through person-centred transition review meetings from Y9 and above

- The Deputy Head will be the Transition Liaison Officer
- Pupils and their families will be provided in a timely fashion with:
  - High quality information on post school options – such as further education colleges, work opportunities, supported living
  - Support in evaluating different move-on provisions
  - Sign-posting to advocacy and self advocacy which will encourage pupils to develop confidence to plan for their own future
  - Multi-agency work in particular with Adult Social Care who will need to make a reassessment of pupils at 18 and decide on an appropriate support package
  - Links to Connexions/Prospects who will liaise with parents about options post school and Local Authorities regarding funding for these different options.

KIFS will be in a unique position as the links with Kisharon Adult Services will provide both further education and employment opportunities as well as potential supported living.

Kisharon Ltd will be opening a post 19 college in September 2014 for adults with learning disabilities in partnership with Hackney Community College.

<b>Target 3: To provide an all-through 4-19 approach</b>
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<b>Outcome</b>	<b>Measure</b>
100% of pupils will be offered transition support and an individual independence living progression plan at age 16-19 in preparation move on to supported living	Records of the offer, evidence in the pupils annual review meeting notes and feedback from pupils during and post move on
80% of pupils will be in training, education or employment 12 months after leaving the school	Records of follow up communication with former pupils and their families

### **Summary**

A clear academic and therapeutic pathway based on many years' experience has been developed at Kisharon to ensure that every pupil through personalised planning and an appropriate and relevant curriculum is able to achieve their full potential ready to take their place and contribute to the wider society.

## **Section D2**

### **Measuring pupil performance effectively and setting challenging targets**

This section sets out how the Free School will measure pupil performance and set the individual and collective targets in the following areas:

- Academic Targets and Measures
- Attendance Targets and Measures
- Behaviour Targets and Measures
- Inclusion opportunities in local community (See Section D1, Page 36)
- Post school opportunities (See above Section D1, Page 38)

#### **Academic Targets**

- In line with the vision for the school, challenging targets will be set which will focus on pupils' academic outcomes and routes to maximising independence.
- These will be personalised for individual pupils and will be linked to the academic Objectives in Part 3 of their Statements of SEN/EHCPs and will be achieved through the careful planning of the curriculum.

The Key Performance indicators will be:

<b>Outcome</b>	<b>Measure</b>
The school will be outstanding for Teaching and Learning by its second inspection post opening	Ofsted Rating
Pupils will achieve 95% of the targets set in their personalised learning plans (PLPs)	Termly evaluation of PLPs
90% of pupils will attain above national average for a similar cohort	Feedback from Caspa (Comparison and Analysis of Special Pupil Attainment)
100% of pupils will complete an accredited course before leaving Kisharon at 16/19	Complete accredited courses such as Asdan, OCR, DofE, Gateway.

We believe that all our pupils have enormous potential to develop in all areas and in particular in the area of developing the skills which will support them in the transition from the school to their adult lives.

Our staff will therefore seek to challenge all our pupils by setting ambitious but attainable targets. There will be an appropriate level of support in place to help pupils achieve their targets and raise the standards of the school. There is an expectation of consistently high levels of pupil progress that will far exceed the national average for similar pupils once the school becomes established. There is a target for the school to achieve an Ofsted grade of outstanding for teaching and learning by the second inspection after its opening. The existing independent school is rated by Ofsted as 'Good with Outstanding features' (February 2014).

Every pupil has and will have a Personalised Learning Plan (PLP) which will be developed from the objectives in Part 3 of current Statements of educational Needs issued by the funding Local Authority, and in the future from Education Health and Care plans, which is written by the class teacher after consultation with parents, therapists and where appropriate the pupils.

- These are and will continue to be updated at least termly for pupils within the SLD and ASD Zones, but more often when targets are achieved. Targets are set every six months for pupils within the PMLD Zone as, even when targets are set at small incremental steps, our experience has shown the reality of the progress is very slow.
- New PLPs are set, and previous ones reviewed at mid-terms in early November, February and June. This allows time to assess and establish a baseline for new pupils joining the school starting in September. It also ensures that updated targets are in place at the start of the academic year when changes in class/teacher may occur and this helps support continuity.
- All targets are SMART.
- The PLP covers all objectives from the pupil's Education Health and Care Plan and where appropriate provides classroom/school based targets from the relevant therapists and Jewish studies staff.
- This system was introduced into Kisharon Day School in November 2013 and has received very positive feedback from parents and verbally as an effective method from a recent Ofsted inspector.
- Measurement against targets in particular for Numeracy and Literacy will be both formative in the form of daily record sheets completed by teaching assistants during sessions and summative, through the updating of b-squared. Evidence is gathered on a daily basis across the curriculum and collected in evidence folders, in the form of examples of pupils' work where appropriate, photos and videos. The summative evidence takes the form of termly updating of the B-Squared computer programme which provides both tabulated and graph information about individual progress and also group progress.

### **Comparisons with national averages**

- As part of our school evaluation and in order to demonstrate that our pupil progress is ultimately significantly higher than national averages, we will require something to benchmark this progress against.
- CASPA (Comparison and Analysis of Special Pupil Attainment) provides schools with a rich set of comparative data to allow bench-marking of attainment and progress for both individual pupils and cohorts within the school and presents analyses which will be shared with the Governing Body, parents and any external agencies such as Ofsted who require it.

- This system has been chosen after discussion with Heads of other SEN schools and investigation of other systems available. One of the advantages is that it can import information directly from B Squared which is currently being used to electronically store pupil progress, and can also import pupil data from all sorts of school systems minimising administrative workload.
- Another advantage of this system is that there is no waiting for analysis of data, bench-marking is available as soon as results are entered or imported into CASPA.

### **Attendance Targets**

KIFS will acknowledge the responsibility of ensuring a high level of pupil attendance.

Pupil attendance rate 95%	Online school register
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Target 1 Section C Pg 12

We will be aiming for an attendance rate of 95% which will be measured through the analysis of the school online register, we will therefore be monitoring the following:

- a) Persistent absence
- b) Unauthorised absences
- c) Persistent lateness
- d) Possible variation of attendance rates for pupils receiving Free School Meals (FSM) and Looked after children LAC)

The Department for Education published a Statistical First Release on 25.3.14 regarding pupil absence in maintained schools for the year 2012-2013.

- In this year the average percentage of pupil enrolments that were persistent absentees was 16.1% in Special Schools (In primary schools during the same period it was 3% and in secondary 6.4%).
- The Departments key measure of persistent absentee is when a pupil misses around 15% or more of all possible sessions, (56 or more sessions over 6 half-terms).
- Unauthorised absences are defined as an absence without permission from the Headteacher without explanation or when it is considered unjustified. Pupils who are not brought by LA transport who arrive after the register has closed (9.30am) are recorded as unauthorised absence for that session. The average unauthorised absence rate at the existing school in 2012/2013 was very low at 1.1%
- The overall absence rate was 5.3%. We are aware that as a special school especially if there is an increase of pupils with medical and complex needs our absentee rate would come under pressure.

We will however be aiming for an overall attendance rate of a minimum of 95% attendance.

Analysis of data over the past two years has shown a significantly higher level of absence amongst those pupils who qualify for FSM and in particular those who are known to social care. We will aim to look for ways to support these families to reduce the levels of absence to that of the rest of the pupil population ensuring their regular access to the curriculum.

This will be achieved by building on our current multi-agency approach to this issue. We will continue to work closely with Health and Social Services to ensure all pupils are able to fully access and benefit from the school curriculum and activities.

Pupil's attendance will be monitored using an online register which automatically calculates percentage attendance through an academic year. This data will be prepared for the Principal by the school administrators who will have the responsibility of transferring information from the class registers. It will be provided termly or as required when staff become aware of an issue.

When there is an unauthorised absence the Principal will be informed and will arrange for the parent to be contacted initially by the class teacher for an explanation. When there is a pattern of unauthorised absences the Principal will arrange to meet with the parent and the Local Authority will be notified. Health and Social Care may also be contacted so that if required support can be arranged. For example trying to arrange for multiple hospital appointments to be arranged on the same day.

We have been able to reduce the number of unauthorised absences over the past 4 years by sharing our attendance policy with parents and we will continue to support parents to ensure their children regular attend the school.

### **Behaviour Targets**

The behaviour of pupils with SEN may at times be challenging and require specific interventions to support them at these times. For example hitting and biting staff, as well as self-harming such as banging their head or biting their wrists. This support will be highly personalised as each pupil is unique. Central to good behaviour management is consistency between school and home and parents will therefore be involved in deciding what methods should be used and in providing feedback to school. Training has been and will continue to be provided to parents/carers when required.

Depending on the cognitive ability of the pupils various approaches may be used. KIFS is not committed to one single approach to supporting pupils but will use a combination of approaches which staff will be trained in to meet the individual's needs which will include behavioural needs. We have experience to demonstrate that good management of potential negative behaviours allows our pupils to engage not only in the school activities, but also in the wider community. For example regular trips to local shops, libraries and sports facilities which can be very difficult if challenging behaviour is not well managed.

Within the ASD Zone, a key element will be to provide a low arousal environment which will prevent and also not trigger negative behaviour. This will include providing a structured day with high use of visual support, limited verbal input and a classroom with good acoustics and non-fluorescent lighting. A time-out zone close to the classroom will provide a low stimulation environment when needed should challenging behaviour require it. This would be a room with plain walls and no furniture or equipment and adjustable lighting.

Where appropriate when pupils have problems with sensory integration, a sensory diet, designed by the occupational therapists and implemented by the class staff, will be used. For example pupils wearing weighted jackets, being given deep pressure massage and easy access to sensory toys which will help them to learn to self-moderate their behaviour.

As at present, pupils will have a personalised positive behaviour plan which will be updated termly or when appropriate. This will detail possible behaviours, potential triggers and ways to de-escalate problems as well as possible risks to both the

individual pupil and other pupils and staff. Strategies may include removing an anxious student to a quiet room, providing calming music or deep pressure massage or using timers and providing visual rather than verbal prompts as to expected behaviour. For example, staff wear a key-ring with symbol cards on for 'good sitting', good listening and other expected positive behaviours. This is much easier for pupils to process than verbal comments, especially when they are already anxious.

Only staff trained in physical restraint (Team Teach through training from Barnet Local Authority) will be allowed to restrain pupils and strict adherence to the school policies will be monitored. All incidents of pupil restraint are recorded appropriately and is monitored for frequency and patterns. Physical restraint will be used only when a pupil may be a risk of harming themselves or others.

In the PMLD Zone the pupils may not have the cognitive ability to understand the consequences of their actions on others such as hitting, scratching and biting. These behaviours will mainly be a need for sensory feedback or a need to communicate. Class teachers will therefore work closely with occupational and speech therapists to find ways to phase out and replace these types of behaviours. Pupil A would frequently bite any pupils or staff nearby. A multi-disciplinary meeting was arranged, including class staff, the occupational therapist and speech therapist and strategies were agreed on and put in place. It was agreed that the biting was a sensory need so a sensory diet was developed for the pupil which included access to a chewy-tube and toys which provided a sensory feedback when mouthed, and facial massage including use of vibrator around mouth. The parents were also provided with advice for the home. The amount of biting reduced slowly and eventually faded away.

### **Assessment and Data Tracking of Behaviour**

Records of behaviour will be kept as follows:

1. ABC charts to monitor frequent unwanted behaviours
2. Incident and accident forms for more serious incidents
3. Record of physical restraints

The above information will be collated by the Senior Teachers in each zone at least termly and then discussed with class teachers. Additional support may be provided based on this information such as the involvement of external professionals such as an Educational Psychiatrist, a referral to CAMHS, as well as it informing future staff training and individual CPD.

A report will be prepared for the Principal termly so that data about patterns of behaviour both increasing and decreasing can be analysed. This information will inform changes to the Pupils' Behaviour Plans where necessary and will also provide information to measure the effectiveness of behaviour strategies. In time this will be entered into a central management information system for further analysis.

This information will be shared with the Governing Body (Section F2) and included in the annual report to parents. Feedback will also be gathered through parent and staff questionnaires as well as suitable systems to gather pupil views such as the School Council, simple questionnaires and verbal feedback.

Behaviour will also be a feature of termly formal observations by the Senior Leadership team (SLT), informal observations and Learning Walks conducted by the Principal, SLT, and school Governors.

## **Monitoring and Evaluation Systems of Academic Progress**

In order to drive progression of both individual pupils, and cohorts in the 3 zones and the school as a whole, KIFS recognises the importance of collecting data and analysing it. This will inform us as to whether the school is progressing in line with the School Development Plan which will be based on Ofsted criteria.

Systems will be established to both monitor and evaluate the following:

- Individual pupil progress - termly
- Progress of cohorts - annually
- Pupil behaviour - termly
- Pupil attendance - termly.

Whilst the current school is graded as good by Ofsted we have identified that this is an area which will require restructuring to be more effective as a Free School and to meet the Ofsted criteria for outstanding Leadership and Management. The following will therefore be required.

- a) A central system for the collation of data for analysis such as SIMS or Integris
- b) A larger senior leadership team with distributed leadership to have the capacity to effectively monitor and evaluate data. (This is reflected in the proposed staffing structure and costings).

### **Individual Progress:**

Teachers will be asked to provide information for each pupil on anticipated progress for that academic year as well as for the end of the next key stage. Senior teachers will collect this information.

In addition termly information will be provided having been recorded in the B-squared programme and discussed at progress meetings.

**Core subjects** – literacy and numeracy are currently taught both discretely and through cross curricular links throughout the curriculum. Personalised targets are set for Numeracy and Literacy and are taught for pupils with ASD and SLD either individually or through small group teaching sessions. This will continue going forward.

Decision making regarding appropriate next steps appropriate to each individual child is made by the class teachers with the therapists. As the capacity of the school leadership develops it is anticipated that the Senior Teachers with responsibility for each zone will monitor and contribute their expertise. Detailed assessment records are maintained by teaching assistants throughout a session. This may take the form of completion of checklists or it may be a detailed long observation of an individual child. The record may also include information regarding achievement of objectives as well as levels of support required e.g. independently, with minimal support or with full support. Once a pupil has achieved and demonstrated a new skill on several occasions then this will be recorded by the class teacher using B-squared at least termly. This is in line with current practice.

At the moment we do not have the capacity to compare to national averages of progress. This is why CASPA will be required and will be used as part of the annual evaluation of the effectiveness of teaching and learning in the school and whether the school is making progress towards being outstanding in this vital area.



