



Department
for Education

Free school application form 2014

Special (updated August 2014)

HEARTLANDS SCHOOL FOR AUTISM

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Application checklist

Name of task	Yes	No
1. Have you completed the pre-application registration form ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Have you established a company limited by guarantee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Have you provided information on all of the following areas:		
Section A: Applicant details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Budget planning and affordability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Have you fully completed the budget plans?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>
7. Independent schools only*: have you provided a link to your school's most recent inspection report and completed a self-assessment form describing how your school would perform against the Ofsted Section 5 criteria	<input type="checkbox"/>	<input type="checkbox"/>
8. Reapplications only. If you are reapplying after being unsuccessful in a previous round, have you changed your application in response to the written feedback you received?	<input type="checkbox"/>	<input type="checkbox"/>

<p>9. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: special.fsapplications@education.gsi.gov.uk? (See guidance for dates and deadlines).</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>10. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

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

Section I of your application		
<p>11. Have you sent:</p> <ul style="list-style-type: none"> ▪ a copy of Section A (tab 1 of the Excel template); and ▪ copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and ▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days <p>by a guaranteed method such as 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?</p> <p>(See guidance for dates and deadlines)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Declaration

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

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

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

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

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

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

Signed:

Position: Chair of company

Print name: XXXXXXXXXX

Date:

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

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



Section A: Applicant details

Section B: Outline of the school

Please complete the Excel application form.



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	83203
Name of proposed school:	Heartlands Autism 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:	Heartlands High School Station Road Wood Green London N22 7ST
Email address of lead applicant:	<Redacted>
Telephone number of lead applicant:	<Redacted>
How you would describe your group?	A single academy
If 'Something else' please describe your group:	
Have you applied before for this school, whether under the current name or something else?	No
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:	Heartlands Community Trust
Company address:	Heartlands High School Station Road Wood Green London N22 7ST
Company registration number:	8482398
Date when company was incorporated:	
Please confirm the total number of company members (must be a minimum of 3):	4
	<Redacted>
	<Redacted>
	<Redacted>

Please give the names of all company members:	<Redacted>

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

Please provide the name of the proposed chair of the governing body, if known:	
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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:	None
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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?	1
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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:	Heartlands Community Trust
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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	139616 (prior to conversion as academy _May 2013 - 135844)
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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	http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/135844
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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:	The school opened in 2010 with a Year 7 intake only. It will publish its first Y11 results in 2015.
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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

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.	Please select
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If Yes, please provide the following information about each organisation: <ul style="list-style-type: none">• their full name;• their Companies House and/or Charity Commission number, and if appropriate the nature of the link; and• the role that it is envisaged they will play in relation to the free school.	
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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.).	None
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Have you received help and support from the New Schools Network (NSN)?	NSN Development Programme
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In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	Please select
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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:	
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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?	Haringey
Proposed opening year:	2016
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?	No
If 'Yes', please say which faith:	Please select
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:	104
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:	104
Please specify the maximum full time equivalent (FTE) for pupils in the first academic year - please use numbers only:	45
Date proposed school will reach expected capacity in all year groups:	2019
Places committed by Local Authority (FTE)	2016 -58, 2017 - 76, 2018/19 - 94 [provisional figures awaiting secnd Haringey confirmation letter]
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.	Please select
	Please select
	Please select
	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:	
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Are you planning to contract the management of your school to another organisation?	No
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Have you already identified a principal?	No
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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.	
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If yes please say when you propose the principal would start:	
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Please say how many people will sit on your governing body:	6-10
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Use of freedoms

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

Heartlands Community Trust is a multi-academy trust that comprises a mainstream 11-16 secondary school of 1080 places with an attached autism provision for an additional 25 students on site for children aged 11-16. The Local Authority endorses the view that there is a need for a substantial increase in autism provision to support a wide spectrum of need. The Trust proposes to open a new autism school providing increased provision to meet local needs for both primary and secondary aged children, in place of its current unit. Our new 5-19 provision will provide 88 places for students working below age related expectations with needs ranging from moderate to severe and complex, and a further 16 places for students who are working at or above age-related expectations but with severe behavioural, emotional and social needs (SEBD).

The Heartlands Community Trust believes that it is in a strong position to create a successful new school. The team have had considerable experience in setting up a good local school that is popular in the local community. We have experience in setting up a resourced provision for autism, and there exists within the Trust the moral purpose to ensure its success. The Trust's mainstream school opened in September 2010 to its first intake of Year 7's and has grown each year. Currently, its first intake has just entered year 11. The numbers of those parents and students choosing to come to the school illustrates that we are highly regarded within the local community. Applications for the school have increased year on year and in 2013 there were over 1000 first, second and third choice preferences for 216 places.

The Directors of the Trust have a strong vision based upon high aspirations for the students and developing a commitment to learning. The OFSTED report (2012) says "*The headteacher and governing body have successfully established a distinct identity for the school within the local community, based on three key areas: learning, ethos, and partnerships. There is a vision for excellence, led from the top*".

The attached autism provision of 25 places, opened in 2011, currently caters for young people with low functioning autism and is also oversubscribed. The characteristics of the 'low functioning' students admitted by the school is that they work at levels considerably below their age related expectations, have severely impaired or disordered language, social and communication skills and need support with many everyday tasks. The Trust has set the strategic direction of the provision to be a high quality resource for our young people delivering personally tailored outcomes. The provision is now an established part of Haringey's Local Offer. The OFSTED report (2012) states that our "*Newly established provision for students on the autistic spectrum is led and managed extremely well*".

Our Proposed Free School

Heartlands Community Trust proposes to open a special free school that will cater for a students from ages 5-19 with a diagnosis of ASD supported by an Education, Health and Care plan

We believe that autism specific settings are the best way to impact upon the lives of children and families. Our own autism provision was established by the Local Authority under BSF and is a resourced provision. The simple fact is that the facilities available for these students have been compromised by the desire to attach the provision to a mainstream setting on a cramped site. Furthermore, at the time the provision was established the LA believed 11-16 education was the best means of education for

students. Our view, now supported by the LA, is that all through education from 5-19 provides better for students. Students with low functioning autism do not respond well to change and a provision such as the one we outline would reduce these points of transition. The demand across the Local Authority is such that there is a clear need additional provision.

We aim to cater specifically for students with autism and SEBD wherever they might be on the spectrum of need. The special free school will include two specific departments, one for low functioning students working below age related expectations and another for students with high functioning autism working at or above age-related expectations.

By taking students earlier from the age of 5 and providing for them to 19, we can increase our interventions, maximising the possibility of students within the school living a more normal life and enabling them to make better progress by reducing transitions and changes that autistic children find hard to manage..

As part of the proposal we aim to close our current provision and move those students to the new all-through school.

Rationale

Our rationale for opening an autism specific all through free school is to:

- meet the needs of most students most effectively by an all through wide spectrum approach to autism education for the reasons above.
- meet the deficit in places for low functioning and high functioning students locally.
- provide a high quality consistent approach to the teaching of students with autism, ensuring that they are taught by highly skilled and competent staff through a curriculum and resources that is specifically designed to meet their needs.
- offer better value for money than current expensive out of borough provision.
- respond to the demand and support from local parents, the LA and local schools.

There is no maintained school offering parents of low and high functioning autistic children the option of all through education in a specialist autism framework. There is no maintained autism specific provision for high functioning students or for students below year 3 or over 16. The school will therefore offer vital choice to parents.

Firstly, an all through approach to autism education meets the needs of most students most effectively. Education provision in Haringey during BSF was modelled around an 11-16 approach for autism. This imposes more change and inconsistency on students whose autism dictates that they do not respond well to change. We believe that an all through approach to the education of children with autism designed specifically to meet their needs is essential. This is supported by the research into autism education by the Autism Education Trust (AET). They highlight that transition is a key issue for young people with autism. Our 11-16 provision does not meet needs sufficiently as students are forced to change schools at the ages of 11 and 16. We currently have two forced points of transition.

When students arrive with us at the age of 11 they have either been taught in mainstream schools or in special schools. Where they have been taught in mainstream schools they have often not received explicit approaches for their autism and to a large extent they have been isolated from other students. By taking students earlier we aim to apply a consistent approach to the teaching of students with autism. Through extending the provision to 19 we aim to reduce the number of students with autism leaving

education as NEETs and to ensure that they are able to play valuable roles in society. Currently only 15% of young people with autism over the age of 19 end up in employment or education (National Autistic Society (NAS) estimate). We seek to improve radically on this.

The borough has 120 pupils with statements that include autism in general special schools, the Brook and Riverside. These placements have been made in the absence of sufficient specialist provision with an autism focus. It is highly likely therefore that some will be better suited to the specialist autism provision proposed. This would free up places at these two general special schools to take further students with other needs that currently also have to be placed out of borough at higher cost to the LA.

Over 80 current local authority placements are out of borough. In addition to the high place costs of much of this provision, and added travel costs, the students suffer long journeys, difficulties from the increased complexity of coordinating cross boundary support services, and disconnection from their local community. By making more appropriate provision locally, we can significantly reduce costs, reduce student travel time and enable access to local facilities such as libraries, swimming pools and other local amenities that support the life and functional skills curriculum. This will be of benefit for our students beyond their school years as they will continue to be members of a community that knows and understands their needs.

Secondly, our proposal would meet the deficit of places across a broad spectrum of need in Haringey. To meet the needs of low functioning students within Haringey the borough currently uses a small maintained primary autism unit providing a few places from Year 3 upwards, the current secondary unit at Heartlands High School and two general special schools (as mentioned above) that have a significant number of students with autism statements, sometimes with other complex needs. It has no autism specific special education provision below Y3 or post 16. It also relies significantly on expensive out borough and independent provision for all age groups.

Haringey has provided us with a snapshot of Children with ASD/Autism/Asperger's Syndrome with a Statement: (Jan 2014) as follows:

	Maintained Mainstream		Maintained Special		Resourced Units		Special Independent		Independent Main		Other
	In	Out	In	Out	In	Out	In	Out	In	Out	
Nursery	2		1								3
Reception	16	2	6					1		1	
Year 1	14	3	11					1	1		
Year 2	18	2	7				1				1
Year 3	18		7	2	5	1					
Year 4	24		7	1	4		1	2	1		2
Year 5	30	4	16	1	2		2	1		1	2
Year 6	26	3	13		2			3			1
Year 7	19	4	11	2	9	1	1	1	1		
Year 8	12	2	13		1	1		1			2
Year 9	16	3	7	2	4	1	2	3			1
Year 10	16	2	10	1				6			
Year 11	14	2	11	1			1	2			
Year 12	4	1		3			4	5			1
Year 13	4	2						4			
Year 14				1				2			1
Total	233	30	120	14	27	4	12	32	3	2	14

This shows, excluding those placed in the two general special schools in the borough, the London Borough of Haringey has 90 students with autism statements in special school and unit provision and other (normally home schooling) provision:

- 50 in special education settings outside the borough,
- 12 in high cost independent special education settings in the borough,
- 20 in our current unit (which has now grown to cover 4 of its 5 year groups)
- 14 home educated

At present, there is no autism specific provision for High Functioning Students within the Haringey at all. . The LA currently estimates that there are 12 students with high functioning autism with SEBD in Haringey for whom a provision like ours would be appropriate and that, in time with the wider age range proposed, this will increase to 16. Most high functioning students are based in mainstream settings and associated alternative placements where they suffer a much higher levels of exclusion than other students. More often than not, those with SEBD are moved out of mainstream settings following their transition into them. These students are often kept at home, excluded or removed to expensive out of borough independent provision like Hillingdon Manor or Holmewood. Since opening we have had 4 students in the Mainstream with High Functioning autism with SEBD whose behaviour needs are so acute that they cannot be met within a mainstream school. The following case studies indicate the nature of their needs.



The LA's analysis shows there are 233 students with autism in maintained mainstream education in borough. An additional 30 students are in out of borough mainstream provision. Most of these students may be able to sustain their education and development in the mainstream but our mainstream school experience indicates that there is a significant minority with SEBD for whom this is not possible. The borough recognises this but currently has no in-borough special school/unit placements and such children often seek to survive in alternative provision which is ill-equipped for their specialist needs. The borough supports the development of special school places for this need. There is a separate letter of support for this in the Appendix.

Thirdly, our new school will ensure a consistent approach to the teaching of students with autism ensuring that they are taught by highly skilled staff through a curriculum and with resources that are specifically designed to meet their needs. In Haringey, at present, the vast majority of students with ASD are educated in mainstream school (reflecting the national picture). Of the students in our current low functioning provision, 69% have come to us from mainstream primary schools. However, it is evident in our students' ability to manage their autism (sensory needs, behaviour, communication, independence), that the minority that have come from specialist primary provision are benefiting from the targeted input early on. This is supported by research completed by the AET in 2011. The research, *'What is good Practice in Autism Education?'* found that specialist input, which they termed an 'autism curriculum', and the use of multiple assessments beyond those that are a statutory requirement such as the monitoring of sensory needs, behaviours and development of

communication, has a positive impact on attainment - schools using these approaches had better outcomes for their students than schools that were not.