**Topic Based Curriculum** -- We are currently using a system where staff, based on prior knowledge of pupils cognitive abilities set topic based targets for achievement. Progress is recorded in topic folders against objectives and monitored for pupil progress. As we develop and refine our assessment protocols collation of this data will be the responsibility of class teachers and will be analysed by the Principal and Senior Leadership Team (SLT) at least termly through pupil progress meetings. The Principal will then provide this information to the relevant sub-committee of the governing body. Statistics about pupil progress will be included in the Governors Annual Report to parents.

### **Monitoring and improving the quality of teaching**

Kisharon School is currently rated 'Good' in this area Ofsted (2014). The current good practice needs to be developed further to ensure all teaching is at least consistently good or better.

The overall responsibility for monitoring the quality of teaching will remain with the Principal. Data gathering through observations, checklists and liaison with therapists is ongoing and recorded on the B squared system to serve as summative data. The reporting of this progress data from B squared from each zone will be the responsibility of the Senior Teacher. Whole school collation and analysis against CASPA will be carried out by the Deputy Head who will be required to provide detailed and analysed information to the Principal at least termly.

### **Monitoring of teaching**

The Headteacher formally observes all lessons at least termly. This is part of the appraisal cycle for all teachers. Joint observations with the Headteacher are regularly carried out with Senior Teachers, thus ensuring consistency of judgments. In the new school Governors will also be included in observations once they have received appropriate training. Teacher's performance is assessed using the Teachers Standards and lessons are graded using Ofsted criteria. All teaching is expected to be at least good or better. Additional data is gathered through regular informal observations. Learning Walks that focus on monitoring and evaluating the work of the school with specific foci e.g. communication, effective use of teaching assistants take place monthly with both members of the Governing Body and therapists participating. The Headteacher and Senior Teachers carry out regular termly scrutiny and monitoring of planning and pupil work and data to ensure evidence of relevant links to personalised learning plans, breadth of curriculum and progress are all apparent. Appropriate feedback to teaching staff is provided. It is expected that the Senior teachers within each zone will participate in formal observations in their zone.

### **Appraisal**

All teaching staff are subject to rigorous appraisal targets. Targets are set and reviewed annually which refer to the National Teachers Standards, Ofsted criteria for the quality of teaching and the schools development plan. Teaching staff have the responsibility to collect evidence to support their progress against targets and this is reviewed termly with their line-manager. Where teaching is less than good, additional fortnightly short term targets are set and additional fortnightly teaching observations may take place. If necessary additional mentoring and modelling by a Senior teacher is put in place. In instances where teaching does not rapidly and consistently progress to good the school will as it has done in the past follow its capability policy.

Teachers are responsible for the appraisal of the teaching assistants in their classroom and a programme has been developed for this which includes target setting and regular reviews and appropriate training being arranged.

Appraisal targets are used to identify professional development training needs for both individual staff members and for groups of staff.

Continued Professional Development (CPD) is greatly valued and Kisharon strives to develop the skills of all employees. Whole school INSET and CPD planning priorities are identified through the appraisal process, and reflect the needs of the staff and the student population. All new staff benefit from a personalised induction programme that includes children protection training, first aid, manual handling and epilepsy awareness training. Additional training will be provided to enable staff to move between zones as required. Ensuring and developing the quality of teaching throughout the curriculum is paramount. For example Numicon training is integral to the teaching and delivery of numeracy. As part of the holistic and integrated approach to the curriculum, specific training either to groups of staff or to individuals is delivered by therapists. For example speech therapists may provide training on the use of social stories or communication books and ICT trainers may provide support on assistive technology resources such as switches and switch accessible apps.

In support of the development of effective practice it is our expectation that practice will be evaluated through a series of action research projects. The emerging evidence-based outcomes will then contribute to the researching practitioner’s continuing professional development. We recognise and support that this may form part of postgraduate qualifications for our staff.

The quality of teaching will remain a high priority in the school development plan and will be reviewed annually with new areas for development identified as well as action plans designed to ensure implementation of key priorities.

**Recruitment and retention of staff**

Specialist teachers will be recruited for each zone. Opportunities for training, professional development and research both action research and as part of post-graduate qualifications in their area of specialism will add an incentive in recruitment. In addition, free school status will provide better funding security and terms for teachers which will anticipate will also enhance recruitment and retention in turn creating a virtuous circle of improvement. As an independent school we have not been able to afford to offer teachers equivalent benefits to the maintained sector and therefore have struggled to recruit teachers with a track record of outstanding teaching. In the past we have also not been able to recruit high calibre staff as they were put off by the school building and resources.

Staff turnover will be less than 10% per annum	HR record on staff turnover
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Target 1 Section C Pg 12

**Liaising with and reporting to parents**

Kisharon Day School recognises the importance of having highly effective ways of communicating on a regular basis with parents/ carers of our pupils. The draft Code of Practice stresses the importance of involving parents in all decisions which will affect their child and we at Kisharon will continue to develop systems to ensure that we build on the good practice already embedded into the school.

Information is currently provided to all parents and carers through:

- Daily Home School Link Books – containing information about curriculum, behaviour and school or class news

- Annual Curriculum evenings – The evening provides parents with an overview of the curriculum for the coming academic year from the class teacher and also provides them with an opportunity to meet with other parents
- Termly open evenings – To provide an opportunity for parents/carers to meet with the teaching and therapy staff to discuss progress against the targets in the PLPs.
- Annual Review meetings – A statutory requirement when the statement is reviewed and amendments suggested to Local authorities. It is also a useful opportunity for parents, teachers and therapists to meet and reflect on progress achieved during previous year and to plan medium term goals for the coming year.
- Weekly Kisharon K-News bulletin which features events in the school
- Termly newsletters- provide information about extra-curricular activities and achievements of the pupils.
- End of Year Reports - Providing comprehensive information about curriculum covered and skills acquired. This report is completed by both educational and therapeutic staff.
- Termly parents coffee-mornings which will have a speaker as well an opportunity to meet other parents. In the past they have covered topics such as sensory integration and teaching literacy in the special school.

In addition when pupils are away at the annual residential trip nightly text updates.

All the above is in place to keep parents informed of their child's progress and also systems are in place to ensure no decisions are made without consultation with parents. Joint working is needed to ensure the pupils are able to progress well both at home and in school. From experience we have learnt that new parents to the school may require more frequent contact with the class teacher and a member of the SLT either on the phone or in face to face meetings. We find that this is a valuable way of developing parents' confidence and trust in the school.

In addition to support smooth transitions out of the school we meet more frequently during the transition period to support liaison with external agencies such as social care.

Questionnaires – Parents are encouraged to complete the annual parent questionnaire anonymously which is analysed by the Headteacher with the Governing Body and influences school development. Questions asked cover the following areas availability of information, pupil progress, therapy support, pupils wellbeing and behaviour and an overall judgement as to how satisfied the parents are with the school

As a maintained school we would also provide the parents with an Annual Report from the Governors.

### **Section D3 - Staffing structure**

- This section sets out the proposed staffing structure (detailed costings are included in the Section G).
- Kisharon Day School currently has 37 pupils on roll and we are planning to open KIFS with 40 pupils building towards 70.

- Adaptations to the current staffing structure will be required as the 3 zone system will be introduced even before full capacity is reached.
- Having Senior Teachers for each zone with experience, expertise and specific training for their role will be central to the success of this model of school structure and curriculum delivery.
- These Senior Teachers will have 70% teaching role in Y1. By Y4 this will be reduced to 60 %. This will mean that an additional teacher not allocated to a classroom will be required as the school reaches capacity in order to ensure all staff receive their PPA entitlement.

### **Staff Roles, Experience and Expertise**

A specific feature and part of the vision of the school is to be able to deliver a curriculum tailored and personalised to the individual needs of our anticipated cohort of pupils.

The Senior Leadership team will comprise of:

- Headteacher
- Deputy Head
- 3 Senior Teachers

The SLT will be formed like this once the school opens as a Free School and will not change in structure as pupil numbers increase, except that the Senior Teachers will be given increased non-contact time. The SLT will liaise with all teachers and therapists and ensure that all staff set SMART termly targets and evaluate pupil progress.

The senior leadership team will require a broad knowledge and experience within special education but not necessarily specialist knowledge in any particular area. However, they will need extensive experience of leading school improvement and a track record of effective leadership in order to strategically lead the school to reach the Ofsted criteria for Outstanding.

The Headteacher will be responsible for:

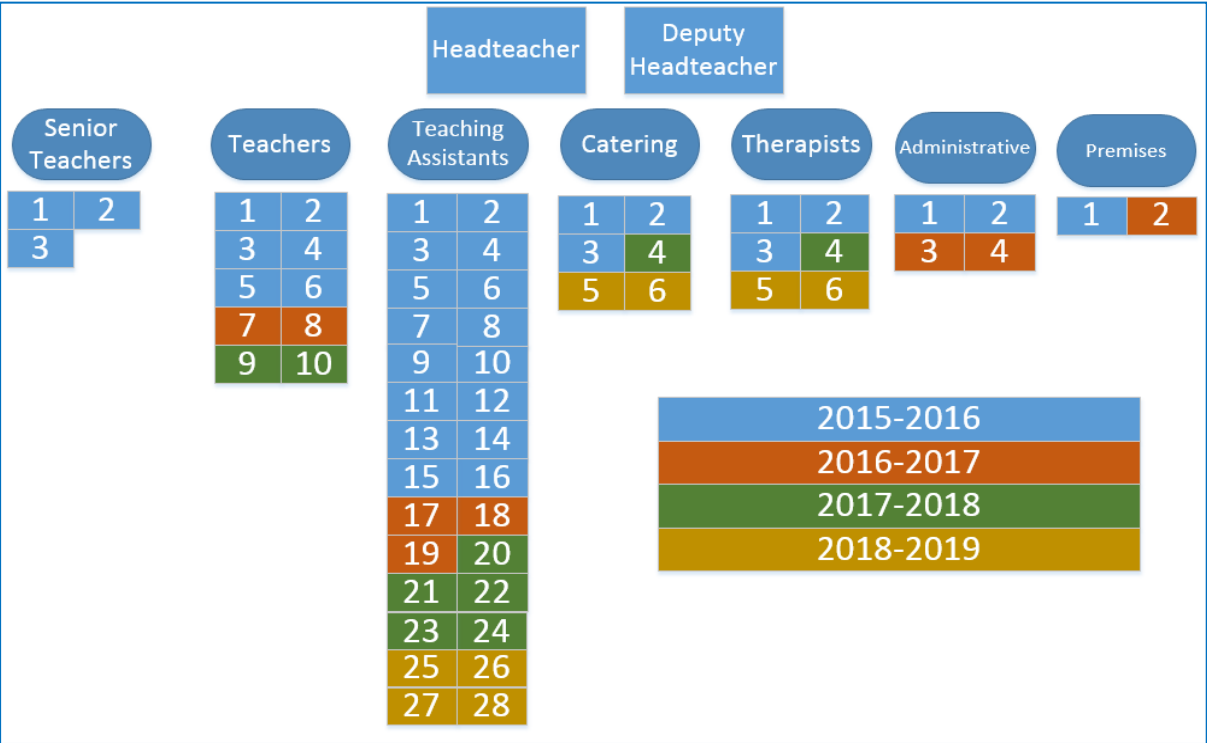
- Providing inspirational and motivational leadership across the School;
- Work with the Governing Body, Members and senior staff to develop, implement and evaluate strategic and operational plans;
- Ensure a consistent and continuous school-wide focus on pupils' achievement;
- Building, leading and motivating a highly skilled, motivated and professional team;
- To be the principal conduit of the relationship between the School, commissioners, parents and carers and the community.

The Deputy Head will have overall responsibility for the day-to-day running of the school including any short-term staffing issues. The Deputy Head will be supported by one of the school administrators. The Deputy Head will also be responsible for the gathering and analysing of data connected with pupil progress (CASPA), attendance, behaviour and appraisal.

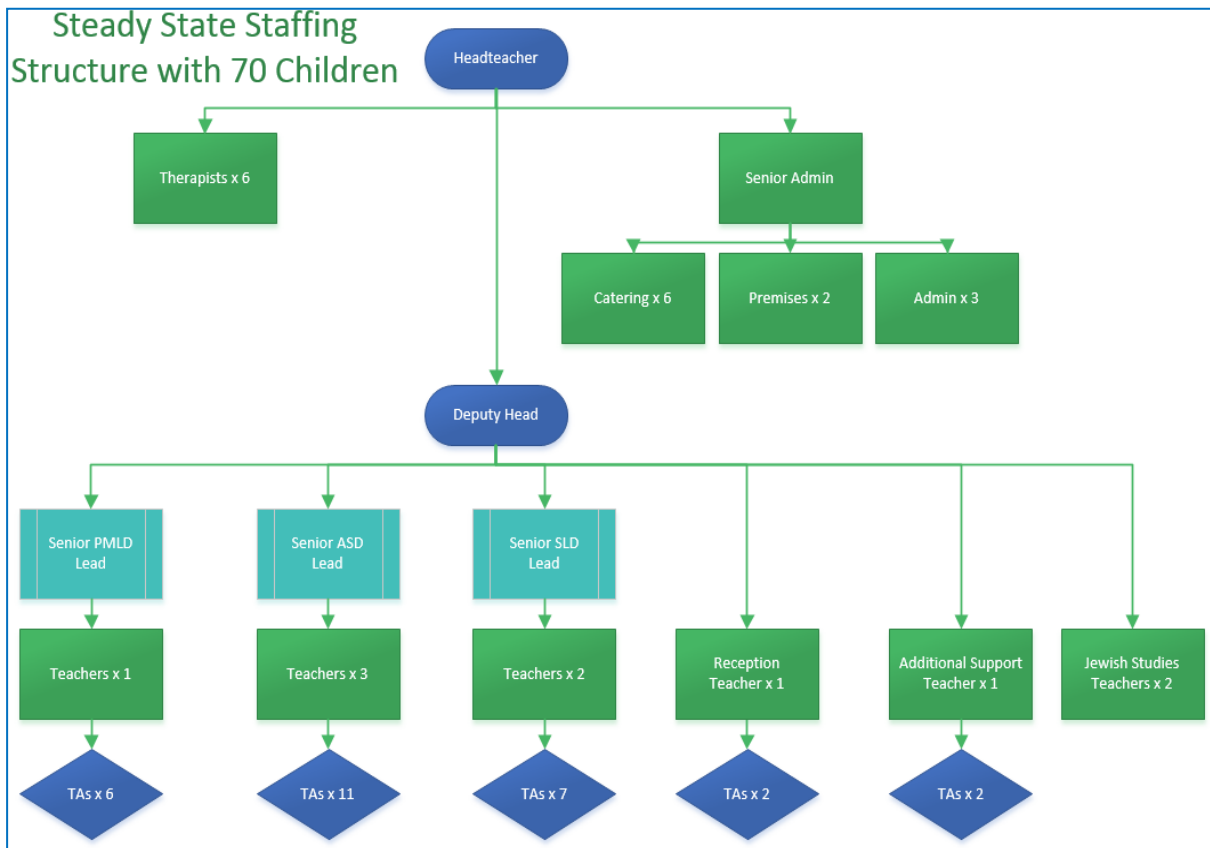
Specialism will be required from the 3 Senior Teachers who will be taking the lead in staff development, ensuring quality of teaching, through performance management in their zone. In addition they will be responsible for the gathering and initial analysis of data about pupil progress in their zone which will be collated for review by the Headteacher and SLT in readiness to present to the Governing Body.

All teachers will be required to have NQT and preferably SEN experience and post-graduate qualifications. Newly qualified teachers will be considered for vacancies as long as suitable mentor support is available. All teachers are currently supported by and liaise closely with our team of in-house therapists. Having a high level of permanent therapists is required to build on and further develop one of the core features of KIFS which is an integrated approach to therapy. Through this approach, therapy is delivered, where possible, through the curriculum, by the teaching staff with support, advice and training from the specialist therapists. For example a pupil in a standing frame is working on his core muscle strength as well as weight bearing whilst also operating a switch which controls cause and effect activities on the interactive whiteboard.

We will need a team of experienced teaching assistants who will be required to receive specific training and experience for the zone in which they will be working. This training will be delivered both through ongoing in-house training and through external providers. Currently, we buy into the BPSI CPD programme at Barnet and fully expect this SLA to continue. Less experienced teaching assistants who are new to KIFS will in addition to their induction training will receive in-house training through courses such as CACHE and external training when appropriate. The vision is to develop teaching assistants who will be able to support the teaching staff in the delivery of the curriculum including therapy targets. Over time the intention is to develop our in house capability to take on more of the training and to deliver courses for the community.



## Steady State Staffing Structure with 70 Children



CLASS STRUCTURE												
	2015			2016			2017			2018		
	Pupils	Classes & TAs		Pupils	Classes & TAs		Pupils	Classes & TAs		Pupils	Classes & TAs	
		Teachers			Teachers			Teachers			Teachers	
SLD	11	2	4	14	2	5	17	3	6	20	3	7
ASD	17	3	6	22	3	7	27	4	9	32	4	11
PMLD	6	1	3	8	2	4	10	2	5	12	2	6
Reception	6	1	2	6	1	2	6	1	2	6	1	2
<b>TOTAL</b>	<b>40</b>	<b>7</b>	<b>15</b>	<b>50</b>	<b>8</b>	<b>18</b>	<b>60</b>	<b>10</b>	<b>22</b>	<b>70</b>	<b>10</b>	<b>26</b>
<b>Pupils by zones including Reception</b>												
SLD	13			16			19			22		
ASD	20			25			30			35		
PMLD	7			9			11			13		
<b>TOTAL</b>	<b>40</b>			<b>50</b>			<b>60</b>			<b>70</b>		

## Section D4

### Assessing and meeting the needs of all pupils

- This section sets out how the free school will assess and meet the needs of pupils which we will be catering for. This being:
- Pupils with severe learning difficulties (SLD)
- Pupils with Autism Spectrum Disorder and SLD
- Pupils with Profound and Multiple Learning Difficulties. (PMLD)

Initial assessment of pupil's needs: This will play a central part in ensuring the smooth transition of pupils into the school and prevent delays in them being able access the curriculum and having their specific needs met through a well informed and realistic Personalised Learning Plan.

#### **Assessment prior to joining school:**

Due to the fact that many pupils already in the school and anticipated to come to the Free School will have complex needs it is essential that transitions are carefully and systematically planned. It is therefore necessary to assess the pupils' needs both cognitively and physical and medical as soon as possible so that staffing levels and, therapy needs can be met.

Information gathering: This will be led by the Senior Teachers who will arrange:

1. Visit to previous settings including discussion with SENCo and observation in pupil class.
2. Home visit for all potential students.
3. Assessment day in KIFS with therapists.
4. Therapists liaising with existing external therapists and medical professionals
5. Assessment of equipment needs and transfer to school

From this we hope to gather sufficient information to ensure an efficient transition into the school where teaching staff and therapists have adequate information to initiate appropriate learning and therapeutic experiences. Also so that successful behavioural and learning methods are transferred into this new setting.

Awareness that whilst all pupils will have a primary need of cognition and learning (school's SEN designation) many children will have complex needs which will also need to be planned for and may be outside the specific experience of the class teacher. For example a sensory impairment, medical conditions, mental health issues.

Adaptations may need to be made to the environment and equipment acquired which is not normally available. Also structured approach to involving outside agencies such as specialist teachers, social workers, CAMHS will need to be initiated to ensure that staff are able to personalise the teaching for this pupil.

Staff may also require additional specific training, both educational and medical, which would need to be arranged prior to the pupil starting and followed up once the pupil starts and any additional needs are identified.

#### **Assessment on Joining School**

Experience has taught us that the first few weeks after a pupil joins the school should be used for further assessment of pupils needs which may present differently once the pupil joins the school before detailed Personalised Plans can be drawn up.

An example of this is when a pupil may transfer from a mainstream setting where they were presenting with challenging behaviour. Once they are in a special school setting in a smaller group with staff with more experience of their special needs the behaviours often reduce very quickly and the pupil is able to engage in the learning within the class.

### **Tracking and on-going assessment**

Within 6 weeks of a child joining the school an initial base–line assessment will have been completed and the data entered on the online B Squared system. Therapists will also have completed more in-depth assessments of the pupil using appropriate standardised tests. For example The Renfrew Language Scales and Projected progress at the end of the next key stage will also be recorded.

Individual pupils progress will then be tracked both *formatively* through regular class based progress systems through the assessment of daily activities and *summatively* termly through the updating of the B-squared system and annually through the Annual Review process which will provide information about progress against the objectives listed on the EHC Plan.

Pupils in the Reception Class will have an Early Years Profile which will be completed in the final term of the school year and submitted to the Local Authority. The pupils will be assessed against the 17 Early Years Learning Goals.

It will be the responsibility of the Senior Teacher to monitor this process providing support and feedback and provide the information for data analysis by the Deputy Head who in return will report to the headteacher.

### **Approaches to meeting different needs**

A central part of the vision of KIF is to provide personalised learning. Each pupil will be seen as having unique needs which will be met through being in small classes with high staff ratios. In addition a variety approaches will be used. For example: The TEACCH approach as part of a structured classroom, errorless learning and providing high levels of support to ensure success in small steps learning.

Total Communication – This is a communication philosophy not a communication method. It is an approach which aims to create a successful and equal communication between different people where at least one has problems with language perception and/or production. To use Total Communication one must be willing and knowledgeable to use all available means to understand and be understood. Some examples of what total communication looks like in our school setting are the use of visual timetables with objects of reference, photos and symbols. Pupils may also be using electronic communication aids such as BigMacks which is a large switch with a pre-recorded message on it such as ‘good morning’ which can be activated at morning circle time by non-verbal pupils and switches to operate cause and effect toys and the interactive white board. Staff as well as using spoken language will be using makaton (signing) and visual prompts. Wall displays will have labels in symbols as well as verbal information recorded on speaking buttons.



Multi-disciplinary work including classroom based therapy programmes. KIF will not have a single pedagogical approach but will adopt and adapt as individual pupils needs are identified and change over time. For example ABA approaches have been used in the past for specific behavioural problems and toileting programmes.

### **Staffing**

In addition to a senior leadership team as described in section D3 all classes will have -

- A designated class teacher with some previous experience of working with pupils with SEN.
- Additional teaching resource to cover planning time and for staff with Teaching and Learning responsibilities.
- Team of therapists to include speech, occupational , physio and music working together with teaching staff to ensure integration of therapy targets across the curriculum
- A High Level Teaching Assistant in each class
- Teaching assistants as required
- Input from a Jewish studies teacher to support development and delivery of cross curricular curriculum.

We have past experience of HLTA's who have developed a subject specialism and have effectively led groups across the school, supported by both teachers and therapists. We expect to develop and encourage this in the future, particularly as we currently have two HLTA's who have progressed to training as fully qualified teachers. Examples of where specialism has been developed are drama, music, PE and the running of small occupational therapy and language groups.

For pupils with sensory impairments (hearing, visual) specialised teaching, staff training and support is currently being provided by the Local Authorities. As they have very specialised experience and expertise in their fields we fully anticipate continued use of them as a resource in the future.

Kisharon has an arrangement with the Barnet Local Authority to buy in Educational Psychology support as required. This is used for cognitive assessments as well as advice on behaviour management. We are planning for this arrangement to be continued.

### **Management of Safeguarding and behavioural challenge**

- a) **Safeguarding** – Providing a safe environment for all pupils underpins all other work taking place in the school. In our most recent Ofsted report (February 2014) we received the grade of Outstanding for Pupils Welfare, Health and Safety. The school has clear policies and procedures, which meet all Ofsted requirements and are written in line with DfE documents both statutory and advisory, covering all aspects of safeguarding and child protection. Staff receive mandatory training in this area as part of their induction as well as ongoing updates and role specific training.

Staff are encouraged to report to the School Named Person (we currently have 3 staff members trained for this role to cover when the primary one is absent) and action will be taken as per the school policies.

The school has the emergency social services contact numbers as well as that of the LADO and outside advice will be sort immediately if a concern is raised and the school will proceed as advised.

## **b) Behaviour**

The prevention of challenging behaviours will be addressed by various factors. Initially through preventative measures:

- i) Suitable physical environment - a structured classroom with visual support
- ii) A curriculum which matches the needs of individual pupils
- iii) Teaching styles to match SEN of pupils
- iv) Use of de-escalation techniques
- v) Individual behaviour plans including triggers (Appendix D4 d)

The staff will then follow the pupil's behaviour plan which may include looking at the safety of the individual pupil and other pupils.

Staff will be trained in Team Teach, a method of physical restraint, which they will apply only when necessary. For example when the pupil could possible harm either someone else or themselves, as outlined in the school Physical restraint policy. Once the situation has been resolved further steps may include

- i) Recording the restraint in the Restraint record Book
- ii) Completing an incident report form
- iii) Team meeting to discuss the impact on staff and changes that may need to be made to the behaviour plan.

We endeavour not to reach a point where a fixed term exclusion will be needed, but this may rarely be necessary. (The existing school currently has only had 2 fixed term exclusions in past 3 years).

## **Attendance**

Attendance of pupils will be monitored as described in Section D2. Where necessary outside agencies will be contacted. Attendance will have an impact on our ability to deliver the curriculum and programmes to pupils which will in turn may impact significantly on anticipated pupil progress.

## **Working with other Agencies**

Kisharon Day School has found working with external agencies highly valuable for the sustained progress of individual pupils and we intend to develop this area of our work further. We consider this to be one of unique features of the school and central to our vision. This was recognised in our most recent Ofsted report (February 2014) , *'Exemplary approaches to working with a very wide range of outside agencies supports the outstanding development of pupils' welfare, health and safety.'*

Many of the current and predicted intakes of pupils have complex needs. It is therefore impossible to isolate their academic needs from their other social, health, behavioural and medical needs. Addressing these complex needs by adopting a multi-agency approach will enable the pupils to a make at least good progress.

Agencies we are currently engaged with and with whom we would continue to work with include:

**a) CAMHS**

There has been a steady increase nationally of young people with learning difficulties also being diagnosed with mental health conditions. This is reflected within the school at the moment and it is anticipated will be so in the new school. Engagement with CAMHS has included Clinical and Educational Psychologists attending multi-agency meetings in the school with parents to look at behaviour management and medicine dosage as well as ongoing advice at the end of an email for staff. A representative of the school has also attended family sessions at CAMHS at which the social worker was also present.

**b) Local authority specialist teachers**

This is a valuable source of information and support which is currently being used. It is particularly important when a child has a specific additional need which the school needs to have help in making accurate assessments and designing appropriate support and targets and adaptations to the school environment.

We are currently having termly support from the Visually Impaired and Hearing Impaired teachers as well as from the IT specialist who has recommended IT soft and hardware for individual pupils.

Before new pupils with specific additional needs have started we have also arranged group training from these specialists for staff as well as follow up meetings.

**c) Social care teams**

Most of our pupils are known to the LA Disabled Children's Teams. The impact of the home environment has many ramifications on the pupils' day in school. Behaviour problems at home, parents struggling to cope with the needs of their child affect both pupil attendance figures and behaviour in school. When a child and their family struggle emotionally, this will create barriers to their learning. Through working with the families and social care staff we can help remove some of these barriers.

**d) NHS therapists**

Whilst the school is currently, and will in the future be providing in-house therapy to support the educational element of our pupil's lives and our stated mission to increase pupil independence, families will in some cases still engage with NHS therapists. Our team regularly liaise with them in particular to discuss choice of equipment and communication aids.

**e) Medical professionals**

Where a child's medical problems impact on attendance and progress in school an appropriate member of either the educational or therapy staff will liaise with the child's GP and other medical professionals such as hospital consultants for ENT, epilepsy and orthopaedics. This may be either long-term, which would be reflected in the health section of the pupils EHC Plan or short-term. An example the school working across multi-agencies for a pupil with a short-term additional needs [REDACTED] which would require increased physiotherapy post-op for several months and possible home schooling.

Our senior physiotherapist attended an out-patient meeting with the parents with the surgeon in order to gain first-hand information about the post-operative period. A

meeting was then arranged with the class teacher, PT, parents and head teacher to discuss staffing implications and short-term additional therapy which would be required. An action plan was drawn up to cover all potential eventualities. This included the purchase of specialised wedges, based on advice from both the PT and school occupational therapist, contacting the local home-school service and booking a training session for the teaching assistants in manual handling.