Our school will be one where students with autism can access a full, engaging and challenging curriculum that will allow them to achieve what they are capable of but in an accepting, understanding and 'autism friendly' environment. The AET states "...that the very wide variability in outcomes for individuals with autism may, in part, be associated with variable support, ineffective interventions and lack of knowledge by professionals working with the children." Our autism specific setting will promote the highest levels of understanding and professional knowledge from our staff. We propose an educational setting that also centres practice on early therapeutic intervention and nurturing resilience and offering continuity, progression and extended appropriate support throughout their education to prepare them productively for adulthood. It will be an accepting environment that seeks therefore to prevent the mental health issues for students that nationally affect one in three autistic young people. In this way it will aim to counteract national norms of:

- Poor outcomes: The NAS estimate that only 15% of students with autism actually remain in education employment or training post 16.
- High levels of exclusion: the NAS show that 1 in 5 children with autism are excluded from school. Many of these children are excluded more than once. In the same piece of research into the education of young people with autism the NAS found that over 50% of parents of young people with autism nationally were convinced that their child was not in the right school to support their needs appropriately. A survey conducted by Ambitious about Autism, 43% of parents reported their child with autism had been formally excluded within the previous 12 months; only a quarter of these exclusions were one-off occurrences. Moreover, the same charity's survey says that students with a statement of SEN are 9 times more like to receive a permanent exclusion for a mainstream school, (*School Report 2012*).

The London Borough of Haringey's SEN section data shows that in the past year they are aware of a total of 6 autistic students working at age expected levels in mainstream who have been placed on fixed term exclusions, two thirds of these are secondary students and most of them have been fixed term excluded on more than one occasion.

The key issue remains the lack of autism specific strategies within either mainstream or more general special schools.

Our proposal would offer significantly better value for money than expensive out of borough provision. The proposed school would provide 84 11-16 places matching the number of pupils currently incurring higher costs through out of borough and independent school and other placements plus 20 post 16 places providing for a need which is largely unmet at present. The cost of the out of borough provisions currently used by the LA has three schools in the top range charging £68,940, £59,410 and £49,500 respectively.

Finally, our provision is supported by local parents, the LA and local schools. So far parental support from both parents of students currently at Heartlands and parents of children in other schools in the borough has been overwhelming. We have held 4 consultation events in our school and the local community groups of parents of young people with autism in the borough of Haringey. Following those meetings, all our existing parents have said they would wish their children to transfer to the new school if

approved. In addition, 29 parents from settings other than our provision give formal feedback to consultation. Of those 29 responses, only 3 parents said they would not be interested in a place as they were happy with current provision, and one parent said they were unsure as their child would already be nearing the end of secondary school. There has been a clear indication, when meeting with parents, of frustration that this kind of provision doesn't already exist (we have had some more detailed emails from parents outlining this). The consultation revealed that many parents feel quite disillusioned with the education system they feel has 'let down' their children, and say their children feel the same. This proposal offers them a clearly differentiated and high quality choice and meets current under-provision.

Heartlands Community Trust-New School for Autism

The Heartlands School for autism will be a school that caters for a broad spectrum of need. This will include students working below age related levels that have complex needs and students that are working at age related levels with complex need. These are two distinct areas of need and by including both within the same school we ensure that the autism specific strategies that we develop will be applied to both sets of students. The High Functioning students that will benefit the most from our new school will be those with very challenging behaviour who have struggled to make a success of primary or secondary school.

To cater for the differences in need between these two groups of students we will locate two departments together to share resources and expertise. One will be focussed on high functioning students while the larger of the two will meet the needs of low functioning students. This allows us to support effectively two distinct groups of students with different needs. There will be a strong ethos underpinning both departments from the Trust's core values inspiring excellence, accepting difference and supporting change and of generating a common autism appropriate environment in which education can be pursued productively. Additionally we shall gain considerably in cost effectiveness from being able to share educational and specialist professional autism staff and support resources.

The curriculum will help children to make the best possible progress. For some this will be in comparison to national averages although for many of low functioning students the targets derived from their IEPs will be more meaningful. For all, the curriculum will promote students' self-management of their autism, understanding their environment, strategies for managing sensory integration difficulties, learning strategies for emotional regulation, developing and extending functional communication, interpersonal and social skills.

We will help all students to develop social skills, independent living, working capabilities and resilience. This will develop their ability to successfully manage their autism. This part of the overall offer will be constructed by a multidisciplinary team of professionals such as speech and language therapists, an occupational therapist, a psychotherapist (possibly in conjunction with drama, art or music therapy services) and a careers advisory service that specialises in supporting young people with ASD. This will be achieved by extending and sharing the careers, advice and guidance service already available within the mainstream school in the Trust and there would be sharp focus upon ensuring these students accessed further training, higher education or work at the age of 19 as appropriate to their ability.

Our approach to pedagogy and teaching and learning with all students would be centred on building strong relationships between the students and teachers. We would seek to avoid unnecessary rotations of staff working with a student. In managing their autism young people will be nurtured; able to manage the sensory emotional and social demands of a small classroom without severe behavioural episodes.

We will ensure an outstanding quality of teaching and learning in the school through using Ofsted criteria for learning, autism-specific strategies, use of TEACCH (Treatment and Education of Autistic and Communication Handicapped Children), PECS (Picture Exchange Communication System), SI (Sensory Integration), , SCERTs (Social Communication Emotional Regulation and Transactional Support), teaching of basic skills – reading, writing and communication and the use of ICT (Information Communication Technology).

Department 1 Students performing below age-related expectations (low functioning) The 5-19 framework of the school will ensure continuity of approach, ethos and environment; particularly in relation to therapy and support for developing life skills. Students will learn how to manage their autism effectively. The students will be taught in groups up to 8 with a teacher supported by two teaching assistants. Where there are students with more complex needs there will be three teaching assistants.

The curriculum across both EYFS, Primary and Secondary will be largely topic led learning which will suit the interests and learning styles of the pupil population and will be appropriate to their age and level of need. This will be supplemented with extracurricular activities, physical education, development of life skills and opportunities for off-site learning in the community; including opportunities for sharing appropriate activities in mainstream education settings. In addition, the students will have access to the specialised skills offered by a multidisciplinary team comprised of speech and language therapy, sensory integration approach occupational therapy and arts therapies.

Students will have a range of spaces for their daily activities that will include classrooms, extensive outdoor space (to include horticultural experiences and sensory gardens).In addition; there will be a working office in the school to give students experience of a world of work. The school will have access to the latest technology to support the learning of students with ASD and associated learning difficulties.

Department 2 – Students performing close to or above age-related expectations In total there will be 20 places for such students. Students will be educated within small groups accessing an age appropriate subject based curriculum. Staffing will be an average of 1 teacher plus two learning support assistants for every 4 students, Whilst for other high functioning autism pupils mainstream education with support may be appropriate, for the SEBD profile of need we intend to meet, a principal challenge is enabling effective and significant learning for children whose autism is so severe that they find significant interactions with numbers of other students or adults totally dislocating to effective learning activity. The high level of staffing will enable us to work flexibly and with skilled staff to progress effectively both their learning and their management of their autism. The LA has endorsed the higher level of costs involved based on their experience in seeking to place such children normally at greater expense.

The autism specific nature of the school will ensure a continuity of approach, ethos and environment, particularly in relation to therapy and support for developing life skills and skills to manage autism.

At primary level the focus will be on developing a commitment to learning and acquiring core curriculum skills including numeracy and literacy and attainment at or above national expectations. The curriculum approach will be significantly project and topic based and tailored to individual needs.

At secondary level, the focus will be on matching national progression expectations year on year and on securing excellent outcomes in 5 or more GCSEs in a highly personalised curriculum. The needs of these students will be met with opportunities for 1:1 tutorials, small group teaching and master classes to supplement their knowledge. Students would be expected to study English, Maths and Science and computing and then follow courses that supplement this core.

Our approach would allow for sustainable schooling for this group of students, where they would be able to access regular and consistent learning because the demands upon their autism are not too great. High expectations of what they can achieve will be supported with strategies to ensure that learning can take place effectively. Students will be taught skills to manage wider social interaction in a structured and developmental way. Opportunities for integration into mainstream activities will be sought at every point. The strength of this approach is the commitment of the Heartlands Community Trust to inclusion. The close structured links between the schools and Heartlands High School will ensure that where it is best for them students will be integrated into a mainstream environment. For example, if students benefit from mainstream PE then we will have the capacity to do it.

Educational Vision

The Heartlands Community Trust aims a school that is judged outstanding, by external evaluation, that is oversubscribed and where students with autism to achieve outstanding outcomes. Our school will be governed by the core values of the Trust:

- creating a commitment to learning in all of its students and accelerating progress
- operating with a strong moral purpose and upholding a commitment to equality and diversity
- being outward facing and seeking partnerships with others
- helping students to operate as effective, responsible and active citizens
- building leadership in students and staff

Our vision is for a school that will;

- develop the required skills that students will need to help them to progress through education and achieve challenging academic targets through accredited courses
- provide a nurturing and stimulating environment where students learn the skills required to lead a successful independent life
- grow to be a hub of excellence within Haringey and London delivering training and research into the education of young people with autism

Our students will develop the required skills that students will need to help them to progress through education and achieve challenging academic targets through accredited courses.

Our expectation of students is high. We know that our students will have a medical

diagnosis of autism and that they will be severely enough affected by their autism to be unable to manage in a mainstream school setting. We want them to make as much academic progress as they possibly can, but we know that we need to address their autism impairments and allow them to achieve a calm-alert state in which they are able to learn before we can push them forward in their academic and social learning. To address this, each child will have an Individual Education Plan (IEP) which sets them a challenging target in terms of their communication skills, social skills, approaches to learning ability to manage change and sensory development.

We will measure academic progress using “B Squared Small Steps Programme” for low functioning students. We will also use the “Progression Guidance” to analyse our Key Stage achievements of all of our pupils in one particular Key Stage or age group. We will feed our assessment data into Comparison and Analysis of Special Pupil Attainment (CASPA), which will enable us to analyse data and use it to plan future targets and developments. It will also allow us to compare our children with children from other similar schools who are starting from similar points, to ensure that we are aiming for all of our children to make expected or above expected progress.

For students with high functioning autism we would expect rates of progress to be at least in line with, and in many cases better than, national expectations. The demands on the autism of these students will be greater at the beginning of their school career. However, we aim, through ensuring a consistent therapeutic approach and a consistent approach to teaching and learning, to ensure good rates of progress

Academic Targets

KS1	KS2	KS3	KS4	KS5
High Functioning Students				
All students will achieve at least a level 2 in English and Maths	Students achieve a Level 4 in English and Maths by the age of 11 and some will achieve a Level 5 or 6. Reading ages in line with chronological ages	Reading ages in line with chronological ages	100% make 3 levels of progress and 50% make 4 levels of progress Reading ages in line with chronological ages	Level 3 100% Grade C and Above
Low Functioning Students				
Students that are a P5-P7 make three levels of progress. P8 and above make 2 levels of progress.	Students that are a P5-P7 make three levels of progress. P8 and above make 2 levels of progress.	Students that are a P5-and above make 2 levels of progress	At least one level of progress and all to achieve entry level qualifications in English, maths and Personal/Social Development	Most students working towards level 1

Our school will provide a nurturing and stimulating environment where students learn the skills required to lead a successful independent life. This will include:

- a varied curriculum with a range of ways to access learning supplemented with lots of practical life skills and training opportunities.
- capitalising on the students' strengths and individual interests to create a sense of success, enjoyment for learning and respect for individual needs, catering for a wide spectrum of need in the school
- a range of therapeutic approaches woven into a topic based syllabus to support the demand of our students' autism.
- a built and furnished environment that is low arousal, flexible and highly adaptable to individualised need.

Our school will grow to be a hub of excellence within Haringey and London delivering training and research into the education of young people with autism

We want our staff and families able to access a wide range of training opportunities in order to understand autism and how it can affect the lives of people diagnosed. We want our students to understand how their autism impacts upon them and find ways to celebrate its benefits and overcome its barriers.

The Trust has a strong commitment to continuous training and development for its staff and to linking widely externally to learn from research and best practice. We aim similarly for our autism school to link to other schools and institutions. We have already established links with the Institute of Education and Centre for Research into Autism Education (CRAE) (see letter of support in appendix) to look at creating an ASD specific teacher training module and provide placements where teachers can work alongside outstanding practitioners in their field and would wish to pursue possibilities for an MA staff development programme with a university. We wish to be a centre supporting Initial Teacher Training in relation to autism. We wish our staff to link with other schools learning and sharing best practice.

Part of our vision is for the school to develop as a hub of excellence in autism education. The school will -provide an extensive education and therapeutic programme. This will include courses and support for families and continuing support for students to understand and self-manage their autism.

We will aim to share our expertise with as many others as we can. We aim to reach out to other schools and institutions by working directly with students or indeed providing training to staff and to play a leading role in the PAN London autism.

Section D: Education plan – part 1

The high functioning students are reflected in resourcing elements of our proposals at a staffing ratio of 1 teacher plus 2 learning support assistants for every 4 students. As most high functioning students will start in the mainstream we have anticipated normally taking in students from Year 5 once assessments have taken place.

With such small numbers in each year group the numbers are indicative rather than specific admissions targets for each year group and there will be variations according to need. For example for high functioning primary students, the numbers are all shown against KS2, but that does not mean that there may not from time to time be KS1 admissions.