## Section E - Evidence of need – part 1

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

Key:  Reception  Lower School  
 Middle School  Upper School

	Year 1 - 2015				Year 2 - 2016			
	A	B	C	D	A	B	C	D
<b>Reception</b>	3	1	2		6		6	
<b>Year 1</b>	3	3			4	3	1	4
<b>Year 2</b>	2	2		1	3	3		2
<b>Year 3</b>	2	0	2		2	2		1
<b>Year 4</b>	2	2	-	1	2	2		2
<b>Year 5</b>	5	5	-		5	2	3	3
<b>Year 6</b>	5	5	-		6	5	1	1
<b>Year 7</b>	2	1	1	2	5	5		1
<b>Year 8</b>	1	1	-		2	2		1
<b>Year 9</b>	7	7	-	1	1	1		1
<b>Year 10</b>	1	1	-		7	7		1
<b>Year 11</b>	3	3	-		1	1		2
<b>Year 12</b>	3	3	-		3	3		
<b>Year 13</b>	1	1	-	2	3	3		
<b>Totals</b>	40	35	5	7	50	39	11	19

Kisharon Day School currently has 35 pupils on roll. In 2015 we intend to expand the intake to 40 pupils and currently have local authority support for 49+ places (30 from Barnet; 8+ from Haringey, 10 from Hackney and 1 from Harrow). We have identified 2 Barnet children in our nursery; 2 in Year 2, and 1 in Year 6 who are likely to join our current cohort of pupils for the start of the 2015 academic year.

In 2016 we have planned to expand to 50 pupils and have local authority support for 59 places (40 from Barnet; 9 from Haringey and 10 from Hackney).

**Table 2: For pupils without statements of SEN**

No places planned to be offered to children without statements.

## Section E: Evidence of need – part 2

In this section we will demonstrate the work we have done to evidence demand by engaging with the current commissioners of our SEN places and with all other stakeholders in the local community too. Finally we will reiterate the contextual evidence provided in Section C which proves the need for KIFS and the extra special needs places it will offer.

### 1. Engaging with Commissioners

As an independent special school which has been operating for 38 years and which only accepts children with statements, Kisharon Day School has strong relationships with all three commissioning boroughs which include Barnet (which currently commissions 18 of the 35 places, (51%), Hackney (8 places, 23%) and Haringey (8 places, 23%). 1 place is currently commissioned by Harrow. All of these commissioners are very familiar with Kisharon Day School's current offer. Over the past eight months several meetings have been held with each of these commissioners. The purpose of these meetings has been for us to understand the commissioning needs of each borough and for the commissioners to understand the educational benefits of converting to become a Free School.

#### a) **London Borough of Barnet**

Since 2004 a service level agreement has been in place between Kisharon Day School and Barnet Council ensuring a place for any child resident in Barnet desiring of a Jewish education and whose special need could be met by Kisharon Day School. This agreement brought to an end the stream of tribunal cases Barnet was constantly facing and it eased the anguish of parents considerably.

This agreement was updated in 2010 with ██████████ Inclusion, Children's Services stating that it was his "*intention to build the use of Kisharon into our provision map for the future*" and "*that given the right circumstances Kisharon could then grow in Barnet and help meet increased demand.*" Since then Kisharon Day School has been part of Barnet's plan to meet the growing need for SEN places in the borough.

Since ██████████ departure Kisharon has established a very good working ██████████), on the 29<sup>th</sup> January 2014 to formally explain our vision and rationale for becoming a free school. They were both very supportive of our plans as it fits in with their own strategy which includes:

- a. *"The council welcomes existing successful independent schools who wish to enter the maintained sector, where there is proven parental and community demand, particularly if schools help to meet the growing pressure for school places.*
- b. *The council is supportive of the development of free schools to meet local requirements where there is evidence of robust business demand and available property. It will actively encourage free school proposals that meet the basic need for more school places within the borough."*

Commissioning School and Learner Places 2013-2016

██████████ were overwhelming supportive of this application. They were keen to input into the design of the new school to see if it can help to relieve some of the borough's pressing needs. For instance, they mentioned the need for a storage area for unused equipment. Given the shortage of space on the site this idea isn't feasible but we are very open to their input.

Following our meeting, [REDACTED] "For ASD/SLCD all the Special School and Resource Provisions are full and that there is the danger that the additional 60 specialist places will be required over the next 5 years and that these will all have to be met from expensive independent provision unless additional and affordable capacity is brought on-stream."

London Borough of Barnet place planning document published April 2014  
Barnet's letter of support for Kisharon Inclusive Free School is below.

<p>Putting the Community First</p> <p style="text-align: right;"><b>BARNET</b> LONDON BOROUGH</p> <p>Director of Children's Service The London Borough of Barnet, Building 4, North London Business Park Oakleigh Rd South, London N11 1NP</p> <p>The Free Schools Application Team Department for Education Third Floor Sanctuary Buildings Great Smith Street London SW1P 3BT</p> <p>contact: [REDACTED] tel: 020-8359 2094 e-mail: [REDACTED] fax: 0870 889 6799 date: 17 April 2014</p> <p>Dear Sir / Madam</p> <p><b>Confirmation of in principle support for the Kisharon Inclusive Free School Application</b></p> <p>Following constructive and positive discussions with Kisharon, I confirm that the Local Authority of Barnet supports the application by Kisharon for the establishment of the Kisharon Inclusive Free School. There is a longstanding relationship with the school, which already provides specialist education places for the Local Authority. A Service Level Agreement is in place and we would expect to have a SLA or similar with the Free School.</p> <p>The Local Authority understands that the application indicates a plan that the Kisharon Inclusive Free School is to be a special school, located in the London Borough of Barnet, and this it is proposed that it should open in September 2015, making special educational provision for children with statements of special educational need who have difficulties with cognition and learning including:</p> <ul style="list-style-type: none"> <li>o Autistic spectrum disorders</li> <li>o Severe and profound learning difficulties;</li> <li>o Complex needs</li> </ul> <p>There is a need for this type of proposed provision in the local area. The Local Authority has an established working relationship with the Independent Kisharon Special School, and would continue to consider naming Kisharon Inclusive Free School in the statements of Barnet resident pupils, subject to the provisions of the SEN statutory framework, and the effective administration of the High Needs Budget and ensuring a viable balance between mainstream and special school provision, compatible with the Local Authority's commissioning plans for specialist education places. At present, Barnet is under pressure from rapid demographic growth, which is also reflected in an increase in the number of statements being issued.</p> <p>Our own specialist provision has very few vacant places and it would be a more effective use of our High Needs Funding to support cost effective places at a new Kisharon Free School at the same cost as LA maintained special school provision, than to increase the number of placements in independent special schools many of which are not local to Barnet. We already have 30 pupils within the range of needs Kisharon will provide for in such placements (not including Kisharon).</p>	<p>Whilst it is difficult to be confident about exact numbers, it is anticipated that pupils currently attending the Kisharon Independent School would transfer to the new Free School and in the first year of operation there would be approximately 30 places filled by Barnet resident pupils. It is likely that this would increase to about 40 in the second year of operation, although these are estimates at this stage.</p> <p>It is anticipated that Kisharon Inclusive Free School would be named on the Statements of Special Education Needs of some Barnet pupils. It is also envisaged that some parents may prefer this special school for reasons of faith, over a special school that is closer to their home. Where the school is not the nearest suitable school, parents would be required to make their own home to school transport arrangements.</p> <p>The Local Authority would expect to provide top up funding within the framework of top up funding bands that exist for maintained special schools. An approach to moderating the assignment of special school top up funding bands to pupils is being developed, and if Kisharon were to be a Free School, the Local Authority would aim that Kisharon would take part in this exercise. Whilst top up funding bands are being reviewed currently, the range of top up funding is from [REDACTED] with typical top-up funding bands for pupils with SLD or PMLD being in the range of [REDACTED].</p> <p>In supporting the Free School application, the Local Authority is keen to ensure that there is no significant increase to the number of petrol and diesel using vehicles and daily journeys, or unnecessary and unplanned expenditure on transport.</p> <p>The Local Authority, consistent with its planned Local Offer, is aiming to achieve an equivalence of specialist provision across Barnet, as far as is possible, so that pupils can attend their nearest special school. The Local Authority welcomes the proposal that the Kisharon Inclusive Free School will be a special day school with a Jewish Orthodox ethos, and that it will therefore admit pupils whose families may not be Jewish, but who will accept the ethos of the school. The range of pupil need outlined by Kisharon for the Free School is compatible with the range of need provided for in the 4 maintained special schools already operating in Barnet. As indicated earlier, population growth indicates the need for increased specialist places.</p> <p>We anticipate that going forward we would consider the Kisharon Inclusive Free School as part of the range of specialist provision available for those pupils in Barnet for whom the Local Authority determines that specialist provision is required. The High Needs banding structure that is part of the High Needs Funding Scheme and which applies to maintained special schools, would apply to placements in the Kisharon Inclusive Free School. The Local Authority currently pays fees ranging from [REDACTED] for day pupils who attend the Independent Kisharon Day School, and these costs are compatible with the Place Plus costs of the 4 maintained special schools in Barnet.</p> <p>Yours faithfully [REDACTED] [REDACTED] Inclusion and Skills</p>
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On 15<sup>th</sup> September 2014 Barnet published a planning document to highlight the need for school places between 2015 -2020 both in the mainstream and SEN sectors. This document assumes that, not only Kisharon will become a Free School, but also that it will be able to absorb 40 Barnet children in Year 1 and 50 in Year 2. The document states that the **additional 109 SEN** places the borough will require by 2020 are after assuming "that a local independent Special School which has plans to become a Free School can expand its capacity to 40 places in its first year of operation, rising to 50 places over time". As we currently have 18 Barnet children in our school it is assumed that we will provide an additional 32 places /year by 2016/17.

**b) Haringey Council**

Although Kisharon Day School is located in Barnet, 23% of the places at the school are currently commissioned by Haringey Council. The relationship between the school and council is mutually supportive. Although the Jewish population in Haringey is only 3% of the general population, it is growing at a rapid rate (an increase of 33.5% since the last census)<sup>1</sup>. [REDACTED] is cognisant of the rapid growth rate in the Jewish population and their strong preference to access Jewish education.


<sup>1</sup>Institute for Jewish Policy Research, 2011 CENSUS RESULTS (ENGLAND AND WALES): A TALE OF TWO JEWISH POPULATIONS; July 2013; Dr David Graham



We met [REDACTED] on the 20th March 2014 to discuss our proposed new school. They gave their wholehearted support to our vision of becoming an outstanding school with an all-through approach assisting young people to transition to adulthood. In particular, they agreed with our integrated approach to therapy. They were also forthcoming with suggestions of additional elements we might want to add to our service offering. They highlighted the difficulty of dealing with education and social care issues separately. We had a constructive discussion about this gap in the service offering and how it could be remedied. This has motivated the aspect of our vision to provide holistic support to children and young people and their families by working with external agencies. Please see Section D4 which elucidates our plans for working with external agencies which will enable KIFS to address social care issues.

Below is a letter of support from [REDACTED]

**Deputy Chief Executive**  
5<sup>th</sup> Floor, River Park House, 225 High Road, Wood Green, London N22 8HQ  
Tel: 020 8489 8690 Fax: 020 8489 2906  
www.haringey.gov.uk



**Haringey Council**

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

Your ref:  
Date: 10.04.14  
Our ref:  
Direct dial: 020 8489 8690  
Email: [REDACTED]

Dear Sir, Madam

**Re: Confirmation of support for Kisharon Inclusive Free School**

I am writing to confirm that the Local Authority of Haringey supports Kisharon Inclusive Free School's application. We understand that Kisharon Inclusive Free School is a special school which will be based in Barnet and is proposed to open in September 2015. The proposed school will offer a full curriculum and a Jewish orthodox ethos and will cater for children and young people with:

- Difficulties with communication and interaction including autistic spectrum disorders
- Difficulties with cognition and learning including severe and profound learning difficulties
- And complex needs arising from additional medical and sensory difficulties

We confirm that we agree there is a need for the type of proposed provision in our local area and we will consider naming Kisharon Inclusive Free School in line with our statutory duties in appropriate pupils' statements of SEN (and from September Education, Health and Care Plans).

We currently have eight children and young people with complex needs in the current school and are aware of the increasing number of Orthodox Jewish families with children with disabilities resident in the borough. It is therefore likely that we will have an increased number of parental requests for the new school.

We are aware that the 'a' banding structure is proposed and in the interim Haringey will continue to support fees which currently range from [REDACTED] day pupil.

Yours sincerely

[REDACTED]

[REDACTED]

c)  
d) Hackney Learning Trust



Hackney Learning Trust commissions the final 23% of current places at the Kisharon Day School. The features of the Hackney Jewish community are similar to that of Haringey. Although it represents only 6.3% of the total Hackney population it has increased by 44% between the 2001 and 2011<sup>1</sup>.

Kisharon has a strong relationship with the Hackney Learning Trust and frequently meets with commissioners. We have worked on a joint venture with the Hackney Learning Trust and Hackney Community College to set up a franchise of the Hackney Community College's Horizon Programme in Stamford Hill to be run with a Jewish ethos under Kisharon's auspices. This provision opened on 15<sup>th</sup> September 2014 but is completely separate from KIFS. The provision is intended to provide further education for eligible young adults post school and up to 25 years of age including all eligible graduates of KIFS. The FE College will focus on the young people developing independence, life skills and vocational skills and will provide them with a seamless transition into their adult lives with as little dependence on support as possible.



Hackney Learning Trust  
1 Reading Lane, London E8 1GQ  
T. 020 8820 7000  
learningtrust.co.uk  
hackneyservicesforschools.co.uk

Hackney Learning Trust:

Free School Application Team  
Depart for Education  
3<sup>rd</sup> floor Sanctuary Buildings  
Great Smith Street  
London SW1P 3BT

24<sup>th</sup> April 2014

Dear Sir or Madam,

**Re: SUPPORT FOR KISHARON INCLUSIVE FREE SCHOOL**

I understand that the Kisharon Inclusive Free School will be a special school based in Barnet, opening in September 2015. The proposal is that the school will offer a full curriculum and a Jewish orthodox ethos and will cater for children and young people who experience difficulties with communication and interaction, including ASD; difficulties with cognition and learning, including severe and profound learning difficulties, and those with complex needs arising from medical and sensory difficulties.

LBH currently have nine students with complex needs in the current school and expect this number to rise to ten next year.

I understand that the 'A' banding structure is proposed and in the interim Hackney will continue to support fees currently ranging from [REDACTED] per day pupil.

Yours faithfully,

[REDACTED]

[REDACTED]

[REDACTED] Hackney Learning Trust

All three London Boroughs of Barnet, Haringey and Hackney have acknowledged that there would be unquestionable demand for places in our proposed school and that it is a much needed provision. The letters of support from Hackney and Haringey however reflect a reticence of senior practitioners in both boroughs to commit to actual numbers of future places especially in relation to growth. To be conservative we have used the current commissioning patterns in our business plan with very small incremental increases. The Haringey letter confirms continued support at levels of current places and recognises this will increase with time. We have therefore based our figures on these numbers – 8 places in 2015 and 9 places in 2016, Hackney confirms in their letter that they will commission 10 places in 2015. As they too predict the demand for such places to increase, we have again made a very modest assumption of 11 places from Hackney in 2016.

## **2. Engaging with the Local Population**

In developing a new school we have consulted widely within the local community to ensure that the concept of what we are trying to create meets the needs of the community for whom it is intended.

We have undertaken the following:

### a) Focus groups with parents of prospective Pupils

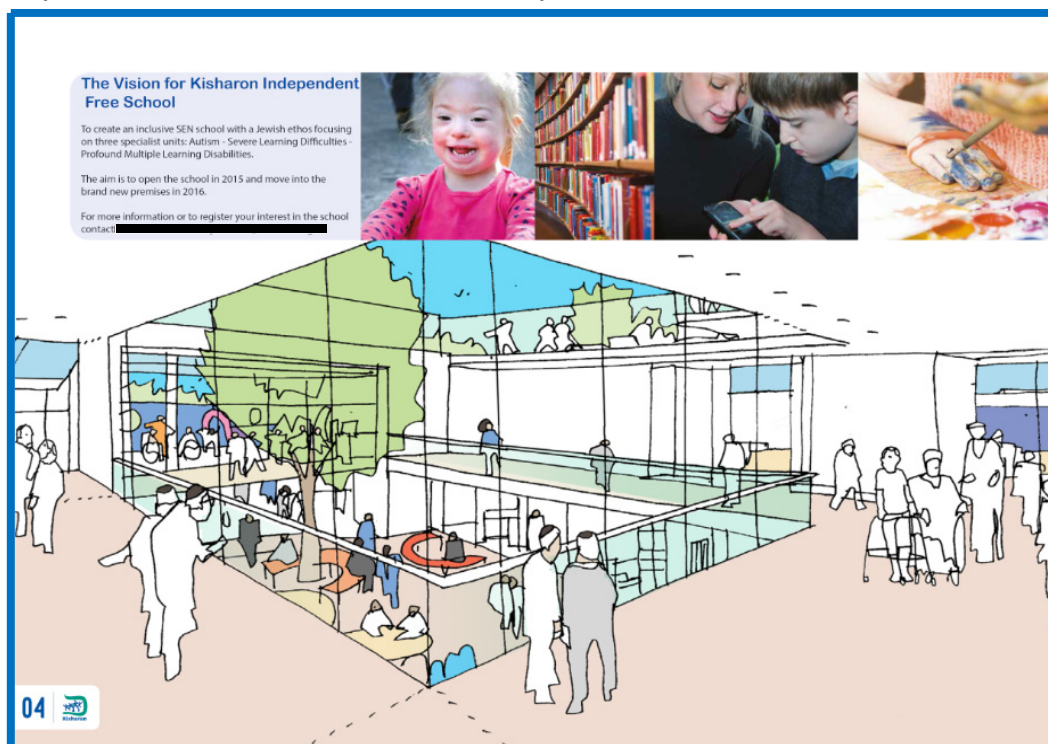
Two separate focus groups have been held to elicit the views of parents of prospective pupils. The first group was aimed at parents of 12 children who currently attend Kisharon Day School (the remainder of the parents were canvassed at an open meeting in March as well as having received a letter and brochure) and the second was aimed at a group of local parents of children with special needs who do not attend Kisharon (9 parents attended this group). Three of the attendees were not of the Jewish faith. The groups were facilitated by [REDACTED]. The sessions were used to get an in depth understanding of how parents make decisions about their children's education and to gather information about how parents feel about the vision we are proposing. The focus groups revealed that the factors influencing parents' decisions about which school might be most appropriate for their child, include:

- the degree of expertise the school has for dealing with their child's specific disability;
- the academic stretch the environment offered;
- the peer group available;
- the Jewish ethos.

Whilst different parents prioritised these differently, there was consensus that the majority would not compromise on the quality of the education and for this reason; the new offer would be highly desirable to the majority of those interviewed.

### b) Engaging with the Community

We distributed information about the proposed new school through a variety of media including letters, flyers, a brochure and internet posts. We sent information to all the children's centres and doctors' surgeries within a 9 mile radius of the school. We have had face to face meetings and telephone conversations with all the parents who have expressed interest. Below is an excerpt from the brochure we distributed.



We also consulted with the parents of prospective pupils through five community groups which support parents of special needs children. All of these groups have



The above template is of the form used to register the interest of prospective pupils. To date we have 34 parents who have registered an interest in this offer, 2 of whom are not of the Jewish faith, and we continue to receive emails and calls of enquiry. 7 of the prospective pupils have indicated that they would ask for the school to be named for the 2015 academic year; a further 19 are considering the school for the 2016 academic year and beyond. The age breakdown of this interest is provided in the column D of Table 1 Part 1 of this section.

### **c) Survey of SENCO's (SEN Coordinators) at local school**

A survey was sent out to SENCOs of 40 local mainstream schools. The survey revealed there to be significant numbers of children with special needs in all the schools. On the whole the SENCOs felt that the integrated education benefitted the majority of children with statements but it was clear that this was dependent on there being well trained support and there was a strong call for this type of training to be provided. This feedback reinforced our desire to be able to provide training and expert advice to the community. This would include Cache training (Support Work in Schools and Supporting Teaching and Learning); Challenging Behaviour; Augmentative Communication e.g. Makaton; Facilitating Therapeutic Support; Disability Awareness. In addition, the survey identified 12 children in mainstream education who were not progressing and for whom it was felt a special needs environment, such as the one proposed by KIFS, would be far more suitable. The vast majority of these children were of primary age and manifested challenging behaviour as a result of their complex needs not being adequately managed in a mainstream environment. This in turn caused exclusions which served to exacerbate the problem. The SENCO's felt that the barrier for these children entering special education was their parents' failure to come to terms with the presenting disability but they thought that this would change with time and as the challenges increased.

### **d) Canvassing local shops and amenities**

The post 16 class accompanied by their teachers have visited all the shops and local amenities in the vicinity to share the exciting plans for the school. A flyer describing the plans was left at each shop together with a note and contact details for any further enquiries. The neighbours in the adjoining three streets attended a coffee morning in July.

### **e) Consultative meetings with local councillors and MP's**

- 1. The Mayor of Barnet, Councillor Melvin Cohen** visited Kisharon Day School in July 2013 and in addition to his choosing Kisharon to benefit from his Mayoral Charity appeal, he had this to add "*I am pleased to support this inspirational charity's Free School initiative. Kisharon does so much good for the London Borough of Barnet*".
- 2. Mathew Offord, MP Hendon**, visited the services in August 2013, and commented saying "*I really admire what Kisharon does. This is a fantastic model which gives people with learning difficulties a real sense of their own value*"
- 3. Mike Freer, MP Golders Green**, visited Kisharon Day School on 14<sup>th</sup> February 2014 and was wholly supportive of the idea of KIFS. He tweeted "*Kisharon is inspiring to visit, truly amazing what they offer*", and had this to add "*I fully support Kisharon's free school application*"

### f) Project launch with key stakeholders

██████████ hosted an evening at Downing Street on April 1<sup>st</sup> 2014 to give us an opportunity to engage with our key stakeholders and share the vision for the new school. Parents and pupils, Kisharon Day School's Board of Governors, Kisharon's Trustees and major supporters, local rabbis and clergy, local business owners were present.

### 3. Contextual Evidence of Need

The birth rate and consequently the numbers of primary and secondary aged pupils are rising in London with forecasts showing that from 2016, the shortage of school places is set to reach 118,000.

<http://www.londoncouncils.gov.uk/policylobbying/children/schools/primaryschools.htm>

Nationally for 2009-2013, the percentage of pupils with SEN statements has remained constant at 2.8%, (DFE Statistical First Release: SEN Jan 2013).

In the London Boroughs of Barnet, Hackney and Haringey the numbers of statemented pupils has risen significantly between Jan 2009 and Jan 2013 and in Barnet is far higher than the national average. (See section C)

In all three boroughs, the fastest rising area of need is for children with ASD, PLMD and SLD. We have brought together the most recent Statistical First Release SEN in England (SFRSEN) reports to support this contention.

Special Schools: Numbers of Statemented SEN pupils by type of need 2010-2013 (source: SFRSEN 2010-2013)

Local authority	2010			2011			2012			2013			2010-13 Difference			
	ASD	SLD	PLMD	ASD	SLD	PLMD	ASD	SLD	PLMD	ASD	SLD	PLMD	ASD	SLD	PLMD	Total
Barnet	153	54	60	176	48	63	196	42	61	205	50	63	52	-4	3	51
													34%	-8%	5%	19%
Hackney	51	91	7	61	78	34	70	69	40	78	50	57	27	-41	50	36
													53%	-45%	714%	24%
Haringey	144	29	39	161	22	40	172	21	51	185	41	82	41	12	43	96
													28%	41%	110%	45%
Total	348	174	106	398	148	137	438	132	152	468	141	202	120	-33	96	183
													34%	-19%	91%	29%

Over this period, total numbers of ASD, SLD and PLMD children in Special Schools have increased significantly by 183 (29%) with numbers of ASD statemented children have consistently been substantially higher than those for SLD and PLMD. ASD numbers across the three LAs have increased by a substantial 120 (34%) with the highest number in Barnet where KIFS will be based. The proportion of PLMD students in Hackney and Haringey has risen sharply although numbers are relatively low. The total number of SLD pupils has fallen overall.

The numbers of both primary and secondary aged pupils in these areas of London are forecast to rise significantly over the medium term:

*“General school age populations in Barnet are likely to rise by around 13% in the primary sector through to 2018 and 6% in the secondary sector.*

*Over the following five years, through to 2023, most of the anticipated near 10% will be in the secondary sector as primary numbers begin to plateau.*

*These factors need to be applied in to future forecasts of likely levels of SEN.”*  
(Barnet School Data Plan 2014)

An analysis of those pupils with ASD with statements across the three boroughs is presented below:

Number of Pupils Statemented for ASD							
By Local authority and type of school 2010- 2013							
Source: SFRSEN 2010-2013.							
Local authority	Primary		Secondary		Special		Total
		%		%		%	
2010							
Barnet	188		101		153		442
Hackney	115		43		51		209
Haringey	158		63		144		365
<b>Total</b>	<b>461</b>	<b>46</b>	<b>207</b>	<b>20</b>	<b>348</b>	<b>34</b>	<b>1,016</b>
2011							
Barnet	229		109		176		514
Hackney	131		43		61		235
Haringey	198		91		161		450
<b>Total</b>	<b>558</b>	<b>47</b>	<b>243</b>	<b>20</b>	<b>398</b>	<b>33</b>	<b>1,199</b>
2012							
Barnet	235		144		196		575
Hackney	164		57		70		291
Haringey	227		118		172		517
<b>Total</b>	<b>626</b>	<b>45</b>	<b>319</b>	<b>23</b>	<b>438</b>	<b>32</b>	<b>1,383</b>
2013							
Barnet	239		161		205		605
Hackney	174		69		78		321
Haringey	221		133		185		539
<b>Total</b>	<b>634</b>	<b>43</b>	<b>363</b>	<b>25</b>	<b>468</b>	<b>32</b>	<b>1,465</b>

From this data we conclude that over this four year period

- The total numbers of ASD children in all three local authorities have risen by a substantial 449 (44%).
- Consistently, a third of children statemented for ASD have been allocated a special school

In light of this information our key conclusions are that:

- Numbers of ASD, SLD and PLMD statemented children rose by a substantial 44% over the past four years.
- Over half of these statements were for ASD (58% IN 2013).
- When we examine the type of school identified in these ASD statements we see that on average a third are for 'special schools'
- Local authority pupil forecasts project that the school age population will continue to rise in this area for both primary and secondary age groups
- Numbers of ASD, SLD and PLMD can be projected to rise correspondingly, as they have over recent years,
- On average a third of that increase in ASD, where greatest growth is experienced, will be allocated a special school
- This projected increase in demand for special school places is the demographic basis on which the need for additional places at KIFS is proposed.

As the local authority which allocates most of our statement children conclude:

*“In short, even if rates of identification (of special needs) do not continue to rise, the fact that the school population generally is increasing rapidly will place existing provision under serious pressure.” (Barnet School Data Plan 2014).*

*“Pure demographic growth through to 2018 suggests a requirement for an additional 90 places, even if the rate of identification remains stable, which is unlikely. This figure is therefore at the minimum end of the requirement- an addition 120 places is more likely to be required.” (Barnet School Data Plan 2014).*

KIFS model takes these changing demographics into account, and as a Good aspiring to be Outstanding School, it offers high quality places that are not available to fulfil this future demand elsewhere in the borough. As David Monger states in his work<sup>1</sup> on the strategic projection of school places, *“As the current Special School and Resource Provisions are full, there is the danger that the additional 60 specialist places required over the next 5 years will all have to be met from expensive independent provision **unless additional and affordable capacity is brought on-stream**”.*

Specific to Kisharon’s proposal is the high growth rates of the Jewish population in the boroughs around KIFS locality (See Section C page 9). An analysis of the 2011 census results by the Institute of Jewish Policy Research (2013) concluded that between 2001 and 2011 the Jewish population had become younger overall and hence the demand for more school places. The key driver of this change is the very high growth in the strictly orthodox Jewish births which they calculate to constitute 84% of this increase<sup>2</sup>. In addition, it is important to point out that there is a higher incidence of special needs in the Jewish orthodox population than there is in the general population<sup>3</sup>. This is due to several genetic disorders being predominant in Jews and which have been perpetuated through generations as well as because religious Jews do not subscribe to genetic testing during gestation nor would terminate a pregnancy if a problem were to be detected. This information is clear evidence that there will be a surge in the demand for special needs school places from these rapidly growing pockets of the Jewish communities.