The start-up numbers are higher proportionately compared to final rolls for low functioning than high functioning because the former is planning to build on the existing secondary low functioning unit

(Please note brackets are high functioning students included in the totals)

	Current number of pupils)	2016	2017	2018	2019	2020	2021	2022
Reception		0(0)	0(0)	1(0)	2(0)	2(0)	2(0)	2(0)
Year 1		1(0)	2(0)	2(0)	3(0)	3(0)	3(0)	3(0)
Year 2		1(0)	2(0)	3(0)	3(0)	3(0)	3(0)	3(0)
Year 3		3(0)	4(0)	4(0)	6(0)	6(0)	6(0)	6(0)
Year 4		4(0)	4(0)	5(0)	6(0)	6(0)	6(0)	6(0)
Year 5		4(0)	4(1)	5(1)	6(1)	6(1)	6(1)	6(1)

	Current number of pupils)	2016	2017	2018	2019	2020	2021	2022
Year 6		4(0)	4(1)	4(1)	6(1)	6(1)	6(1))	6(1)
Year 7	5	8(0)	8(0)	8(2)	8(2)	8(2)	8(2)	8(2)
Year 8	7	8(2)	8(2)	8(2)	8(2)	8(2)	8(2)	8(2)
Year 9	1	9(2)	8(2)	8(2)	8(2)	8(2)	8(2)	8(2)
Year 10	4	8(0)	9(2)	8(2)	8(2)	8(2)	8(2)	8(2)
Year 11		4(0)	8(0)	9(2)	8(2)	8(2)	8(2)	8(2)
Year 12		0(0)	5(2)	8(2)	9(2)	8(2)	8(2)	8(2)
Year 13		0(0)	0(0)	5(2)	5(2)	8(2)	8(2)	8(02)
Totals		45	68	93	104	104	104	104

Section D: Education plan – part 2

D1 The Curriculum

Our key aims in designing a curriculum to meet the needs of all students with autism are to:

- provide a nurturing and stimulating environment where students are explicitly taught how to manage their autism effectively
- develop the required skills that students will need to help them to progress through education and achieve challenging academic targets
- accredit learning through recognised schemes
- promote equal opportunities
- promote a successful transition to adult life
- help students develop the requisite skills to lead a successful independent life.

Our curriculum is also designed to promote our pupils' spiritual, moral, social and cultural development in order to prepare them for the opportunities, responsibilities and experiences of life outside school. Opportunities for learning will be embedded throughout the curriculum. Our pupils will develop their understanding of right and wrong, their appreciation of the beliefs of others and their respect for the environment in which they live. We believe that every student has the right to develop their own sense of self with dignity and autonomy, and that in so doing a curriculum will provide opportunities to develop their self-esteem and emotional well-being.

Our curriculum delivers a highly personalised approach to accelerate progress and is based upon pedagogy that draws on good practice seen in some of the best schools across the country. We have agreed practice in terms of the planning, delivery and assessment of the curriculum and all areas of the curriculum are evaluated regularly by

senior staff. We lay this knowledge and practice over an undercarriage of up to date autism knowledge based in research from our scientific partners such as CRAE. We believe that it is this accountability that keeps our teaching at an outstanding level and enables pupils with autism to learn at a fast pace in an adapted and yet stimulating environment. We focus on TEACCH (Treatment and Education of Autistic and Communication Handicapped Children), PECS (Picture Exchange Communication System), SI (Sensory Integration) SCERTs (Social Communication, Emotional Regulation and Transactional Support), teaching of basic skills – reading, writing and communication, use of ICT (Information Communication Technology), results in consistency of approach and improvement of practice. We believe that it is this process that raises standards and ensures that our students are making outstanding progress.

We support students in being able to cope with change through opportunities for therapeutic elements embedded across the curriculum that supplement the offer for students to further support their development as young people with ASD. During teaching times in class, students will have an opportunity to work as a whole class group, in smaller breakout groups and for parts of their day 1:1 with an adult.

Our curriculum will be designed to meet specifically the therapeutic needs of the young people in our care. As well as our teaching team, we will have a highly skilled ASD specific multi-disciplinary team comprising speech and language therapy, occupational therapy, educational psychology and drama/music therapy. This team will be very much part of the planning for and delivery of the daily programme for every student. The multi-disciplinary team and teachers will work in tandem to create IEPs, behaviour support plans and individual pen portraits for students.

The School Day: Outstanding outcomes will be delivered through a school day that is full of rich learning activity, whether in a formal lesson setting or during a break or lunch time. Our school day will run from 09:00 – 3:00 which is the equivalent of 30 hours per week. The later start allows for transport and supports parents to manage the challenges of transitioning their child between home and school. Lunch times and break times have also been included in the curriculum time as these are considered to be teaching times for students. They are supervised and instructed by teaching and support staff who work directly with students daily - for example, structured social time and functional learning opportunities such as 'comic club' at break or an occupational therapist leading cutlery sessions for a targeted groups of students at lunch time.

Reading Interventions: The school will use the Accelerated Reader scheme to make sure that students catch up quickly where they are behind. Reading will be carefully targeted to make sure that books they have the appropriate amount of challenge within them. The school will have a targeted set of interventions based on targets derived from accelerated reader and students will enjoy the challenge of reading for at least 20 min every day and succeeding in the appropriate quiz. Reading interventions will be sharp and focussed. Our previous experience in implementing such a scheme will be shared between the schools in the Trust.

PSHE: We ensure that our students are ready for the world outside by implementing a comprehensive PSHE scheme. Students will access a high quality PSHE curriculum through a coordinated number of drop-down days in parallel with the mainstream school. These days will be coordinated where possible with the mainstream school so that where appropriate autism students can be included in mainstream activities,

including enterprise days, personal safety and careers fairs. Similar integrated practices drew praise from Ofsted in the most recent inspection of the mainstream school.

Good Practice in Teaching and Learning for Autism

Lessons will be structured around the Heartlands Principles for learning. Lessons should be:

- data led
- engaging
- built around assessment for learning
- supportive and challenging
- positive and valued
- progress focused

In all lessons students will be encouraged to make choices to improve motivation. Teaching will support learning without mistakes and ensure that mistakes are not reinforced. Visual support such as text with picture symbols will be used as an aid to teaching and learning and reinforced in classroom display. Teachers will plan meticulously with all resources to hand, relevant to the task, bright, clean, laminated and well prepared. There will be regular change of language, communication or conversation partners to allow the child to generalise communication strategies and build positive relationships with adults and peers with sensory integration embedded throughout. Ear defenders, wobble cushions, weighted equipment will be as accessible to students as necessary so that independence is promoted at all times. TEACCH supports will be differentiated according to the child's cognitive ability, e.g. schedules in nursery with objects of reference or photos. Staff teams will work together to ensure individual and group activities run effectively. Session structure will be shared with students to reduce anxiety for young people who are unable to predict next steps and to manage smooth transitions

Visual resources such as in lesson schedules, timers and 'first and then' boards will be used to ensure that tasks are predictable. Visual support systems such as 'voice-o-meters' will be displayed and referenced in the environments

Social stories (visual stories written to develop specific areas of understanding) will help as an aid for students understanding of social, functional and behavioural expectations and to support students to manage changes and transitions.

ICT throughout the school: The Trust has established excellent ICT systems to support learning that innovatively uses Google apps and drives to support collaboration and learning within the school linked with Realsmart, a managed learning environment, students which ensures as much access to ICT and resources at home as in school. Every student will have access to a Google Chromebook so that students can to connect their learning through sophisticated systems in an affordable way.

Extended school programme: Activities will be designed to enable students to develop physically, emotionally, socially, with an emphasis on independence and enjoyment and staffed by a consistent team that have a sound understanding of students' needs and how best to support them towards independence in social interactions and accessing activities.

There will be a breakfast club at the beginning of the school day to encourage students to make a healthy start to the day - selecting and serving healthy breakfasts with an opportunity to practise making requests and responding to requests of others

After school there will be a range of after school clubs including cooking club, leisure club, lego club, arts and crafts, film and fitness club.

The Curriculum for Low Functioning Students

We will inspire excellence in our low functioning students through supporting them to:

- manage their autism,
- acquire key literacy and numeracy skills,
- have access to a wider curriculum range taught in an accessible topic based way, reinforced by practical experience and developing their particular interests, abilities and enjoyment of activities like the arts and sport.
- achieve accredited qualification. such as BTECs ASDAN and City and Guilds
- acquire independence skills

This will be achieved by:

- a highly personalised curriculum tailored to meet the individual needs
- topic based learning that allows our students to learn with consistency while encountering many new skills.
- a curriculum that is age appropriate
- a curriculum that sit in a framework of the National Curriculum that is appropriate for the students
- giving life and independence skills including provision for qualifications and work experience.

The curriculum for students with low functioning autism will help accelerate the progress of students in relation to their specific needs.. All such students in the school will have additional needs relating to social communication, executive function and sensory difficulties and all of the associated behavioural difficulties that can impact on developing independence. We will support our students in tackling these difficulties by offering targeted support such as specific social skills education to address specific deficits and a curriculum that is heavily supported by a skilled therapeutic team. Speech and Language therapists and Occupational therapists will train, advise and support teaching staff and through collaborative work will devise individual programmes of support to address the needs of each individual. These will be actioned through IEPs that set clear and measurable targets with small steps outlined to ensure success.

We recognise our students will be working at very different levels and will be making very different rates of progress depending on their profiles. However, we will use continuous assessment using our connecting steps software to ensure that students are being challenged at all times to make progress in all areas of their learning. We have considerable experience of developing a curriculum offer such as this and we describe it as a 'gentle pressure consistently applied' in order to ensure students are making steady progress in all areas. It is difficult to be overly prescriptive about expected rates of progress for our student population as a whole as we are aware that low functioning ASD students classically have very spiky profiles of progress. They also often plateau in their progress when the assessment is based on language and communication, which is seen in many subjects beyond level 3. We do however expect our students to be

making progress at all times and their progress will be rigorously monitored using a tried and tested system based around software called B Squared Small Steps Programme”. We will use the “Progression Guidance” to analyse our Key Stage achievements of all of our pupils in one particular Key Stage or age group. Assessment data is analysed through CASPA to plan future targets and developments and to compare with children from other similar schools who are starting from similar points. Our aim is to ensure children make expected or above expected progress.

We expect our students to develop functional skills for living and leading a fulfilling and substantially independent life. We recognise that for young people with low functioning autism everything can be a learning experience. Our current secondary student population in our low functioning autism provision shows us clearly how a traditional mainstream environment falls short of what these students need. We have students come to us at year 7 able to read and write and do basic arithmetic but are unable to tell the time, cross a road, dress independently, toilet without some support. Our curriculum offer includes ample opportunity to develop skills for life with continuous opportunity for application in offsite learning sessions. Furthermore, there are key opportunities within the topic taught to enable our students to develop the skills they need to be as independent as possible once they leave us at 19. Our ethos of working closely with parents will also support this.

Our curriculum for lower functioning students will inspire excellence through being engaging and challenging. In order to do this we will offer a range of ‘real life’ learning opportunities. We recognize that our students need to learn functional skills not abstract concepts. For example, we have partnerships with local services such as the library, public swimming pool and local shops where students can practise making requests, changing independently or exchanging money in ‘live’ learning experiences rather than reading about them in class or ‘role-play’ scenarios.

Moreover, we will have selected topics which will be relevant and of interest. Our curriculum will provide many bespoke opportunities for each student to engage in work that is linked to special interests, particular areas of strengths and of course 1:1 time to address areas that require specific input to ensure progression. The topic led learning (which will be an overarching theme that will tie together NC and life skills/functional skills subjects) will cover all areas of the curriculum including SMSC which will be delivered through the PSHEE sessions, assemblies, and through individual programmes and work with families and support networks. The following topics will apply throughout the key stages;

Key stage 1	Key Stage 2	Key Stage 3	Key Stage 4	Key Stage
Myself' Mealtimes Teddy Bears Picnic'	Belonging to My Family Marvellous Me Keeping Safe & Healthy Growing Up Food & Drink Food, Glorious Food'	Getting to know me and my school community Where in the world-the wider community In, Out and	Enterprise initiative- School Office Recreation & Leisure	Business and Admin My personal Interests Accessing the Community

	Class Café Food around the world	beyond		
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The following paragraphs describe content of the curriculum for students in the low functioning provision. Subjects are woven into the topics described earlier in the section. This helps students, who do not cope well with change, to see the links in their learning. Our students have high sensory needs, so the curriculum is specifically designed to help meet those needs. The combination of discrete and 1-1 teaching ensures that students become used to working in a range of different ways. Practical ways of applying learning are essential in ensuring that our students are able to leave the school ready for the real world and they are woven into the curriculum. The core methodologies described below for KS1-3 extend into KS4/5. However, once students go into KS4 and KS5 we will be expecting them to partake in some accredited courses. However the content of these courses will very much be in line with developing skills for independent living, development of literacy and numeracy in everyday life as well as access to work experience and further education, employment and training.

Maths, English and Science: At KS1-3 English and Maths will be a daily part of the curriculum and Science part of the weekly curriculum. All these will be taught in the (mainly primary) national curriculum framework. There will be one to one and small group support daily for such activities as reading and discrete skill support in mathematics. English (reading, writing speaking listening) will include areas like Poetry, Narrative and Non-fiction but adapted to learners needs by systems such as Colourful Semantics, writing with symbols and topic word banks. Visual images such as photographs of students on trips and completing activities in and out of school are used as the basis for developing independent writing as well as cross curriculum opportunities to practise literacy and communication skills. Mathematics will include Using and Applying, Number, Handling Data and Shape, Space and Measure and use visual support systems such as Numicon and Base 10 to enable students to access the curriculum and work independently. . Students will complete 2/3 weekly independent Maths work that is designed to cement existing knowledge, skills and understanding and develop students' confidence in applying these without support. Practical activities like shopping and cooking sessions will be used to support skills in all areas of Maths with a focus upon functional application and independence. Science will be taught in topics under the areas of Materials and their Properties, Physical Processes and Life Processes and living things but the curriculum is adapted to meet the needs of learners with an emphasis on experiencing and 'doing' to support engagement, understanding and progress..