<sup>1</sup>London Borough of Barnet place planning document published April 2014

<sup>2</sup>Institute for Jewish Policy Research, 2011 CENSUS RESULTS (ENGLAND AND WALES):A TALE OF TWO JEWISH POPULATIONS; July 2013; Dr David Graham

<sup>3</sup>A Genetic Profile of Contemporary Jewish Populations; H Ostrer, Nature Reviews, Nov 2001



## Section F: Capacity and capability

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

Name	Member core applicant group	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hrs per week)
<b>CORE GROUP:</b>				
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2 days
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	1-2 days
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	1- 2 days
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	5 days
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	4 days
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	1-2 days
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	0.5 days/week
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	1 -2 days
<b>ADVISORS/ NON-CORE:</b>				
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2x 1/2 day school visits
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	1 day /month

				Paid
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2 days/week when needed Voluntary
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	0.5 hours/week
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	0.5 days/week
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	1 day /week
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	0.5 days/month
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	0.5 days/week
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	0.5 days/ week

The core group has already been working together very effectively to complete this application and it is anticipated that as the school moves into pre-opening phase this will continue albeit in a stepped up way. [REDACTED]

During the application phase, the group has functioned well by formulating a clear project plan at the outset with clearly articulated outcomes and achievable timetables. Each core group member was then expected to take responsibility for a particular aspect of the project and, when needed, to recruit the support and expertise of the identified non-core group members/advisors. The core group has met weekly to monitor the progress of the different elements of the project and to solve any problems which may have arisen.

During pre-opening, there is no intention of acquiring additional project management expertise. [REDACTED]

<b>Skills coverage</b>							
	<b>Special School Education</b>	<b>Managing School Finance</b>	<b>Leadership</b>	<b>Project Management</b>	<b>Marketing</b>	<b>Human Resources</b>	<b>Ethos</b>
<b>Core Group</b>	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]			
<b>Advisors</b>	[REDACTED]	[REDACTED]			[REDACTED]	[REDACTED]	[REDACTED]

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

Skills/experience missing	How you plan to fill the gap
Experience converting from an independent school to a special free school with a faith ethos	<p>We are in receipt of support from a number of schools with relevant experience, including:</p> <ol style="list-style-type: none"> <li>1- Rosewood Free School (conversion from an independent special school (2011))</li> <li>2- Etz Chaim Jewish Primary School (2011) and Rimon Primary School (2012) -(both Free schools with Faith designations)</li> </ol> <p>However, we appear to be the only school progressing along the route of becoming a special free school with a faith ethos. This pioneering position adds a measure of complexity and unpredictability to the project which has to be anticipated and managed.</p>
Admitting children across different boroughs	<p>There is a challenge working across three boroughs. Although we have existing good relationships with each borough and they all enthusiastically support the concept that we have proposed, it is difficult to get a long term written statement of commissioning intent from them due to the large number of variables (such as council funding settlements and needs of individual customers), though we have letters of support and in principle agreement.</p> <p>This isn't necessarily a skills gap but it is an issue we are mindful of. We are trying to mitigate this risk by working as closely as possible with these three authorities. We have also recruited a past local authority employee who understands commissioning and who will be tasked with working closely with the commissioning boroughs.</p>
Spare capacity around curriculum and educational practice	<p>The Principal designate has been bearing the load of developing the curriculum and model for ensuring outstanding educational practice. She has been overstretched carving out time for the application process whilst being caught up in the day to day management of the current provision without a senior team in place. We have now recruited a rich group of experts to support our proposal and plan to strengthen our internal capability.</p> <p>This includes:</p> <ol style="list-style-type: none"> <li>1. Passing on some of the Head teacher's responsibilities to a senior teacher in order to free up the Head teacher's time. (From Summer term 2014)</li> </ol> <p>Recruiting an additional resource. There are two suitable educational experts who are available to support our work. They would assist Sora in ensuring all the necessary paperwork with regards a new curriculum, policies and procedures for the new school are in place. [REDACTED] has helped in the latter part of the application process on a pro bono basis but going forward this relationship will need to be formalised [REDACTED] During this</p>

	<p>time we will be recruiting new staff to fulfil the roles identified in the business plan and successful recruitment will initiate the start of the notice period for the Educational Advisor. The aim is to get the recruitment timed as close as possible to the opening of the new school.</p>
<p>Maintaining high educational standards during transition</p>	<p>As we are hoping to build a new school across the current site and the newly acquired adjacent site, this will require the current children to decant to another location for the demolition and building works to take place.</p> <p>We are currently assessing options for the decant but the concern is around the instability and anxiety that moving SEN children with significant needs might create and we are working out what resources are required to manage this transition and minimise the disruption. We are currently exploring options with a speech and language therapist on how best to facilitate communication about the project with the current students. Recruitment of the therapist to the team to support this process is an additional cost which hopefully can be recovered from the Project Development Grant.</p> <p>The costs of this resource includes:  <span style="background-color: black; color: black;">[REDACTED]</span></p> <p>It is also very important to find appropriate surroundings for the transition to make this process as stress free as possible.</p>

## Section F2 Governance

### Members

The Kisharon Academy Trust, registered on 30<sup>th</sup> April 2014 is a company limited by guarantee (Company no 9018917) and is an exempt charity. The Kisharon Academy Trust will be responsible for establishing, maintaining, and developing an outstanding school which meets the needs of children with a combination of communication, interaction, cognition and learning difficulties through specialist teaching, therapeutic intervention and by offering a broad and balanced curriculum. There will be no formal relationship between the Kisharon Academy Trust and Kisharon Ltd. Although the three signatories of the Memorandum all have a strong connection with Kisharon Ltd they are all signatories in their own right.

██████████  
The Members will meet three times a year. Fourteen days' notice will be required for meetings and a quorum (of at least 2 Members) needs to be present. The role of the members is to:

- 1) set out the constitution of the school;
- 2) sign its memorandum and articles of association;
- 3) discharge the statutory duties as Members of a Limited Company;
- 4) oversee the appointment and dismissal of the Governing Body;
- 5) undertake a skills audit to ensure sufficient breadth of knowledge and experience within the governing body;
- 6) hold the Governing Body to account
  - This can be achieved by scrutinising a termly report from Governors which highlights finances, quality of teaching, pupil outcomes.

### Background

For many years there was no required specification for governance of an independent school. Over the past two years, however, as school leadership has become an important standard required by Ofsted, Kisharon Day School has invested huge effort into changing its governance from being merely a critical friend to a formal structure replicating those found in the maintained sector. This has been part of the school's ambitious improvement drive and was recognised in the last Ofsted inspection by the HMI who commented that the Headteacher "*is supported and challenged well by the governors who are passionate and ambitious for the school. They have improved significantly since the last inspection*". The HMI went on to describe the Governing Body as having "*an accurate understanding of what the school does well and where it needs to improve*". It was also commended for having provided "*additional and effective support for the leadership functions of the school*".

This trajectory of improvement has continued especially in the light of this application. We have purposefully and actively engaged people who have the relevant skills to aid the school in enhancing its performance. ██████████ They bring with them a rich skillset covering ██████████

## **Governing Body**

The Governing Body is appointed by the Members to manage the business of the Academy Trust and run the school. This will include setting the general direction of the School; adopting an annual plan and budget; monitoring the budgets; managing senior staff appointments and the general staff's development, training and satisfaction; undertaking the Principal's performance management; the development and implementation of all necessary policies (especially in relation to health and safety); premises maintenance and upkeep and finally monitoring the quality of teaching and learning and student outcomes.

There will be up to eleven Governors appointed, including:

- A minimum of two Governors elected by the parents of pupils of the School (whose children are attending the school at the time of their election)
- A Staff Governor elected by colleagues;
- The Principal
- A Rabbinic Advisor – to uphold the faith ethos of the school
- Up to 6 Governors, appointed by the Members of Kisharon Academy Trust.

The Governors' term of office will be four years except in the case of the Principal whose term of office will run in parallel to his/her contract of employment. A Governor can be re-elected or re-appointed after the four year period. At the first Governor meeting each year, the members together with the Governors will elect a chairman and a vice-chairman of the Governing Body. A Governor who is employed by the Academy Trust will not be eligible for election as chairman or vice-chairman. The Governing Body will have a written induction policy to ensure that all new Governors have an in depth understanding of what is expected from them to undertake their role. Each governor will have a specific area of responsibility. Training will be available to Governors at regular intervals and a training audit will be undertaken annually.

The full Governing Body will meet at least three times a year. Notification of meetings will be made 7 days in advance and an agenda will be circulated. It is anticipated that in the first year or two the Governing Body is more likely to meet at least twice a term. A Clerk will be appointed to service the Governing Body and will arrange for the notification of meetings and circulation of the agenda. If all 11 Governors are in place then a minimum of four Governors are required for there to be a quorum but if there are less than eleven Governors in place then only three Governors are required. The minutes of the proceedings of a meeting of the Governors shall be drawn up and entered into a book kept for the purpose by the Clerk and shall be signed (subject to the approval of the Governors) by the Chair at the same or next subsequent meeting.

## **Committees**

The Governors shall establish two committees which will have their own terms of reference, constitution, membership all of which will be reviewed annually. The membership of either committee of the Governors may include persons who are not Governors, provided that a majority of members of the committee shall be Governors. The committees will be expected to make recommendations to the full board for ratification.

The committees will meet as required (but at least three times a year). The cycle of meetings of the committees will match that frequency of meeting of the Governing Body - so in the early years most likely to mean at least twice a term. A careful time table will be worked out to manage the varying workloads in each area at different times of the year i.e. the summer term for budget approval.

The first committee will deal with Finance, Premises and Policies. This committee will monitor the management accounts and ensure that the annual returns are submitted to the DFE by the end of December each year. The committee will be responsible for the full complement of the School's policies which it will review cyclically. In addition, committee members will undertake periodic learning walks through the school to monitor the implementation of key policies. The committee will also be responsible for all elements of health and safety and for the upkeep and maintenance of the premises. This committee will compile a full report for the Governing Body on a termly basis.

The second committee will deal with School development. This will include overseeing the performance management of the Principal; the quality of teaching; recruitment, training and retention of teachers; the curriculum development; the achievement of pupils; their behaviour and spiritual, social, moral and cultural development. This committee will also have responsibility for the school's ethos to ensure that the school's practice is always adherent to Jewish law whilst at the same time is tolerant, inclusive and welcoming.

### **Senior Leadership Team**

The Principal will be appointed by the Governors and will be charged with providing professional leadership and management on a day-to-day basis. The Principal will submit a report each half term to the Governors. The report will contain:

1. Information about the school: numbers on role; class breakdown; entrants and leavers; exclusions; staff changes; and environmental changes that may impact on the school.
2. Quality of Education: Information about the curriculum policy developments or new initiatives; Outcomes from audits or curriculum reviews; Evaluation of teaching; Evaluation of pupil learning; CPD: inset days, training, courses attended; Consultant support; Staff surveys; Parent surveys. (Section D)
3. Spiritual, Moral Social and Cultural Development of the Pupils: Evidence of pupil's personal development; Evidence of positive contribution to the school/wider community.
4. Welfare, health and safety of the pupils: Policy developments in relation to:
  - a. Behaviour, PSHCE, ECM;
  - b. Levels of attendance;
  - c. Care guidance and support for pupils;
  - d. Health & Safety: Termly / Annual Audit; Training; Issues or concerns
  - e. Induction and Transition
  - f. Equality
  - g. Inclusion



- 5. Suitability of proprietors: Single Central Register
- 6. Leadership and Management: Report on management team: performance; staff changes; personal development, recruitment and retention, staff induction
- 7. Overall Effectiveness and Efficiency: Key Issues, school improvement initiatives and impact.  
The Governing Body will take on responsibility of performance managing the Principal. The Governing Body will also appoint either an Educational Consultant with relevant experience or a successful Head teacher of an outstanding special school to act as a School Improvement Partner and to inform the school's development planning and forward momentum.

In addition to the Principal's report, members of the School Development Subcommittee will be encouraged to visit the school at intervals, to do learning walks and to take part in lesson observations. Surgeries will be held twice a year to give staff and parents direct access to the Governing Body.

**Minimising Conflict of Interest**

When setting up the Kisharon Academy Trust and the Governing Body each individual will be required to fill out a register which would record their interests, any family interests or any other possible conflict of interest.

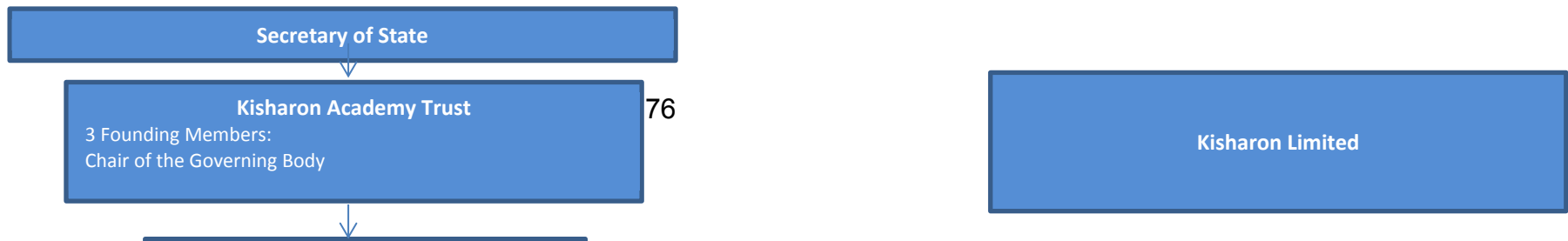
There will also be strict rules of operation for the Academy Trust and the Governing Body including that:

- 1. Any sponsor or promoter of the school should be prevented from deriving a financial benefit from such support;
- 2. All procurement follows a fair and open process;
- 3. Contracts from the trust can only be bid on 'at cost' basis;
- 4. There is sufficient challenge within the trust to hold suppliers to account;
- 5. All decisions are taken without bias – if there is any potential conflict or perceived potential conflict the individuals conflicting must be removed from the decision making process.
- 6. There will be a standing item on each agenda asking for a declaration of interests in respect to any items on the agenda

**Existing Conflict of Interest**

There is a strong link between the Kisharon Academy Trust and Kisharon with two of the Founding Members also being Trustees of Kisharon Ltd. This relationship is well known and transparent and every endeavour will be taken to avoid any conflict. For example, no services are expected to be supplied by Kisharon to the Kisharon Academy Trust unless there has been an open tender and Kisharon's services compare favourably financially to any other provider.

**Governance Structure**



**F3 (a) Proposed governors**

Name	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
<b>EXISTING GOVERNORS</b>				
██████████	– ██████████	Yes Described F1		2 days/week
██████████	– ██████████	Yes Described F1		1 day /week
██████████	– ██████████	Yes Described in F1		5 days
██████████	– ██████████	Yes Part of project planning team	██████████	1 day /week
<b>NEW GOVERNORS</b>				
██████████	██████████	Described F1		0.5 hours /week
██████████	– ██████████		██████████	
██████████	– ██████████		██████████	
██████████	– ██████████	Described F1		1 hour/week

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

Key:  partial gap  Complete gap

1= highly competence 2= moderately competent

	EXISTING GOVERNORS			NEWLY RECRUITED GOVERNORS			
Education: Curriculum Teaching and learning				1 2	1	1 1	
Financial management	1	1				1	1
Leadership and Strategic Management	1	1		1	1	1	1
Human Resources		2					
Legal knowledge							
Premises and building issues		1	1			2	
ICT						2	
Procurement and managing service contracts	2	1					1
Performance Management	2	1				1	
Child Development/Young People's Issues	1				1	1	
Marketing and Communication	1	1			2		
Ethos		2	2	1	2		

Skills/experience missing	How you plan to fill the gap
Human Resources	We are still anticipating the election of three Governors to the Governing Body and the strategy for filling these gaps will depend on what skills these individuals bring with them.
Legal Knowledge	<p>To date we have been using various external advisors to support the skill gaps of the Governing Body and we have the option of continuing along this route; recruiting this help more formally by electing these individuals to serve on a Committee or rethinking the skill set of the current Governors and reshaping its constituent members.</p> <p>Our external advisors to date include:</p> <p>– [REDACTED]</p>
ICT	We are currently approaching various companies and schools where we have identified people who have relevant ICT experience. Our Volunteer Co-ordinator is also advertising in the local community, through volunteering networks and websites for an External Advisor.

All Governors will have an induction at the start of their tenure. This will include a comprehensive school tour and a Governor Handbook which will have all the School's Policies and Procedures therein. The initial induction will include any compulsory training such as safeguarding; other training on the roles and responsibilities of governors will be arranged at a future date. New governors will be given the opportunity to be "buddied" with an experienced Governor on the Body.

## Section F4

### **Recruiting a high quality Principal: Kisharon Inclusive Free School (KIFS)**

#### **The Role**

KIFS aims to provide an outstanding education for children and young people aged 4 to 19 years with PMLD, Autism and SLD as their primary need and to prepare them for a successful transition to a fulfilling and rewarding life as part of their community. KIF is committed to maximising independence, promoting choice and providing educational excellence. The Principal will need to demonstrate a passion for these goals and an excellent track record delivering outcomes in a similar context. As the school has a Jewish religious ethos, it is essential that the Principal will support this.

#### **Main Purpose**

- To provide inspirational and motivational leadership across the School;
- To work with the Governing Body, Members and senior staff to develop, implement and evaluate strategic and operational plans;
- To ensure a consistent and continuous school-wide focus on pupils' achievement;
- To build, lead and motivate a highly skilled, motivated and professional team;
- To be the principal conduit of the relationship between the School, commissioners, parents and carers and the community.

#### **Duties and Key Responsibilities**

##### **g) Leadership and Governance**

- To develop, implement and evaluate the strategic and operational plans for KIFS.
- To articulate and share KIFS and acted upon effectively by all.
- To support KIFS's School Governing Body to develop and fulfil its responsibilities effectively.
- To attend and support the Trust meetings as required.
- To lead the school leadership team and provide advice and support to colleagues.
- To develop the school's policies, processes and practices; to ensure management in line with statutory requirements and best practice guidance.
- To promote KIF's equal opportunities and diversity policies and ensure compliance with the relevant legislation.

##### **h) Teaching and Learning**

- To embed a school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.
- To set high expectations and stretching targets for the whole school community.
- To understand the individual needs of each pupil and to provide an appropriate leaning environment and develop a personalised curriculum to support these, in accordance with national standards and assessed needs and capabilities.
- To keep abreast of the development of new and emerging approaches and technologies which might enhance and extend the learning experience of pupils.
- To monitor, evaluate and review classroom practice and promote improvement strategies.
- To evaluate the schools performance and identify the priorities for continuous improvement and raising standards; to challenge underperformance at all levels,

ensuring effective corrective action and follow-up.

**i) Pupil Welfare and Wellbeing**

- To be the designated lead on Safeguarding for KIFS.
- To ensure that KIFS meets its statutory obligations for safeguarding and promoting the welfare of all children and young people.
- To be the Health and Safety Officer for the school and to ensure that the health and care needs of each pupil are assessed and met through effective systems and appropriately trained and qualified staff.
- To monitor the welfare of pupils, preparing regular reports for the Governing Body, and ensure that appropriate communication and liaison exists with parents and carers, education, health and social care agencies and other professionals involved in pupils' welfare.

**j) Staff Leadership and Management**

- To ensure school leaders are delegated clear roles and responsibilities; have opportunities for personal and professional development, and the necessary resources to carry out their duties.
- to create an atmosphere of support and trust within the school staff
- To manage staff and school resources effectively and efficiently to benefit pupils and to maximise their educational experience.
- To attract and retain high quality staff; to appoint new staff in a timely manner and ensure effective induction programmes are implemented and necessary training and support provided.
- To promote staff development and support career progression; to ensure there is good succession planning.
- To establish procedures to allow the efficient operational deployment of staff, ensuring that sickness/absence, visits and events, visitors, training, courses, etc. are effectively managed and staff resources deployed appropriately;
- To monitor staffing indicators and specific staff needs, respond to trends and changes in staff performance and ensure that staff welfare remains paramount.

**k) Parent and Carers**

- To develop strong relationships between KIFS and parents/ carers of pupils, to ensure support is in place in times of transition or difficulty, as well as for prospective parents and pupils.
- To support the appropriate professionals in the case of cared-for children.
- To review the effectiveness of all forms of communication with parents and carers, including print and web-based media to ensure fit for purpose.

**l) Admissions**

- To manage the process of referrals, assessment and admissions to the school working collaboratively with commissioners and parents and carers.
- To work collaboratively with the Finance, Premises and Policies Committee who will oversee contractual arrangements with EFA and Local Authorities.
- To manage all activities related to SEN and Tribunal appeals, including co-ordinating the school's response and representing the school at hearings, or deciding on such representation.

**m) Financial**

- To develop, implement and report on the school budget, working collaboratively with Governing Body
- To ensure the school is run efficiently and effectively and goods and services are purchased in line with the Trust's policies.

**n) External Relations**

- To work with commissioners to ensure KIFS is part of the local offer.
- To be the lead ambassador and spokesperson for KIFS; to proactively promote the school's work via internal and external events and networks.

**o) Collaborative Working**

- To develop partnerships with local schools, businesses and the community to support pupil integration;
- To develop a training and consultancy offer for the community.

**p) The Skills Required**

<b>Qualifications</b>
– Educated to degree level with a NPQH
<b>Experience</b>
Substantial and relevant experience of: <ul style="list-style-type: none"><li>– working in the mainstream or special school sector in a senior leadership role.</li><li>– working in education with children with SEN, including autism.</li><li>– strategic planning, including development, implementation, review and reporting.</li><li>– Managing school teams at a leadership level.</li><li>– Being a School Governor or supporting a School Governing Body and Chair.</li><li>– Curriculum development within SEN provision.</li><li>– Designing and implementing policies, systems and processes for monitoring and reviewing pupil progress</li><li>– Developing school policies and procedures in consultation with others.</li><li>– Developing, implementing and monitoring safeguarding children's policy and practice, including being or deputising for the Child Protection Officer within a school.</li><li>– Working with a multi-disciplinary team at a senior level.</li><li>– Working with external agencies and groups to support children with SEN.</li><li>– Proven experience of managing an income and expenditure budget of £1m+.</li></ul>
<b>Personal Characteristics</b>
<ul style="list-style-type: none"><li>– Strong leadership skills and ability to inspire and motivate.</li><li>– Ability to build effective partnerships.</li><li>– Entrepreneurial and creative.</li><li>– Ability to plan, manage and deliver work to agreed deadlines.</li><li>– Excellent communication skills both written and verbal.</li><li>– Resilient and able to work on own initiative and as part of a team.</li><li>– Computer literate with working knowledge of all Word, Excel and PowerPoint.</li></ul>

**A High Quality Principal in Post**

**Section F7 Educational track record (Independent schools)**

Please see Appendix 2

**Section F8 Financial Track Record (Independent schools)**

**BACKGROUND**

- Kisharon Day School was established in its current form as an independent school in 1976.
- It has not existed as a separate legal entity but has been accounted and budgeted for separately within the overarching charity of Kisharon. It does not therefore have separate audited accounts.
- The accounts of Kisharon for the last 4 years are attached and also freely available on the Charity Commission website and demonstrate the overall solvency of the charity and to confirm an unqualified audit opinion (which would include all the activities of the School).  
The school’s records and systems are subject to a detailed annual audit.
- The School has no liabilities other than those relating to the regular purchasing activity. It has no loans.
- The School property is owned by Kisharon Charitable Trust and leased to Kisharon.

**SCHOOL FINANCIAL SUMMARY**

The following has been extracted from the records of Kisharon:

<b>Kisharon Day School</b>					
	<b>Actual</b>				<b>Budget</b>
<b>Year to August</b>	2010 £000	2011 £000	2012 £000	2013 £000	2014 £000

NOTE: Additional significant sums have been raised in respect of the Day School – [redacted]. These sums have been used for capital projects and to subsidise the teaching Jewish studies.

**CONVERSION ISSUES**

- The key issue will be the basis upon which the property is transferred from the Kisharon Charitable Trust into the Free School Trust
- Otherwise the framework for both teaching and management are largely in place. The key change in the cost base is the need to provide pensions and other terms and conditions at levels akin to the local authority. For teachers this will mean joining the teachers' pension scheme. Although this represents and additional cost hereto not accounted for, the larger intake of children will make this achievable and the provision of enhanced remuneration packages will undoubtedly make recruitment easier, enhance retention and generally improve the quality of the education provided by the school.



## **DEMONSTRATING COMPETENCE**

Over the past two years Kisharon Day School has concentrated on improving both its teaching and learning and its leadership and management, and it now finds itself with both a strong Governing Body and a capable management team clearly able to run both the current school as well as the potential Free School with its planned for larger intake.

The Kisharon Charity has an August year end, which is the requirement of a Free School too which means that our business cycle will not need any amendment. Currently, the budget is drawn up by the Headteacher and the senior management team at the end of the Spring Term. It is then shared with the Governors through the School Development Committee and the Finance Committee where the rationale for resource allocations is scrutinised. Any discrepancies of views are worked through until agreement is reached. The budget is then formally ratified in the Summer Governing Body meeting when the admissions for the following September are likely to have been confirmed.

Management accounts are produced monthly through the year, and the Headteacher is tasked with checking these monthly and ensuring that the spending is in accordance with the budget. The monthly reports are sent to the Chair of the Finance Committee and the whole Governing Body will receive a quarterly report. If during the year any of the management accounts show expenditure in excess of the budget, these will be analysed carefully to establish whether this is merely due to timing or due to unplanned spend. If it is the latter case, the budget will be reviewed. There will be a reallocation of resources to ensure that costs are contained for the remainder of the year.

Any expenditure not accounted for by the budget needs approval from the Finance Committee. It has been the practice at Kisharon that when a particular need has become evident and there has not been a budget allocation to meet that need, that voluntary funding has been sought to meet the need. No expenditure is approved until the voluntary funding has been received.

Each year auditors are appointed by the Kisharon Board and once the books are closed for the financial year, the auditors are invited to review the financial statements and express an opinion on their fair presentation. As a Free School this would be the responsibility of the School's Governing Body and it is understood that final accounts will need to be filed with the DfE by the end of the calendar year which would be easily achievable.

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

**<Redacted>**

## **Section H: Premises**

KIFS applied to become a Free School in the Wave 7 application round. However, as was stated in the feedback “*despite the strengths of our team and education Proposal*”, the DfE felt that the applicants would not be “*able to find and deliver a suitable, value for money site in the proposed location. The capital costs would be*

*too high*” and for this reason the application was not be approved. Our key supporters have since come together to see if there is anything they can do to overcome this.





**SECTION H: LOCATION AND PREMISES**

1. Please fill in details for each of your preferred sites, taking care to complete every section. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY**

2. The text boxes can be made bigger by increasing the row height.

3. To insert a new line in a text box, press alt + enter.

4. Please do not put any site information in the Word form. Additional information about sites should not be attached to your main application. Instead it should be sent to [premises.freeschools@education.gsi.gov.uk](mailto:premises.freeschools@education.gsi.gov.uk). Please put the name of your proposed free school in .. . . .