In KS4/5 students will work towards AQA Entry Level English Qualification which offers coverage of NC areas similar to GCSE such as Shakespeare, Media and Reading for Pleasure that are accessible to learners working at a pre-GCSE level. In Maths, students will work towards OCR qualification in Entry Level Functional Skills Maths, which relates broadly to the NC under the curriculum areas of Number, Data Handling and Shape, Space and Measures. The emphasis of the course is upon the students' developing ability to use their maths skills functionally and with independence..

Art, DT, Music and Drama At KS1-3 these will be delivered as part of the weekly curriculum and through out of school sessions, such as theatre visits and workshops,

will be used develop their range of experiences and enjoyment of the creative arts and to support other curriculum areas such as Maths, English and Occupational Therapy. Students importantly develop fine motor skills through engagement in areas such as craft, construction, modelling, sewing, music and drama. Sensory activities such as messy play are planned to meet students' individual sensory needs. Models, props and pictures and other Art and DT sessions will be used in English to develop understanding of characters, events and themes in text and to support understanding of pattern, shape and measure in Mathematics. These areas and music and drama are also means of developing individual interests, talents and an outlet for emotional expression and development. Students will have opportunities to engage in sessions in and out of school that will develop their range of experiences and enjoyment of the creative arts; enrichment activities include drama and dance clubs, theatre visits etc.

In KS4/5 these curriculum areas continue supporting further progression of the same experiential and cross curricular goals building on KS1-3.

RE, History, Geography, PHSCE and ICT: At KS1-3 these will be taught through a topic based curriculum that has a significant weekly time commitment. Topics might include, for example, Food from Around the World – involving understanding of where food has come from (Geography); different cultures in their community (PSHCE); and research and presentation (ICT).

At KS4/5 this humanities/ICT focussed topic curriculum will be replaced by **an independence preparation curriculum** including vocational courses with qualifications such as ASDAN, BTECS, City and Guilds and work experience. . We will run courses relating to developing independent living skills and skills that will transfer to the work environment such as horticulture, hair and beauty, catering. ASDAN's Employability qualification will be offered alongside work experience supported by the school, local businesses and Action For Kids charity.

PE: At KS1-3 this will be in line with the National curriculum will include Athletics, Gymnastics and Dance and also weekly swimming sessions at a local leisure facility. It also will include other fitness activities such as bike riding and walks in the community.

At KS4/5 there will be termly blocks of PE and exercise programmes that complement the PSD curriculum to develop students' understanding of healthy lifestyle choices, develop fitness, promote good health and wellbeing and widen opportunities for accessing services and facilities in their local area, such as swimming at a local pool, gym, Yoga classes at a local fitness centre and bike riding sessions.

Life skills are taught in the curriculum and at break and lunchtime and through enrichment activities including educational visits and residential activities. **At KS1-3** they will include shopping trips and daily tuck shop (planning what to buy, shopping lists, managing and exchanging money, finding items in the supermarket); accessing public transport, road safety and using local facilities, such as the library and swimming pool, (keep safe in the community, safely getting help self-care skills such – washing, dressing independently). Sessions will include focus on social communication and strategies of emotional regulation covering areas such as knowing when and how to ask for helper or turn-taking. These support students to develop skills that promote positive social and emotional wellbeing. Students will be encouraged to work independently as far as possible by using specialist visual supports to fade adult prompts and promote students' self-esteem.

At KS4/5 students will be taught in discrete sessions to work towards ASDAN PSD qualification which aims to recognise and develop Work Skills and Life Skills, covering topics such as Healthy Living and Preparing for Work. This will embed learning across the curriculum and embed the social and emotional development of individuals for their growing independence. Students working at a lower level will access the ASDAN Personal Progress Award. Students will also be able to work towards a BTEC Level 1 Award in Home Cooking Skills to develop knowledge, skills and confidence to cook meals at home, understand how to cook economically and transfer skills to different recipes. Students will access Action for Kids 'Making Choices: Personal Budget' Qualification. These will be linked to activities to reinforce practical skills such as running a weekly café in house.

Speech and Language programmes: At KS1-3 these will be individually developed as part of 'Communication', linked to targets in IEPs based on individual observation. Targets are set on an individual basis and actioned throughout the curriculum supplemented with small group sessions delivered by senior/specialist staff. Autism-specific frameworks such as SCERTS will be used consistently to promote opportunities for developing communication through use of visual and transactional supports that have independence and emotional regulation as key aims.

In KS4/5 these programmes continue supporting further progression tailored to individual need.

Occupational Therapy/Sensory integration: At KS1-3 students will have personalised Sensory Diets drawn up by the Occupational Therapist. Daily 'Sensory Snacks' and exercise programmes are implemented by trained staff. Sensory Integration is included at set times in students' daily schedules dependent on individual need. However, staff will also work with students towards independence in identifying arousal states and selecting/requesting appropriate strategies as necessary throughout the school day. Students will also access small group or whole class sessions led by the OT such as Cutlery Group, Building and Construction, Lego therapy and rebound therapy - to improve balance, strength, motor skills

In KS4/5 these programmes continue supporting further progression tailored to individual need.

Subject/ Activity	KS1-3 Hrs/wk	KS4/5 Hrs/wk	Mandatory/ Voluntary
English	5	5	M
Mathematics	5	5	M
Science	1		M
Art/DT	1	1	M
Music/ Drama	1	1	M
Humanities/ICT; Independence skills(Vocational qualifications and work experience)	4	6	M
PE	3	2	M

Subject/ Activity	KS1-3 Hrs/wk	KS4/5 Hrs/wk	Mandatory/ Voluntary
Life skills	8	8	M
Speech and Language	1	1	M
Occupational Therapy/ Sensory Integration	1	1	M
Total Hours	30	30	M

The Curriculum for High Functioning Students

We expect all high functioning students to reach age appropriate levels and to be taught largely within the framework of the National Curriculum.

The curriculum will combine academic learning with additional support for social communication, specific difficulties and behavioural difficulties with a view to ensuring students learn to self-manage their autism and develop the skills of independence. Many of the integrated strategies to support autism needs indicated above for low functioning students, will underpin the education of high functioning students too.

Although we expect to be working at the more extreme end of high functioning autism needs, we expect some students to progress during the course of their education so as to be able to transfer back into mainstream schooling with support. For all students, we intend that they should progress at the end of their schooling able to self-manage their autism and with employability skills and ability to self-manage their lives.

At primary level, all this will be achieved through high quality teaching appropriate to the ability of the students and through specific strategies that will be designed to help students manage their autism and access the appropriate learning that they need to engage in order to meet those levels. It is unlikely at this level that students will be referred to us until KS2. Therefore the curriculum that we have designed is aimed at meeting the need of those students in particular.

High functioning primary students will follow a curriculum that is significantly topic based. Our aim will be by providing an autism supportive framework to ensure students are able to access age appropriate work and that they are challenged to make at least the progress of their mainstream peers. We will dedicate time to teaching life skills communication, social skills and independence/ resilience to ensure students are developing coping strategies to manage their autism. This will enable them to go forward into secondary education with a solid grounding to succeed and will have had lots of opportunity to know what success looks like and feels like. We hope that through this early intervention students will be able to be fed back into the mainstream sector where appropriate and this would always be our aim.

The following paragraphs set out the content of the primary curriculum for High Functioning students

Maths, English and Science: English and Maths will be a daily part of the curriculum and Science part of the weekly curriculum. All these will be taught in the national curriculum framework but where appropriate on a topic related basis linked to other curriculum areas. English (reading, writing, speaking and listening) will include reading, writing, communication and fine motor handwriting skills. Ensuring literacy skills is key to other progress across the curriculum and may be a particular need to students who

have been unsettled in the earlier education because of their autism. Star reading tests and Accelerated reader intervention will be used to provide individualised support with quizzes on the range of books read. Student will be expected to read at home and at school every day. Linked library visits and other activities will encourage a love of reading. Mathematics will encompass developing competence in the full range of primary mathematics national curriculum and will include counting, comparing, knowledge of number and other elements appropriate to the abilities of the children. There will be significant opportunities for independent working to embed learning, develop confidence and enable extension work for able students. Science will be topic based covering the primary science national curriculum. In addition to on-site science specialist resources, it is intended to use the Trust's mainstream secondary school to also provide access to its extensive specialist facilities where appropriate. English, Mathematics and Science skills will be reinforced across the curriculum by application in carefully planned topic work.

RE, History, Geography, PHSCE, Computing: The national curriculum requirements will be met through an integrated topic based curriculum that supports conceptual, factual and skills learning. This will be delivered through a mixture of classroom work, research based learning using a variety of resources, visits and activities and supported independent work and may include for example field trips, trips to museums visits to shared speakers at Heartlands High School and research activities online.

Art, DT, Music and Drama: Where appropriate we will use these national curriculum requirements will be met using specialist teaching and will provide opportunities to develop skills, creativity and individual interests. There will be significant therapeutic work using particularly music, drama and art. There will be projects and out of hours opportunities to extend learning as well as visits and outside activities including some integration. These areas will be closely integrated with topic based learning and provide opportunities to reinforce core curriculum learning. These areas offer considerable opportunities to develop self-confidence and self-awareness in student learning to self-manage their autism.

PE: This will be in line with the national curriculum and will encompass a range of activities seeking to capture and extend pupils interests and capabilities using on site and off resources including those associated with the Trust's secondary school. There will be opportunities beyond the school day to engage students' interests and opportunities for integration.

Life skills: These form a key element of developing students' ability to manage their autism and will be supported in the formal curriculum and informal curriculum time such as lunchtime. They will be woven into topic work, visits and other activity- based learning. Formal sessions will focus on social communications and strategies for emotional regulation. Other activities will give opportunities for working independently and developing self-esteem.

Speech and Language programmes/ occupational therapy/sensory integration
Individualised programmes will be drawn up as for low functioning students above.

At secondary level, students with high functioning autism often fail because of the number of different teachers and situations that they are faced with. We will reduce this number throughout their experience in the school. Furthermore, in Year 5, 6 and 7 we will ensure that there is one main class teacher so that students and teachers know

each other well to support the development of skills. In Year 8 a specialist model of teaching maths, English and Science begins although staffing changes will be kept to a minimum.

We will use links with the Trust's secondary mainstream school to bolster access to staff and resources specialisms.

All students will have a curriculum that focuses on core skills of English Maths and Science while developing their own skills to manage their autism effectively. Those working most continuously with the High Functioning students will be specialists in these curriculum areas recruited specifically for the school and who have the ability to work expertly with young people with autism. The school will also have specialists in art, music and PE drawn from a wider autism expert staff who may work across low and high functioning autism on site. The school will also have access to the specialist facilities and resources of the Trust's mainstream secondary school and the mainstream school will offer staffing to further widen and deepen delivery of the curriculum in specialist areas. The academic curriculum will substantially mirror that in place at Heartlands High School. Schemes of work are designed around 4 data drops a Year so that the learning ties in closely with a system of tracking that is easily understood by parents and stakeholders. This allows the leadership of the school to report at appropriate points to the Directors on students' progress towards the KPIs and any interventions required.

The school will assess the ability of students upon entry and will offer a personalised approach to students as they move through the school. This will allow flexibility to offer intensive support to those whose education was unsettled earlier because of their autism. The curriculum will be built around core subjects but will be adaptable to individual need and abilities. For example, languages are not proposed as part of the default KS3 curriculum but will be made available through linkage with the Trust's mainstream secondary school where appropriate to individual students' aptitude.

The intention, by the age of 14, is that students have the knowledge and skills to be able to succeed at GCSE and normally to progress to level 3 courses at 16+ and leave school with the qualifications, skills for employability or further study and self-management of their autism to prepare them for successful adulthood. Specialist teaching at KS4/5 will be supplemented by support from additional staff normally drawn from the Trust's secondary mainstream school.

At various points during the year, the school would run a SEARCH day which is a drop down curriculum day to allow students to learn in one subject area for an extended period of time. Where appropriate these SEARCH days would be run alongside the mainstream curriculum.

The following paragraphs set out the content of the secondary curriculum for High Functioning students

Maths, English and Science:- KS3 Students will follow the national curriculum in English, Maths and Science. English will, in part, be taught through a topic based approach in Year 7 (in conjunction with Year 5 and 6) but separately in year 8 and 9. Accelerated Reader will continue to be used to support an additional 20 minutes of reading in school each day and promote home reading.

At KS4 students will all be expected to take GCSE courses in all these subjects.

Humanities(History, Geography) and computing:- KS3 The humanities will be taught through an integrated approach in Year 7. In year 8 and 9 students will be taught by the same teacher to reduce different interactions for each student plus some on line learning. Key ICT skills will be integrated into learning across the curriculum.

At KS4 students will be given the opportunity to sit GCSEs in a Humanities or computing.