[Jump to second choice site](#)

[Jump to third choice site](#)

[Jump to fourth choice site](#)

[Jump to section for independent schools](#)

Please describe the location in which you propose to set up your school being as specific as possible. This could include the name of the area in which you would like to put the school, the part of a city, town or suburb. Please also consider how flexible you are - how far from your preferred location are you willing to go? Please include an annotated map as an additional file and send it to <a href="mailto:premises.freeschools@education.gsi.gov.uk">premises.freeschools@education.gsi.gov.uk</a> if	The school's location will be across the current site at 1011 Finchley Road and the adjoining property 1009 Finchley Road, London, NW11 7HB. Arrangements are currently being made to repay all outstanding loans on these properties. As well as making this site (worth between £4-5 m due to its inner London location) available for this project, our supporters are prepared to commit £2 million to the cost of the build. This contribution would be available in full prior to any agreement being signed. This means a total contribution of between £6-7m from Kisharon, which represents extremely good value for local national education commissioners and the tax payer.
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If you have not identified a site yet, please tell us the postcode of a central location in the your preferred area. It must be a full postcode e.g. SW1P 3BT, <i>not</i>	NW11 7HB
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Your calculated building space using the EFA formula. See section H in the free schools criteria booklet.	2520m <sup>2</sup>
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Any comments on your calculated building space:	
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**Preferred site**

Full address and postcode. It must be a full postcode e.g. SW1P 3BT, not SW1:	NW11 7HB
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In which local authority is your preferred location? - this information is brought through from section B	Barnet
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If the preferred site is near to the boundary with another local authority, please say which:	Hackney
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If the preferred site is near to the boundary with a third local authority, please say which:	Haringey
---	----------

If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
--	---------------

Please tell us how you found the site:	Existing site of Kisharon Day School the Independent converter with adjoining site having been purchased for expansion and redevelopment purposes
--	---

Please confirm the tenure:	Freehold purchase
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If other, please explain further:	
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Please Include information on purchase or lease price if known:	<Redacted>
---	------------

Who owns the site?	Privately owned
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Is the site available/on the market? (please attach agents' particulars as an additional file and send it to <a href="mailto:premises.freeschools@education.gsi.gov.uk">premises.freeschools@education.gsi.gov.uk</a> if available)	No
---	----

Name and contact details of owner:	Kisharon Charitable Trust; <Redacted>
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Name and contact details of agent or local authority representative where available:	
--	--

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	Existing building
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What is the current use?	School/education building
--------------------------	---------------------------

If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	It is the site of our current school and is therefore available. The central location close to other local schools and amenities support the educational philosophy of teaching independence and life skills and promoting community inclusion.
---	---

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	Combined sites of 1011 Finchley Rd (estimated at 600 m2) and 1009 Finchley Rd.( estimated 300m2) giving a total area of approximately 900m2. Estimated gross area of existing 3 storey building is 700m2.
---	---

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	The current building is not fit for purpose for a special school with the complexity of need of the proposed student body.
--	--

**Second choice site**

Full address and postcode. It must be a full postcode e.g. SW1P 3BT, not SW1:	
---	--

In which local authority is the site?	Please select
---------------------------------------	---------------

If the preferred site is near to the boundary with another local authority, please say which:	Please select
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If the preferred site is near to the boundary with a third local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
--	---------------

Please tell us how you found the site:	
--	--

Please confirm the tenure:	Please select
----------------------------	---------------

If other, please explain further:	
-----------------------------------	--

Please Include information on purchase or lease price if known:	
---	--

Who owns the site?	Please select
--------------------	---------------

Is the site available/on the market? (please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available)	Please select
--	---------------

Name and contact details of owner:	
------------------------------------	--

Name and contact details of agent or local authority representative where available:	
--	--

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	Please select
--------------------------	---------------

What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
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Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
--	--

**Third choice site**

Full address and postcode. It must be a full postcode e.g. SW1P 3BT, not SW1:	
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In which local authority is the site?	Please select
---------------------------------------	---------------

If the preferred site is near to the boundary with another local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a third local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
--	---------------

Please tell us how you found the site:	
--	--

Please confirm the tenure:	Please select
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If other, please explain further:	
-----------------------------------	--

Please include information on purchase or lease price if known:	
---	--

Who owns the site?	Please select
--------------------	---------------

Is the site available/on the market? (please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available)	Please select
--	---------------

Name and contact details of owner:	
------------------------------------	--

Name and contact details of agent or local authority representative where available:	
--	--

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	Please select
--------------------------	---------------

What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
---	--

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
--	--

**Fourth choice site**

Full address and postcode. It must be a full postcode e.g. SW1P 3BT, not SW1:	
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In which local authority is the site?	Please select
---------------------------------------	---------------

If the preferred site is near to the boundary with another local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a third local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
--	---------------

Please tell us how you found the site:	
--	--

Please confirm the tenure:	Please select
----------------------------	---------------

If other, please explain further:	
-----------------------------------	--

Please Include information on purchase or lease price if known:	
---	--

Who owns the site?	Please select
--------------------	---------------

Is the site available/on the market? (please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available)	Please select
--	---------------

Name and contact details of owner:	
------------------------------------	--

Name and contact details of agent or local authority representative where available:	
--	--

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	Please select
--------------------------	---------------

What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
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Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
--	--

**For independent school convertors**

Please say whether you will be increasing PAN when becoming a free school:	Yes
--	-----

if yes, from what to what?	35 - 70 places by 2018
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Please confirm the size of your existing site:	<Redacted>
--	------------

Please confirm the size of your existing buildings:	<Redacted>
---	------------

Please confirm the tenure of your site/buildings including details of any loans or mortgages:	<Redacted>
---	------------

## Appendix 1a – CVs Core Group

1.	<b>Name</b>	
2.	Area of expertise (i.e. education or finance)	
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul>	
4.	Brief comments on why your previous experience is relevant to the new school	
5.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
6.	Reference names(s) and contact details	



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

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

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

5.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]
6.	Reference names(s) and contact details	[REDACTED]

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

1.	Name	
2.	Area of expertise (i.e. education or finance)	
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/ organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> (This should cover the last four years. If not, please include additional roles)	
4.a	<b>For education only:</b> if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> <li>▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> <li>▪ If these results are not available, set out the track record of your school in terms of developing literacy and numeracy skills, qualifications achieved and preparing pupils for later life</li> <li>▪ school's best 8 value added scores for the years you were in post, if applicable</li> </ul>	
4.b	<b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available): <ul style="list-style-type: none"> <li>▪</li> </ul>	See above 4a
5.	Brief comments on why your	

	previous experience is relevant to the new school	
6.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
7.	Reference names(s) and contact details	██████████

1.	Name	
2.	Area of expertise (i.e. education or finance)	
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/ organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul>	
4.	<b>For finance only:</b> details of professional qualifications, including: <ul style="list-style-type: none"> <li>▪ date of qualification</li> <li>▪ professional body membership number</li> <li>▪ how your qualifications are maintained</li> </ul>	
6.	Brief comments on why your previous experience is relevant to the new school	
8.	Reference names(s) and contact details	

1.	Name	██████████
2.	Area of expertise	██████████
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> (This should cover the last four years. If not, please include additional roles)	██████████
		██████████
		██████████
5. b	<b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):	<ul style="list-style-type: none"> <li>• ██████████</li> </ul>
6.	Brief comments on why your previous experience is relevant to the new school	<ul style="list-style-type: none"> <li>• ██████████</li> </ul>



7.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	[REDACTED]
8.	Reference names(s) and contact details	[REDACTED]

## Appendix 1a – CVs Non Core Group

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

	four years. If not, please include additional roles)	
4.	Brief comments on why your previous experience is relevant to the new school	██████████
5.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
6.	Reference names(s) and contact details	██████████

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

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

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

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

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

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



	previous experience is relevant to the new school	
5.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	<ul style="list-style-type: none"> <li>• [REDACTED]</li> </ul>
6.	Reference names(s) and contact details	[REDACTED]

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

## Appendix 1c – Board of Governors

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

1.	Name	
2.	Area of expertise (i.e. education or finance)	
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul>	
4.	<b>For education only:</b> if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> <li>▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> <li>▪ If these results are not available, set out the track record of your school in terms of developing literacy and numeracy skills, qualifications achieved and preparing pupils for later life</li> <li>▪ school's best 8 value added scores for the years you were in post, if applicable</li> </ul>	
5.	Brief comments on why your previous experience is relevant to the new school	
6.	<b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
7.	Reference names(s) and	

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

## Appendix 1d – Kisharon Academy Trust

[Redacted]		
1.	Name	[Redacted]
2.	Area of expertise (i.e. education or finance)	[Redacted]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/ organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul>	[Redacted]
		[Redacted]
		[Redacted]
6.	Brief comments on why your previous experience is relevant to the new school	[Redacted]
8.	Reference names(s) and contact details	[Redacted]

## Appendix 2 - Self Assessment

<b>Name of school</b>	Kisharon Day School					
<b>Girls/Boys/ Co-educational</b>	Co-educational 4 – 19 years	<b>% Special Educational Needs</b>	<b>% Free School Meals (or pupils on bursaries)</b>	<b>% English as an Additional Language</b>	<b>% Persistent Absence</b>	<b>% Attendance</b>
		100%	24%	3%	3%	97%
<b>Name of principal</b>	██████████	<b>Additional information about the school</b>				
<b>Chair of governors</b>	██████████	<p>Kisharon Day School was established in 1976 and moved into the current premises, previously a ballet school, in 1983. Kisharon Day School originally catered for children with moderate learning disabilities and was registered for 28 children. Over time the cohort of children has changed considerably and since 2008, when a lift was installed, Kisharon now accommodates a variety of severely disabled children many of whom have additional physical and sensory conditions. The building has been altered to ensure DDA compliance but its structure and room sizes are not appropriate for a school catering for the level of need the pupils who attend.</p> <p>Following the improvement in the quality of the education on offer, enrolment has doubled and in October 2010 an application to Ofsted saw Kisharon Day School's registration changed to accommodate 35 pupils. In August 2012 an additional application to Ofsted was approved to increase the registration to 45 pupils. There are currently 37 pupils on roll but the school would struggle to accommodate any additional pupils in the current environment.</p> <p>The school is located on a corner site of a popular high street which provides a wonderful informal classroom for all the students most particularly as they advance in age. ██████████.</p>				
<b>Number of pupils currently on roll</b>	37					
<b>Capacity</b>	45					



Your assessment against Ofsted framework (please provide a commentary)	Self-assessed grade (1-4)	If needed, proposed actions to improve self-assessed rating	FOR INTERNAL USE ONLY- Not for completion
<p><b>Overall</b>  The teaching is at least good across the school with some being outstanding. This promotes very positive attitudes to learning and ensures that pupils are achieving well and that each pupil reaches his/her potential. Pupils have a very positive educational experiences at school that ensure that they are well prepared for the next stage in their education, training or employment.. There are areas in the school where best practice has been achieved and now there is a drive to ensure that this is modelled throughout to result in consistently outstanding standards over all areas. The school excels at promoting pupils' spiritual, moral, social and cultural development and their physical wellbeing. It provides a supportive and cohesive learning community in which the children thrive.</p>	1/2	To ensure that pockets of outstanding teaching and learning and best practice are replicated consistently throughout the school	
<p><b>Achievement of pupils at your school</b>  Pupils progress well due to the variety of teaching strategies which are employed to address the individual needs as recorded in the statements of each pupil. Progress in the key areas of reading, writing and mathematical skills is good due to the high expectations of teachers and well-structured approaches used. Pupils are well prepared for the next stage in their education, training or employment.</p>	2	The learning outcomes for each individual student need to be planned for and recorded in all lessons across all subject areas.	
<p><b>Quality of teaching in your school</b>  Teaching is usually good, with examples of some outstanding teaching. Most lesson plans are adapted with care to match the objectives in each pupil's statement; supporting their good progress. Teachers have high expectations. Teachers tune into the pupils, engage with them and encourage learning. Teachers assess pupils' learning and progress but this needs to be more consistently applied across all subject areas.</p>	2	Lesson plans in every subject area need to match individual's children's needs and their objectives.	

Your assessment against Ofsted framework (please provide a commentary)	Self-assessed grade (1-4)	If needed, proposed actions to improve self-assessed rating	FOR INTERNAL USE ONLY- Not for completion
<p><b>Behaviour and safety of pupils</b></p> <p>Pupil's behaviour and personal development was judged by Ofsted to be outstanding.</p> <p>There is a system in place for managing pupils' behaviour. There is a calm atmosphere in the school and spot visits by the Governors evidence that children are actively and enthusiastically engaged in learning and are responding well to staff. Pupils are proud of their school and behave well when accessing the community. Pupil's attendance is regular and for some, this is a significant improvement as before they attended Kisharon their attendance was often non-existent or very sporadic. Staff work hard with each pupil to help them develop different skills for interacting with each other.</p> <p>The school's provision for welfare health and safety for its pupils was also judged as being outstanding. All the required standards were judged as being well met . The Headteacher, in particular was praised for the way in which she works across multiple agencies to ensure pupils receive the best care possible. All staff are trained in child protection to the required standard, especially with regard to the very thoughtful care, close attention and support required for disabled pupils and those with special educational needs. The school has rigorous procedures for checking staff's suitability for working with children and the single central register is kept up to date.</p> <p>All policies and procedures are regularly monitored and challenged by the Governing Body and are all currently up to date and in place. No activity takes place without a full risk assessment having been undertaken.</p> <p>Parents and carers are unreservedly positive about the behaviour and safety.</p> <p>The school ensures that pupils have a healthy diet through making sure fresh</p>	1		

<p>fruit and vegetables are purchased and prepared on site. The older pupils above compulsory school age are well prepared for a more independent life beyond school.</p>			
<p><b>Quality of leadership in, and management of, your school</b>  The Headteacher and Governing Body are driven, passionate and ambitious and consistently communicate their high expectations.  Teaching is good and improving strongly as a result of the implementation of rigorous monitoring, effective performance management and professional development, which are closely matched to the needs of the school and staff.  The Headteacher and the Governing Body are aware of the areas that need improvement and the school's development plan reflects this.  The school's curriculum is broad and encourages the students' active engagement in learning.  The school works well with parents, including those who might find working with the school difficult, to achieve positive benefits for pupils. All necessary information is shared and the parents and carers receive high-quality reports on their children's academic, social, emotional and physical development and progress.  Governors ensure that all the independent school standards are met.</p>	2	<p>Apply a more rigorous approach to planning of lessons to ensure children's individual needs are tested and measured in every lesson resulting in consistent teaching and pupil progress.</p> <p>To delegate monitoring of quality of teaching to a senior staff member other than the Headteacher.</p> <p>Governors need to monitor and challenge</p>	
<p><b>Spiritual, Moral, Social and Cultural development of pupils at your school</b>  Pupils' spiritual, moral, social and cultural development is very strongly promoted by the school's passionate emphasis on developing life skills. Pupils use the local high street as a classroom and are introduced to public amenities and society in this way. Pupils are taught to interact with the public and develop their social skills. The oldest pupils enjoy travel training and work experience.  The school is open, warm and friendly and promotes tolerance and harmony.  The key focus of the school to develop pupils' confidence and self-esteem.</p>	1		

Your assessment against Ofsted framework (please provide a commentary)	Self-assessed grade (1-4)	If needed, proposed actions to improve self-assessed rating	FOR INTERNAL USE ONLY- Not for completion
<p><b>The extent to which the education provided by your school meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils and those who have special educational needs.</b></p> <p>In theory, pupils with similar needs are grouped together to enable more effective lesson deliver, but in practise the wide age range and disability spectrum make this difficult to achieve. To overcome this, planning takes into account the individual needs of each pupil and work is differentiated accordingly to facilitate progress across the range of needs. Each child has a personalised learning plan with specific targets. This is drawn up in consultation with the parents, therapists and class teacher and is reviewed termly.</p> <p>The facilities support children with disabilities and the high staff ratio and intensive therapeutic input promotes progress for all.</p>	2	<p>Attracting children with similar needs will be advantageous.</p> <p>Better planning across all subject areas needs to be achieved.</p>	

The latest Ofsted Report that can be accessed is from 26 February 2014  
<http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/101386>

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