Art and Music/Options: - KS3 These subjects will follow the national curriculum continuing on from primary work and providing opportunities to develop skills, creativity and individual interests. There will also continue be therapeutic work using music, art. There will be projects and out of hours opportunities to respond to particular interests and abilities as well as visits and outside activities including some integration.

At KS4 students will be able to take GCSEs in Music or Art and for appropriate students there will be an option of a vocational course particularly in land based options (such options would be linked to post 16 progression options appropriate).

PE:- KS3 This will be provided where practicable on an integrated basis at the Trust's mainstream secondary school. There will also be specialist PE teaching available in the High Functioning Provision with a focus on table tennis and swimming.

At KS4 PE will continue for all students with an option to take a GCSE course for those with particular aptitude.

Life skills/Therapy (including RE and PHCSE):- KS3 These continue to form a key element of developing students' ability to manage their autism and will be supported in the formal curriculum and informal curriculum time such as lunchtime. Elements of PHCSE and RE will be built into the life skills programme

At KS4 this programme will continue with the particular addition of high quality careers advice to its students through making sure that all students are involved in the Trust's systematic scheme of intervention through Inspiring Futures

Subject/ Activity	KS2 Hrs/wk	KS3 Hrs/wk	KS4 Hrs/wk	Mandatory/ Voluntary
English	5	5	4	M
Reading	1-1.5	0.3		M
Mathematics	5	5	4	M
Science	1	5	4	M
Arts//Food/Options	3.5-4	3.7	6	M
Humanities (RE, History, Geography PHCSE,ICT/Computing)	4	2	3	M
ICT/computing		2	2	M
PE	2	2	2	M

Subject/ Activity	KS2 Hrs/wk	KS3 Hrs/wk	KS4 Hrs/wk	Mandatory/ Voluntary
Life skills	7	5	5	M
Therapy (Speech and Language /sensory integration	2			M
Total Hours	30	30	30	

Key Stage 5 A core vision for the school is to extend the range of students that we work with. A large proportion of students with autism do not enter education, employment and training and with good provision post 16 we can go a long way to addressing this issue. Within this environment students will;

- Follow a core curriculum of English and Maths supplemented by one other course. Where possible these will be level 3 courses. In addition students will;
- Follow highly personalised programmes in Communication, Social Interaction and Self Awareness, Flexibility of Thought and Behaviour and Sensory Issues
- Follow personalised programmes of study.
- Explore their own experience of Social Communication Needs and High-Functioning Autism and develop strategies for managing their condition as part of their lives
- Develop strategies for clear communication so that staff and other students have a better understanding of their complexities.
- Work towards and increase independent living skills.
- Be empowered to make informed choices regarding their lifestyles.
- Be advised and helped through career guidance to achieve their aspirations and to identify progress and exit routes.
- Be offered the opportunity for work experience.

A range of activities linked to the development of independent living skills will be available, offering students practical skills in day-to-day activities including: shopping, cooking, cleaning, laundry and independent travel.

Young people will have regular opportunities to use their social skills in the local community, on day trips and local outings to the cinema, bowling, horse riding, swimming, walking, at sporting events and meals out at restaurants

Where appropriate the school would use its link with the mainstream to integrate students for a wide range of qualifications post 16. Through a focus on 'facilitating subjects' at KS4 the doors will be kept open into Key Stage 5.

Where A Levels were not appropriate the school would look to develop appropriate links with colleges and with employers facilitating structured links that would benefit our young people on leaving school. In some cases we would commission places for students with autism post 16 and we would aim to work with students until they found permanent positions in education, employment or training.

The Sixth Form Centre will include a small working office/administration room and a small vocational and mini business enterprise area where students can take accredited course such as BTECs in Business or administration and computing

Baseline Assessment

All low functioning students entering the school will be carefully assessed. We will measure academic progress using "B Squared Small Steps Programme". Where appropriate some students will sit the star reading test to assess reading levels. Most students in the low functioning provision will read to teachers who will assess their progress to determine their starting points. Testing will be sensitive to the needs of those students.

High functioning students will sit CATs tests and take a star reading assessment to determine their individual ability up entry. Targets for these students will be derived from the CATs results in triangulation with any Key Stage 1 or 2 results that have come with a young person from a primary school

D2 Setting and Achieving Targets

Introduction

To achieve the vision for this school we will set challenging targets and have high expectations for all of our students.

Academic Targets

By the end of KS1 students with low functioning autism are likely to be measured using P Scales. Students will be expected to make 1/3 level of progress every Year.

By the end of KS2 students in the low functioning provision will have developed basic skills in literacy and numeracy and they will be making 1/3 level of progress every Year. Students in the High Functioning Provision will achieve at least a Level 4 in English and Maths

By KS4, Students in the low functioning provision will be expected to achieve entry level qualification in English, maths and Personal and Social Development.

Students will have made 1 sub levels of progress every Year. Students in the High functioning provision will be expected to make at least 3 levels of progress from KS2 with at least 40% making better than expected rates of progress. They will achieve at least 5 GCSEs to allow them to access level 3 qualifications if appropriate.

By 19 students in the low functioning provision will have achieved entry levels qualifications and may be working towards level 1 or 2 qualifications.. By 19 students with High Functioning provision will have achieved 3 Level 3 qualifications at the equivalent of C or above.

Our commitment to accelerating progress in the young people of the provision can be seen in our approach to setting targets for the young people in our care. This starts at the level of the classroom teacher and the student and permeates right through to the directors.

The Directors play a crucial role in offering challenge and the Trust runs a KPI system that ensure the correct information gets scrutinised at Board Level. Leaders are held rigorously to account to ensure that the school meets its targets. The Key Performance Indicators for this school will be based upon the above targets with the addition of 0% exclusions and 96% attendance.

Setting and achieving targets – Low Functioning Students

Data and Assessment Tracking

Students in the low functioning provision will by and large be performing within P-Levels or significantly enough below age-related expectations that using the assessment package, B-Squared would be entirely appropriate. Data will continuously be entered onto a tracker by the teacher responsible for the class. Class teachers, therefore, have access daily to 'live data' that tells them where students are currently performing so that are able to act in a timely manner should intervention be required in order to support next steps of progress. Students on entering the school will be baselined and all subsequent target setting will be set from this baseline. The baseline data will be collected using the same assessment package we use to assess student throughout the year. In addition, we gather a great deal of information from past placements, parents, therapists and any other people that ok with the students in order to get a rounded view of that students abilities and needs. The reason we will base line students is that we still expect students to come to us from settings where measuring progress and achievement with young people with complex needs is not performed with the expertise it requires (some of our current pupils have arrived with us with levels saying little more than working towards level 1 or on the other end of the scale claiming students are working at a level 2 in English when they can barely comprehend a simple level 1 book or write a full simple sentence without full adult support).

As well as tracking progress in NC subjects using B-Squared we will also track data on IEP targets to ensure student are working towards targets that are specifically related to their needs as young people with ASD (the IEP therefore will have target areas relating directly to the triad of impairment including sensory needs). It will be expected that students will achieve 100% of their IEP targets as these will be set by staff who know them well, they will have a great deal of support in achieving their targets and they will be autism specific and at the core of everything we aim to do with our students daily. This is the area of our work where we hope to see our students excel in order to achieve our core aims of our students being independent, resilient, high achieving, contributors to their community who can manage their autism well.

National Curriculum targets for these students will be set at 1/3 of a level per year for their national curriculum subject areas. This is typically the expected rate of progress for young people attending a special school with severe ASD as their main need. This was found to be the case by PLASN - The Pan London Autism School Network in a piece of collaborative work that looked beyond the realms of data available through CASPA). While most students will achieve this we realise that owing to their complex needs and learning styles, not all students will. We aim to use our detailed information about our students to ensure we are doing our best to ensure they are able to achieve their full potential. Data is taken continuously and there are six dates where teachers are expected to enter data into B squared. Progress meetings are held between line managers and class teachers to ensure that all individuals are on track to make expected progress.

Setting and achieving targets – High Functioning Provision

The school will set challenging targets for students as they enter the school. The target for KS4 would be derived from the KS2 teacher test results in maths and English. Students arriving at the school will also take cognitive ability tests and the star reading

test. We would aspire to 100% of students making three levels of progress and for students with a Level 5 on entry we would expect 4 levels of progress.

The system of setting targets in the provision will be exactly as it is in the mainstream. The school already has robust tracking systems as part of our Achievement for All Package.

Heartlands High School has already had good success in developing a system of tracking and monitoring in the school that is robust and rigorous. We operate a data driven approach to progress. A similar model would be derived for targets at KS2.

Teachers enter data into the school system four times a year and parents are reported to through written reports, subject teacher evenings and tutor days are used to track students and to ensure that parents are fully involved in the process. The school already operates a robust Academic Tracking system where tutors act in loco parentis to young people through the pressure of GCSE examination.

Our system will use linear targets for students. The targets are aspirational and focus upon getting students to a particular end point by the end of KS4/5. Targets are then broken down to give students 4 different goals to aim for during the Year. The first target point comes in October. Parents receive detailed reports and meets with tutors. The reports contain a current grade, a target grade an Attitude to Learning RAG and a Home Learning RAG. Following this the second report contains the above but is complemented with a report from each of the subject teachers. Following this report parents are invited to a parent evening to meeting subject specific teachers.

As with the low functioning provision students we will also track data on IEP targets to ensure students are working towards targets that are specifically related to their needs as young people with ASD. It will be expected that students will achieve 100% of their IEP targets as these will be set by staff who know them well, they will have a great deal of support in achieving their targets and they will be autism specific and at the core of everything we aim to do with our students daily. This is the area of our work where we hope to see our students excel in order to achieve our core aims of our students being independent, resilient, high achieving, contributors to their community who can manage their autism well.

We also will consider some key performance indicators to ensure that the bigger picture of progress and achievement is also at the forefront.

School Self Evaluation

The Trust has in place a cycle of self-evaluation that will also apply to the new autism school. It is based upon

- high expectations of staff and pupils and communicating this message consistently
- staff who are involved in the process, so that they feel ownership and accountability
- involving, pupils, parents, carers and governors and acting on their feedback
- being confident about what information, data and approaches to use
- monitoring and evaluating in teams to develop skills and moderate outcomes
- analysing and using information
- acknowledging the outcomes and acting on them quickly
- allowing time for actions to have an impact

- customising the approach so that it is fit for purpose.

Achievement and progress are monitored at four clear points during the academic cycle. The process starts in July with our final assessment point. Following this there are two staff development days near the beginning of the Autumn Term. Data Led analysis of performance against a key set of KPIs is used by middle leaders to assess progress against the strategic plan. Based up this work amendments are made to the strategic plan following interview with the Headteacher. The Headteacher then prepares a draft of this strategic plan to share with the Directors of the Trust.

In addition to this the system of self-evaluation will incorporate a series of interim reviews led by the CEO, with moderation from external partners to measure the school's performance against its strategic plan. The leadership of the school report this self-evaluation to the Directors on a termly basis.

Self-evaluation is structured into Line Management conversations between the CEO and the Head of School to monitor progress towards agreed KPIs discussed earlier in this section

The NAS accreditation forms an important part of the school's evaluation cycle. This evaluation will be monitored internally and as part of the NAS accreditation.

Attendance

The school will incorporate the use of SIMS Lesson Monitor into daily practice to monitor, reward and intervene in attendance. The school will be required to set itself challenging targets for attendance through its strategic plan and then a system of tracking and intervention will ensure that these targets are met. The Trust will use the resources from developing its own systems to ensure that there are robust processes in place within individual schools. Our attendance 'tracker' will allow tutors within both provisions to look for patterns in attendance and record interventions where needed. The Trusts EWO will be a resource that is shared across the schools and will be expected to follow up on particular issues.

Behaviour

Students on the autism spectrum are likely to have impaired communication and social skills, a lack of empathy, over or under sensitivity to sensory stimuli and damaged self-esteem. For a variety of reasons students with autism are likely to experience high levels of anxiety. Behaviour that challenges may be a reaction to these difficulties and an attempt for the individual to control a situation, regulate their emotions and/or communicate fear, distress or frustration. Students with autism can behave in ways that hinder their access to opportunities, restrict their social inclusion and adversely affect their quality of life. Working with families to enable the children and young people we support to learn to behave appropriately in different situations is central to achieving our aim of their acceptance and inclusion. The school will use careful behaviour support planning to decrease challenging behaviour with the express goal of having zero exclusions.

Our behaviour policy is based on:

- a calm environment that supports the needs of all learners.
- consistent use of preventive strategies that work to calm and engage each student

- noting and monitoring and staff team sharing of any regular challenging behaviours and development of monitored individual Behaviour Support Plans (risk assessment).
- Use of physical intervention (for which staff are trained) as a last resort to avoid injury to the student or to other students and to maintain the safety and dignity of all concerned, with use of force limited to the minimum necessary to stop the student self-harming or hurting others and full recording of any such incident.

Behaviour Support Plans are drawn up by the staff that know the person well with advice from other staff and professionals when appropriate. Staff use functional analysis or motivational assessment to inform strategies and interventions identified in the BSP. Families and where appropriate, the young person will be consulted on these plans. Behaviour support plans will:

- provide planned, agreed and risk assessed approaches to support challenging behaviour.
- include individual support programmes that are appropriate the particular student's needs, abilities, skills and knowledge.
- identify motivators (likes), triggers (dislikes), proactive strategies and reactive strategies. General support strategies are given as well as specific strategies for all frequent known behaviours.
- be reviewed as and when required according to individual need.

Pupil and parental satisfaction. We operate a structured system of biannual parent questionnaires to gauge stakeholder feedback. In addition to this we hold open coffee morning for parents in the autism provision.

Students return home with a record sheet completed on their day and parents have the opportunity to respond. The website is open to all parents and it facilitates parents' feedback.

Staff development (retention and morale) The Trust already has in place excellent systems of appraisal and CPD. Our recent IIP report highlighted that the Trust was in the top 1% of the companies and educational establishments nationally in terms of the clarity of its vision. In addition IIP and staff in the school have been very complimentary about the strong systems of appraisal.

A high standard of recruitment within the Trust means that there is a rigorous selection process. Following that, the school uses a structured process for appraisal with a combination of organisational and individual objectives.

The Trust will apply a consistent staffing and leadership structure to the school that will ensure career opportunities that aid recruitment and retention of high quality staff.

To ensure good morale across the Trust there are fair procedures in place for staff consultation that run through its Joint Consultative Committee. The committee meets once a Half Term and includes representatives of the professional associations.

Achieving our aims for students and ensuring our vision becomes a working reality and is dependent on having a committed, skilled hard working staff team. Training, professional development, support and guidance will be key to ensuring our staff are able to do their jobs adequately. Working with young people with complex needs is stressful, challenging and can be physically wearing. We will have an excellent programme of staff support and wellbeing to ensure our staff are able to succeed.

The Trust already runs a CPD programme that is based upon individual need and this school will be part of this offer. The HR and CPD functions will be coordinated from a Trust Level to ensure that we retain high quality outcomes in new school.

Head Teacher Performance Appraisal

The CEO of the Heartlands Community Trust will be responsible for the appraisal of the Headteacher of the School against the school strategic plan, the KPIs, the SEF and other performance indicators. This approach will be rigorous and will be reported up the Directors of the Board of Trust.

Quality of teaching

The expectation is that 100% of all lessons will be good or better and this will make up one of the KPIs for the school. When teaching standards fall below this we will ensure teachers have a support programme in place to get them on track to providing excellent teaching to all of our students within a short period of time.

The Trust will use a common appraisal cycle for all schools where staff are formally observed at least three times a Year. Within the new school these will be no notice observations. Observations are recorded on Blue Sky and teachers receive detailed feedback on areas to improve. If teachers are deemed to be working at a standard below where we expect then a comprehensive programme of support is offered. This includes video coaching and coaching from the teaching and learning team within the trust to raise standards. This approach will be shared across all schools. Where possible the school encourages innovation in teaching with structured open door weeks where staff are encouraged to informally observe each other lessons within the school.

If following sustained support there has been no improvement and the standards still fall below the required standard then robust capability procedures are in place should they be required. The CEO will play a central role in supporting the Head of School through these procedures in the first instance. The Trust has adopted effective and rigorous policies for capability and appraisal. They ensure that a minimum 12 week timescale could be used to tackle underperformance.

Induction forms a central role in development of teaching and learning. All new staff will attend a short induction course towards the end of the Summer holiday. The aim of this session is to ensure that staff are inducted successfully into the ethos of the new school. We will introduce them to shared systems and to common expectations regarding teaching and learning. The principles of teaching that we have adopted within the mainstream will form a crucial part of this shared understanding of good teaching and learning.

The school will also join the Challenge Partners Scheme to which the mainstream school belongs. This gives teachers the opportunity to enter Improving Teaching schemes where appropriate. It also gives access to shared subject and leadership developments. Furthermore, the Trust is actively involved in the New River Teaching Alliance which develops collaborative opportunities for all teachers.

Heartlands Community Trust has placed a high level of emphasis upon developing leadership at all levels. The CEO will work closely with the Head of the School to ensure that the shared vision for the new school is delivered effectively.

There will be several department days across the year where specialists from the mainstream and from the autism provision will be brought together to share good

practice. This will be particularly important in the areas of SEN. The mainstream school currently has the most number of statements in the school compared to any other school in Haringey reflecting the confidence that parents currently have in the school and its approach to inclusive practices.

D3 staffing structure

The Trust has a CEO who has accountability for overall strategic leadership and performance across all the Trust's schools. The management Structure of the Autism school will comprise an Headteacher, and two Deputy Headteachers, one of the low functioning provisions and one for the high functioning provision. In a small school this structure allows for contingency cover in leadership and ensures a high quality provision.

CEO - Key Accountability

The CEO will report direct to the Directors of the Heartlands Community Trust on the performance of this school and will hold accountability for the performance of students across all schools within the Trust and will hold significant delegated responsibility for the Trust's overall management and systems.

Headteacher of School - Key Accountability

Accountable for the performance of all the children in the new school for Autism, the Headteacher will be responsible for the day to day running of the school in meeting ambitious and aspirational targets. They will report to the school governing body the CEO and as required the Board of Directors. This person will be highly specialised in the education of students with autism and will have significant experience of working an all through environment. The Headteacher will teach 0.4 of a timetable in the low functioning provision for the first two Years and thereafter will cover any PPA time required in either the low functioning provision or the high functioning provision.

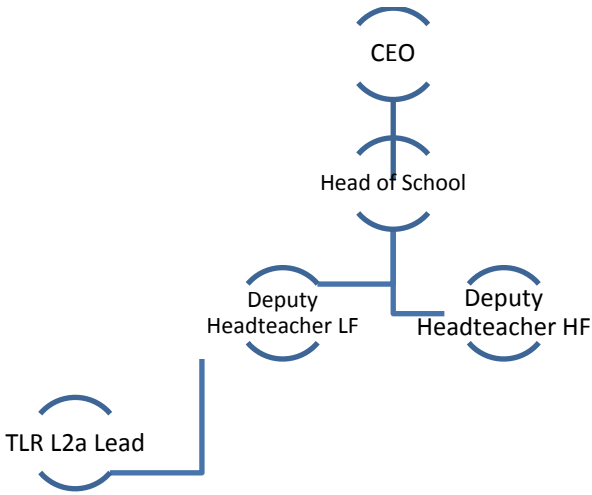
Deputy Headteachers

There will be two Deputy Headteachers within the school who act as the leads in each department. Each will have a specialist in either high functioning or low functioning autism, they will ensure the smooth running of each department, lead high quality teaching and learning and curriculum design. Both will teach 0.6 of a timetable in the first two Years and thereafter they will be required to teach slightly less.

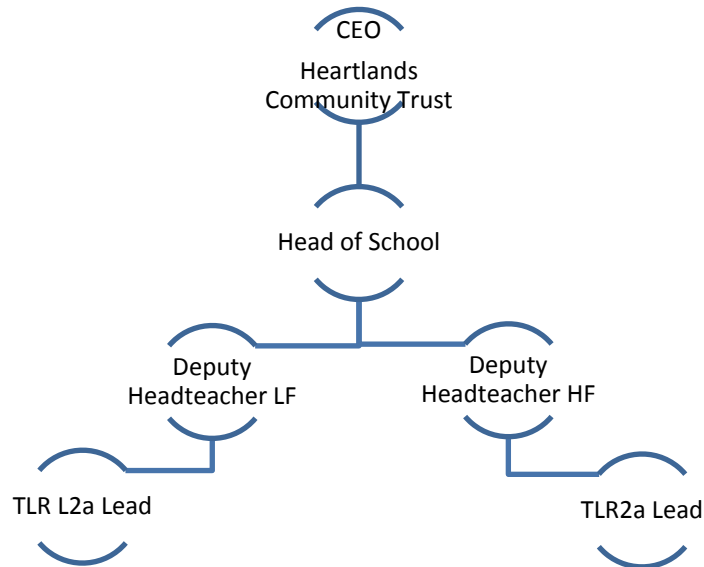
Distributed Leadership

The School incorporates effective succession planning throughout and builds on strong leadership within autism education. In addition to the leadership posts described, the structure also allows do two TLR posts at a 2a. The first of these posts will start in the low functioning provision in Year 1 and the second post will start in the High Functioning Provision in Year 2. These will be made up of staff who show potential for leadership and have the ability and aspirations to become Heads of Department at a later stage. They will lead research and innovations in teaching and learning.

Management Structure Year 1



Management Structure at Year 2 onwards



Staffing

For each class of 8 students in the low functioning provision there will be a staffing ratio of 1 teacher and 2 LSA's as a minimum. When full we have projected having 1 teacher and 3 LSAs in a class of 8. We currently have students who bring with them additional staffing that is attached as funding to their statements in which case this would be reflected. We expect that some of those teachers will have a subject specialism such as Art, Music or PE and these staff could potentially be staff that is shared across both the low and high functioning provisions. In addition to teaching staff, we will also have therapeutic staff available who will be SaLT service and OT and music/drama therapy trained. We will staff break and lunch times with our existing staff as we do not wish to use part time meals supervisors who may lack the skills and expertise to manage our students and make break times a productive time of day. In Year 1 we would ensure effective use of resources by grouping students according to cognitive ability, rather than by age. This is quite normal in meeting the needs of students with autism and allows us to group students by need. The table below gives some indication of how we would achieve this.

	2016-2017	2017-2018	2019-
Reception	None	None	1 Teacher + 3LSAs
Year 1	1 Teacher +4 LSAs	1 Teacher + 5 LSAs	
Year 2			
Year 3			1 Teacher + 3LSAs
Year 4			
Year 5	1 Teacher + 3LSAs	1 Teacher + 3LSAs	1 Teacher + 3LSAs
Year 6			1 Teacher + 3LSAs

In the high functioning provision, for each class of 4 students we expect to have 1 teacher and 2 LSA's unless there is additional funding attached to statements for additional staffing. As before mentioned we will be using some subject specialist staff across both provisions in order to bring expertise but keeping staffing levels manageable.

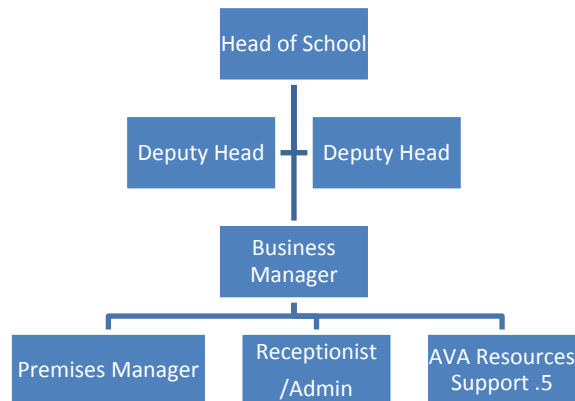
In Year 1 there will be one class, comprising of 4 students, 1 teacher and 2 LSAs. PPA time will be managed through the Head of school covering where appropriate. By Year 2 there are three classes and three teachers. Thereafter, 4 teachers in classes of 4 with 2 LSAs are able to deliver the curriculum. We remain flexible about the age range that we take but we would ensure that in Year One we could mix the students by cognitive ability for at least some of the time.

The table below shows the build-up of classes and teachers within the school. PPA will be covered by the Heads of school. In the first Year the Leader of the High Functioning provision will take large responsibility for the delivery of the curriculum. There will be 4 members of staff to teach in the High Functioning provision in the first Year to ensure sufficient breadth.

Staffing and Class Build-up	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Leadership (contribute 1.4 to teaching time)	3	3	3	3	3	3	3
Class Teachers	4	7	11	11	11		11
Low functioning (up to 8 students - 1 teacher plus 2 TAs each plus 1 more TA if complex needs)							
Primary classes	1	2	3	3	3	3	3
11-16 classes	5	5	5	5	5	5	5
16+ classes	0	1	2	2	2	2	2
High Functioning (up to 4 students - 1 teacher plus 2 TAs each)							
Primary classes	0	1	1	1	1	1	1
11-16 classes	1	3	3	3	3	3	3
16+ classes		1	1	1	1	1	1
Education Support Resources							
Multi-disciplinary team (fte) (speech and language, Occupational therapist and either Music/drama therapy)	1.5	2	2	2	2	2	2
Extended curriculum support (fte)	0.8	1	1	1	1	1	1
Life skills/careers support (fte)	0.5	1	1	1	1	1	1
AVA/resources support (fte)	1	1	1	1	1	1	1
All Teaching posts supported by cover staffing resources to allow 80% contact							

Staffing Structure for Support Business and Admin:

Year 1



Year 2

In Year 2 the Ava Resources post would change to full time.

Roles and Responsibilities

Headteacher

The role and responsibilities of the headteacher is set out in Section F4 on recruitment of the headteacher below

Deputy Headteachers

Strategic Development:

- Contributing to the creation, development and implementation of the School;
- School Improvement Plan, and communicating its objectives to staff;
- Ensuring that effective organisational and administrative systems are in place;
- Reviewing school policies and practices to take account of all appropriate research findings;
- Maintaining liaison with other schools, the LA and other organisations.

Teaching and Learning:

- Remaining in touch with the classroom by being involved with teaching at least one day per week;
- Contributing to the establishment and maintenance of policies which promote effective professional practice;
- Monitoring and evaluating the quality of teaching and standards of achievement for all pupils;
- Implementing the curriculum and assessment policies;
- Creating successful partnerships with parents to improve children achievement and personal and social development.

Leading and Managing Staff:

- Supporting the Headteacher in his/her performance management duties; Planning, allocating, supporting and evaluating the work undertaken by staff and volunteers in the school;
- Working with the governing body to recruit and appoint staff.

Accountability

- Providing information and informed advice to the governing body where appropriate;
- Contributing to regular reports of the schools performance to a variety of stakeholders;
- Contributing to the establishment of systems that keep parents well informed about the school and their child.

Class Teachers

- Delivering a broad and balanced curriculum which appropriately meets the needs of our pupils;
- Organising the classroom, its resources, pupil groupings and displays
- Attending reviews and case conferences when required;
- Keeping records efficiently and submitting them for inspection by the Deputy Headteacher on a regular basis;
- Directing and co-ordinating the work of support staff;
- Liaising with other professionals and support teachers to develop learning programmes for individual pupils and groups;
- Promoting good communication;
- Supporting the Headteacher in implementing all school policies;
- Taking an active part in whole-school development planning;
- Taking responsibility for one or more areas of the curriculum;
- Managing class and curriculum budgets in accordance with school policy and practice;
- Co-operating with the school's appraisal procedures.

Higher Level TAs

- taking a leading role in managing and delivering educational and pastoral support to students;
- developing methods of supporting students;
- developing and leading learning groups for students with ASD ;
- building the confidence of students to engage, achieve and develop independence ;
- identifying and developing suitable pathways for students;
- contribute to the learning and motivation of all students by planning effectively
- assessing needs and developing and maintaining education and pastoral support plans;
- building excellent relationships with students, parents and carers and promoting inclusion in the school;
- working to meet the learning and behavioural needs of ASD students;
- liaising with and supporting appropriate staff inside and outside the school to help support students;
- undertaking other duties, such as clerical and support work, supervision and invigilation;
- assisting in supervising and developing clubs or other enrichment activities;
- attending staff meetings for curriculum, tutor teams, etc;
- supporting and complying with school policies;
- providing high quality and flexible support;
- taking cover lessons in the absence of teachers.

Learning Support Assistants

- Supporting students with special educational needs, primarily Autism;
- contributing to the learning and motivation of all students;
- assisting with the development and maintenance of education and pastoral support plans;
- building excellent relationships with students;
- promoting inclusion in the school;
- developing and maintaining excellent relationships with parents and carers;
- working to meet the learning and behavioural needs of students;
- leading specific learning activities;
- supporting and advising teachers in planning strategies;
- promoting good student behaviour;
- undertaking other duties, such as clerical and support work and supervision;
- supporting and complying with school policies;
- Providing high quality and flexible support.

Premises Manager

- Undertaking maintenance and repairs to the premises;
Completing all statutory testing requirements;
- Undertaking the provision of a safe and healthy environment for all site users;
- Carrying out internal and external cleaning of defined areas and in emergency situations;
- Undertaking general portering duties as required;
- Providing and replenishing toilet paper, soap, sanitary requirements, hand towels and similar;
- Checking stores/deliveries against invoices/delivery notes;
- Managing the work of in-house cleaning staff;
- Ensuring the security of the site and its contents.

Receptionist:

- Providing cheerful, polite and high quality reception service ensuring that the school is well represented at all times;
- Providing first point of contact for all visitors and callers to the school;
- Supporting parent and staff communications and events
- Maintaining an appropriate messaging system for staff;
- Dealing with all incoming postal and internet correspondence;
- Maintaining accurate systems for pupil and staff admission and registration;
- Storing and administering the school's minibus keys and disabled badges;
- Maintaining children's and other confidential files, bearing confidentiality in mind at all times;
- Providing administrative support to senior members of staff as needed;
- Maintaining the school diary, including arranging appointments for the Headteacher and Deputy Head;

Business Manager

- Operational Line management of the schools facilities and admin and resources staff

- Managing the school's resources, ordering and inventory
- Managing the operational effectiveness of the school's support services in liaison with the Trust's corporate staff
- Managing the school's admissions arrangements and statementing administration
- Managing arrangements for staff and parent communications and events
- Ensuring the operational review and effectiveness of the school's Health and Safety arrangements within the Trust's policies.
- Undertaking and maintaining accurate records of ordering, incomes and other financial systems as required in liaison with the Trust's finance section;
- Supporting the Headteacher with budget setting and monitoring in liaison with the Trust's Business managers and in accordance with Trust policies;
- Oversight as required of bank accounts, petty cash and accounting;
- Advising the Headteacher/Trust on administrative issues;
- Monitoring and reviewing organisational, administrative and financial arrangements of the school to improve the Trust's and school's effectiveness;
- Prepare reports for governors and the Trust as required.

D4 ensuring the particular needs are met

The needs of our students: Students in the school will have a range of needs. All of the students within the provision will have a diagnosis and a statement outlining autism as their main need. As such we will be almost certain that they, regardless of being in the high functioning or low functioning part of the school, will have difficulties relating to social interaction and communication and sensory issues. Many of our students may also find the day to day stressors of change quite demanding. We are also aware that the issues young people with autism face can often mean they have associated difficulties with behaviour and emotional regulation which can in turn create a high prevalence of mental health difficulties and can impact on a student's cognitive capabilities or indeed their progress/achievements.

We plan to create a staff team and systems and procedures around an ethos that will support each of our students as individuals while recognising the common traits they may have as young people with autism.

Assessing Need: Students' statutory assessments will perform the main role of assessment in terms of autism. These assessments will be provided on students' Education and Health Care plans (EHC) to us when they arrive at the school.

The school will have Half Termly Multi Agency Team (MAT) meetings where the needs of the students will be discussed through their Key Workers within the school. This model reflects the new Joint Commissioning standard as outlined in the Special Education Needs Code of Practice in which the students' learning, medical, social and mental health needs are assessed and outcomes set by education, health and social care professionals in individuals' Education and Health Care Plans.

This meeting will be attended by multi agency professionals including teaching staff, arts therapists, psychologists, Occupational Therapists (OT) and Speech and Language Therapists (SaLT), social workers, Education and Welfare Officer, Family Support Workers, Child and Adolescent Mental Health Service (CAMHS) professionals and individuals' Key Workers. The broad range of needs in the school will be discussed and

student progress and wellbeing will be assessed against the relevant data collected. In most cases this will take the form of attendance, punctuality, behaviour data, logs, and academic data. Meetings will be structured through a review of the EHC plans of each student. Those students whose needs are such that an EHC plans will need to be altered will be referred for Emergency Annual Reviews.

The Heartlands Community Trust has considerable experience of working with professionals from the LA and within the Health Authority to ensure the very best provision for students. A dedicated EWO and family support team will be available to both schools. Coordinated MAP meetings every Half term will be where most interventions outside of normal teaching are decided. These will be led by the the headteacher or a designated deputy and will be driven through behaviour, attendance and progress data in line with outcomes in the individuals' EHC plans.

The initial assessment will usually be as a consequence of Common Assessment Forms that have been completed in primary and secondary school when they believe that there are significant barriers to learning.

The 2014 SEN Code of practice outlines the 'views, interests and aspirations of the child and his or her parents or the young person' as central to the setting of outcomes and interventions on the individual's EHC plan. As such, teachers and Key Workers of the individual student will meet regularly with families on a termly basis to set and discuss clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the student and the school. The Key Worker will be responsible for engaging the student in this process as appropriate to their individual needs, for example so students will attend the meeting with support or have prepared their input in a way that is meaningful to them such as using pictures or video.

How we meet need: Types of need are outlined below in line with the broad areas of need outlined in the SEN Code of practice, under the headings: Communication and Interaction; Cognition and learning; Social, emotional and mental health difficulties; Sensory and/or physical need. Additional key areas of need identified by the Trust are also actioned under the headings: behaviour for learning; social skills and life skills. These areas of need reflect the focus of the EHC plans on education, health and care outcomes as well as wider outcomes such as positive social relationships and emotional resilience and stability in recognition of the individuals' movement towards long-term aspirations of employment or higher education, independent living and community participation. The curriculum is highly individualised and supports change, as outlined in D1.

Communication and Interaction: There will be an on site SaLT providing training to all staff and regular sessions with students directly. The curriculum will allow for the specific development of these skills, IEP targets and EHC plan outcomes are embedded across the curriculum to support the development of functional skills and students' ability to generalise these skills. Staff will be trained in understanding well the needs of young people with an ASD diagnosis are so that they can identify specific need in the area and know how to target it.

Monitored IEP's that specifically set targets relating to this area of need: SaLT and teaching staff set functional targets that focus on increased independence to positively impact upon esteem and learning needs.

All students are assessed through the SCERTS framework (Social Communication, Emotional Regulation and Transactional Support) that offers specific objectives and interventions based on individual need to address areas of deficit of individuals across the Autistic Spectrum. Targets are set in the areas of Social Communication and Emotional Regulation and interventions planned and implemented by SaLT and teaching staff/key Workers. Data is collected and collated to ensure that students are making progress and appropriate targets are set.

Cognition and learning: There will be a differentiated curriculum either to cater for style of learning or level of need cognitively. Content, adaptations, resources and interventions are highly individualised to engage students in their learning and allow students to access the curriculum with increased independence. There will be high level of staffing; staff follow ethos of 'towards independence' by teaching individuals to use supports and resources such as augmentation communication devices with independence.

High expectations of students: Individual Education Plans in place that will ensure timely intervention to allow students to access the curriculum. IEP targets are set collaboratively by OT, SaLT and teaching staff; these are shared with parents and assessed throughout the academic year. Data is collected, reflected upon and further interventions planned as necessary to ensure that all students meet 100% of their IEP targets. Baseline assessments, target setting and capturing and use of data are explained in detail in section D2. Collecting evidence of progress will be an on-going activity. Evidence will be assessed, and targets reviewed formally each term. Parents will receive feedback on progress through a termly report. Every opportunity is taken by staff to promote and reinforce pupils' targets throughout the school day.

Students have individual 'toolkits' of strategies, as outlined in section C, to support them to overcome the barriers to their learning. SCERTS objectives are embedded across the curriculum to target individuals' specific barriers to learning caused by communication difficulties.

Social, emotional and mental health difficulties: Teachers will explicitly teach coping skills to manage autism. There will be an on-site therapy team providing therapeutic input. Individuals will be referred to the team by teachers and Key Workers. The team will complete an assessment and implement an individual therapy plan based on need and individual interest. Students will receive input in discreet one to one or small group sessions. The therapy team will also input to the curriculum and staff training to ensure the needs of each student is met as outlined in their EHC plan. Students will explicitly be taught emotional regulation and ways to express themselves appropriately without damaging their health and wellbeing.

Sensory and/or physical need: There will be a low arousal physical environment and sensory spaces available for students to access to either seek or avoid sensory input.

The on-site Occupational Therapist will train staff and work directly with students. The OT will also input to the wider curriculum to ensure that functional and life skills objectives such as dressing and using cutlery are being addressed in parallel to academic learning needs. All students will be sensory profiled with specific IEP targets that they are working towards in this area. These will be set with teaching staff with a focus upon functional skills and increased independence. In addition, there will be time allocated for students to engage in sensory integration work or sensory.

Behaviour for learning: Staff extensively trained in excellent behaviour management strategies as set out above.

Social skills: There will be specific support from trained staff (SaLT and teaching/support staff) to develop specific skills taught in discreet sessions, either on a one-to-one or group basis dependent on need. Stand-alone sessions will be dedicated to the development of specific skills to launch learning and further developed through the promoting of positive social interactions across the curriculum including break and lunch times

Life skills: Specific time will be dedicated to this. Close work with families to develop useful and meaningful skills. There will also be access to a full time careers advisor who will be trained to prepare HF and LF students for life beyond school in work or others educational settings.

Supporting Transition

Transition into the school will be crucial in making sure that the right kind of interventions are in place, details of how transitions are managed are outlined in D1. We will ensure that we;

- provide support and information before and during the admissions process – we have specific Open Days for parents and potential students to visit the school and access information about the curriculum and dedicated multi-agency staff team. Parents may also make arrangements to visit the school at other times.
- a dedicated support worker – each student will have a dedicated member of the team who will be responsible for the planning, over-seeing and implementation of individuals' transitions.
- Use of autism-specific resources to manage smooth transitions – social stories, pictures, transitional objects and activities are planned and implemented on an individual basis by the dedicated key worker as a significant aspect of the transition plan.
- students' have input into their transition – the dedicated support worker has responsibility to ensure that the views, interest and aspirations of the child are collected through means that are appropriate to the individuals' cognition and communication needs. This information is used to plan an appropriate and engaging transition on an individual basis.
- expert advice on accessing support from local authority services will be offered to parents by dedicated support workers in addition to dedicated parent coffee mornings to share information.
- time for the student to get accustomed to the site – the dedicated support worker will liaise with families, schools and outside services to plan the most appropriate transition for each individual and to offer due time for students to visit the school as often as necessary to their individual need before their placement commences.
- clear evacuation and safety procedures are shared with students on transition. Visual resources are used as necessary to explain to students what to do and how to act. Sensory resources such as ear defenders are available to students as necessary for fire alarms. Students will practice safety procedures to reduce anxiety.
- support to parents – coffee mornings to meet the multi-disciplinary team are planned to offer parents support and information regarding services offered and

access to internal and external services. Dedicated support workers will have transition meetings with families to plan the most effective transition for the individual and to contribute to baseline assessments.

- Ongoing early assessment – as well as the individual's EHC plan forming the basis for planning for their transition and placement, students are continually assessed through the transition process, assessments cover learning areas of academic achievement, behaviour, social communication, emotional regulation and sensory integration. Assessment data will be shared with the multi-disciplinary team who will use data to plan for the most appropriate placement and learning package for that each student upon their entry to the school.
- Home School Visits – the dedicated support worker will visit the family home as part of the transition process, to gain a comprehensive understanding of the students' needs in the home setting. .

Alternative exam and assessment arrangements: Where necessary we will prepare students for the change in routine of statutory examinations. Rooms will be autism friendly and invigilators well trained. Extra time will be applied for where appropriate. Exams will be coordinated by the central core team at Heartlands.

Safeguarding

We take our responsibility to protect and safeguard the well-being of those children in our care very seriously. We understand that all children are vulnerable to safeguarding issues but that sadly students with SEN are more vulnerable to abuse. The multi-disciplinary team and governors are committed to following safeguarding procedures outlined by the Heartlands Trust.

Our school procedures for safeguarding children are in line with Haringey and LSCB procedures. The main elements include; establishing a safe environment in which children can learn and develop, supporting every child's development, supporting pupils who have experienced abuse, raising the awareness of all staff regarding the need to safeguard children, providing a systematic means of monitoring children known to be at risk of harm, developing good working relationships with other agencies, ensuring that the school delivers education that promotes an ethos of keeping up to date with children's issues and being clear about staff Responsibilities, Training and Support:

We recognise that because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. We therefore take the training of staff seriously to ensure that we meet our statutory duties.

EAL Students identified as having English as an Additional Language will receive assessment and planned intervention on an individual basis. Language needs will be identified in the transition process and a support package for the student and family will be created based on individual need. Where appropriate:

- assessments will be provided in the students' home language so that SEN needs can be fully assessed separately to language needs.
- Translators provided for students and families in meetings to ensure they understand content and are able to contribute fully to the education and development of their child as outlined in the SEN code of practice.
- Multi-disciplinary team to run parent groups to target specific areas of EAL need.

- Advice and information on support from external agencies is shared with families during the transition process and beyond as necessary.

Research Our links with CRAE mean that staff, students and their families have the opportunity to engage in the research process such as suggesting areas for research, deciding how an issue is researched and deciding how research is funded. The CRAE aims to ensure that autism research is directed to the areas most needed through input from families, individuals with autism and professionals. Research projects aim to identify areas of need and to have positive impact upon life-chances for autistic people. Research carried out in the school aims to impact positively and directly to meet areas of need for students in the school as well as the wider autism community.

Section E - Evidence of need – part 1

▪	2016				2017			
	A	B	C	D	A	B	C	D
Reception								
Year 1	1	1			2	2		
Year 2	1	1			2	2		
Year 3	3	3			4	4		
Year 4	4	4			4	4		
Year 5	4	4	2		5	5		
Year 6	4	4	1		5	5	2	
Year 7	8	8	5		8	8	1	
Year 8	10	10	10		10	10	5	
Year 9	11	11	13		10	10	10	
Year 10	8	8	8		11	11	13	
Year 11	4	4	4		8	8	8	
Year 12	0	0	1		7	7	4	
Year 13	0	0	2		0	0	1	
Totals	58	58	46		76	76	44	

Section E: Evidence of need – part 2

E1 – Valid evidence of need for statement pupils

The London Borough of Haringey has a long term shortage of places for autism. Heartlands High school is a new secondary school that opened in 2010. It had a 25 autism provision built at Heartlands High School to help address the shortage of autism places which started taking pupils in 2011. Other autism provision planned by the borough has not come to fruition. The genesis of this proposal has been informed by on-going discussions with the borough on the continuing need for additional high autism places within the borough at primary and secondary level.

It is not possible to expand the current on-site provision at Heartlands High school to meet this need. Therefore it is proposed to establish a new separate free school in place of the provision as an all through school from 5-18 which would inherit the students in the current provision and rapidly build up its numbers to meet the other needs. We have set out in section C above a strong rationale for a single all through 5-18 school catering for a wide spectrum of need.

In discussion with Haringey, the school would provide additional places at primary and secondary level for 88 low functioning autistic children including those with additional needs.

It would also provide a separate provision within the school for up to 16 high functioning pupils. Most such pupils are provided for successfully within mainstream primary and secondary schools but there are a small number of pupils with severe needs who do not thrive in such arrangements end up, often through exclusion, allocated to alternative education provision in the absence of appropriate provision within the borough. The provision will provide the first specialist provision within the borough to meet these needs.

The school will also provide a sixth form. There is not currently maintained special school provision post sixteen for autistic children within the borough.

The London Borough of Haringey has committed to all the initial places in the school in the initial three years and overall to 94 of the planned ultimate 104 places. Prior to receipt of the borough's formal response in addition to the number of discussions between the Trust and the Council, the Trust wrote formally to the Council setting out details of its proposals formally. A copy of this letter and the response which confirms commitment to the low functioning provision is attached for information. A second letter (attached) from the council confirms commitment to the places in the High functioning provision.

The Council commitment to the school is consistent with their analysis of current deficits in local provision (see table in C above).

The Council analysis assumes that the provision will largely replace current out borough placements into the future but does not assume that there will be significant relocation of existing out borough placed students. In practice, however, the local all-through autism specific nature of the provision may attract some parents to seek a transfer to the school either from out borough placements or from existing in borough placements in

non-autism settings. Such assumptions are not built into the Council's analysis and therefore any such movement would further increase take up.

Contacts have been made with adjoining Boroughs. Camden has indicated a shortage of places and that it would consider placements in the new school. Islington and Hackney have said that they would consider placements in the school if requested by parents. Hackney has confirmed it does from time to time place children with high functioning autism in schools outside Hackney. Enfield and Barnet have yet to respond.

The Trust has conducted consultation about the new school with other schools through the headteacher forums it has also consulted with the parents of pupils in the provision at Heartlands High School and with parents of autistic children across the area through various forum meetings promoted by the National Autism Society and the Council.

Attached to this bid are copies of text of the PowerPoint presentation and the Trust's website which have been used to at all meetings and as general publicity to inform other schools and parents about the details of the proposals for the school so that they can make an informed response. At the meetings there have been opportunities for questions to be answered.

Other schools are generally welcoming of the proposal.

All the parents at the Heartlands High School provision have indicated support for transferring into the new school. Parents at four forum autism meetings covering the different areas of the borough were in favour of the proposals and 29 parents with their children in other placements. These, combined with the transferees from the current Heartlands provision, would give a total of parents expressing an interest taking a place of 51, a significant proportion of the borough figure but with a different age profile and may contain parents of pupils who would consider a transfer from other provision.

Section F: Capacity and capability

F1 (a) Pre-opening skills and experience

The Trust has established a Strategic Working Party of Directors to oversee the project during the pre-opening period and a working group to manage the development of the proposal led [REDACTED]. It is planned that following an approval of the application, a local governing body would be established for the school replacing the strategic working party's role and [REDACTED] by the appointment of a new headteacher. This would increase the capacity of the Trust and management resources then be further enhanced prior to opening by the appointment of the headteacher for the new autism school.

Name	Member of core applicant group (Y or N)	Where live (town /city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	16 (increased during key pre-opening phases as required)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	6
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	6
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	16 increased up to full

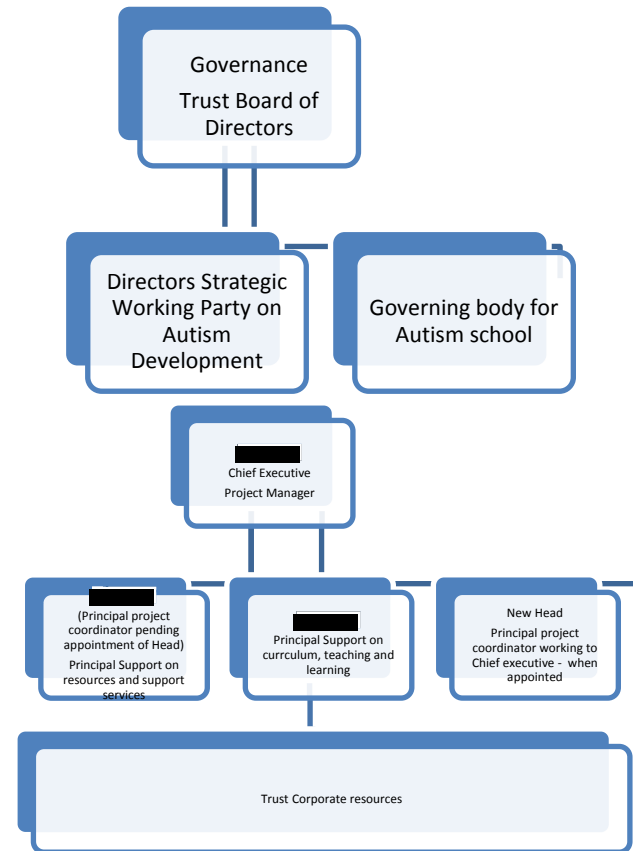
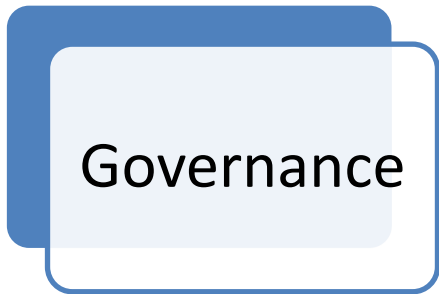
Name	Member of core applicant group (Y or N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
					time during pre-opening
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	16 (increased up to full time during pre-opening.)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	4 on average
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2 on average
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2 on average
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2 on average
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2 on average

Name	Member of core applicant group (Y or N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	1 average-initial estimate
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	As required
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	As required
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	As required
HR - Education Personnel Management	N	London and Peterborough	Advice on HR planning and implementation for the development of the proposal. Undertaking of TUPE and other reorganisation processes as necessary, support for industrial relations negotiations, employee relations procedures, recruitment and contracting of staff and pay roll management	Education specialist personnel agency which has supported schools since 1993. It currently provides support to more than 700 schools across 60 Local Authorities with services, skills and expertise in all aspects of human resource management in education, including conditions of service and local government and teachers' superannuation schemes and teachers' pay. http://www.epm.co.uk/	As required
ICT – Northumberland	N	London	Advising, planning, designing, implementing ICT and related systems to meet the schools	Service level agreement with partner school which has an enlarged and expert ICT team responsible for designing, developing,	As required

Name	Member of core applicant group (Y or N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
Park ICT Services			educational, management and administrative needs. Managing ICT systems as required	managing and renewing IT services for four schools currently. Led by professional technicians and IT managers with	
H&S - OHS	N	Leeds - London based consultants)	Providing advice on health and safety policy and practice as required and H&S audit and inspection services	A leading, independent health and safety consultancy delivering legal compliance to both SMEs and blue chip companies. Founded in the early 1980s and was the first UK company to be awarded an HSE supervisory licence. http://www.ohs.co.uk/	As required
Marketing Grebot Donnelly Associates			Advice on marketing and promotional strategies and design and production of promotion materials, campaigns, websites etc	A leading education and schools' marketing consultancy, has been nominated for a 2014 Business Excellence. Specialists in school marketing and reputation management with a wide national clientele. http://www.grebotdonnelly.com/	As required

It is proposed that, subject to approval of the bid, this arrangement should be formalised by the Trust as a temporary Strategy Development Working Party with delegated powers to facilitate rapid practical implementation of the proposals on behalf of the Trust in the pre-opening period. The working party will continue to report to the Board of Directors which will continue to take some key decisions. Subject to approval of the proposal for implementation the Trust will establish a governing body for the school probably around one year before opening. This will enable the governing body to establish its working arrangements, clarify its role and begin working with the new headteacher when appointed in the pre-opening period.

The Chief Executive will devise a plan and programme of action drawing in the pre-opening planning resources as set out above. Additionally, he will be able to draw upon the Trust's corporate resources in business management and finance, HR, governance, associated advisory services and its curriculum staff responsible for autism provision. [REDACTED] releasing considerably more of the Chief Executive's time, and the appointment before opening of a headteacher for the new autism school who will act as a key focus for planning and coordinating its detailed implementation



F1 (b) Skills gap in pre-opening

Skills/experience missing	How you plan to fill the gap
Further connection and support from other national and local autism providers to share and gain best practice advice	The school will seek accreditation from the NAS. We are seeking support and advice from the Centre of Research in Autism Education at the Institute of Education and would seek to become members of the pan-London Autism Group
Training and Development capacity and role	We see training as an essential part of our vision for supporting integrated outstanding practice within the new school and with our partners. We have established a connection with the Centre for research into Autism and Education at the Institute of Education. We are exploring partnership with both organisations like the National Autistic Society
Linkage with the primary sector	We consider the all through provision as a central part of seeking an integrated high quality provision. We have links with our immediate primary school through a network learning community initiative but plan to discuss with the local authority and local providers the best way to ensure maximum coherence and effectiveness of primary age provision and support. Our Director of Autism has primary and secondary phase experience
Premises and location solutions	We recognise that there will be assistance from the DFE on this if the proposal is approved but we are seeking an active collaboration with the LA with a view to seeking a matching of their support for the new provision with integration of the new school with their development plans for the borough. We met with the Chief Executive who is supportive of the proposals and who had arranged a further meeting with the Council's head of property services to consider practicable possibilities. We are also contacting the EFA for initial advice.
Pre Opening Autism Leader on maternity leave	██████████
Time and capacity for educational leadership and project management	4 ██████████

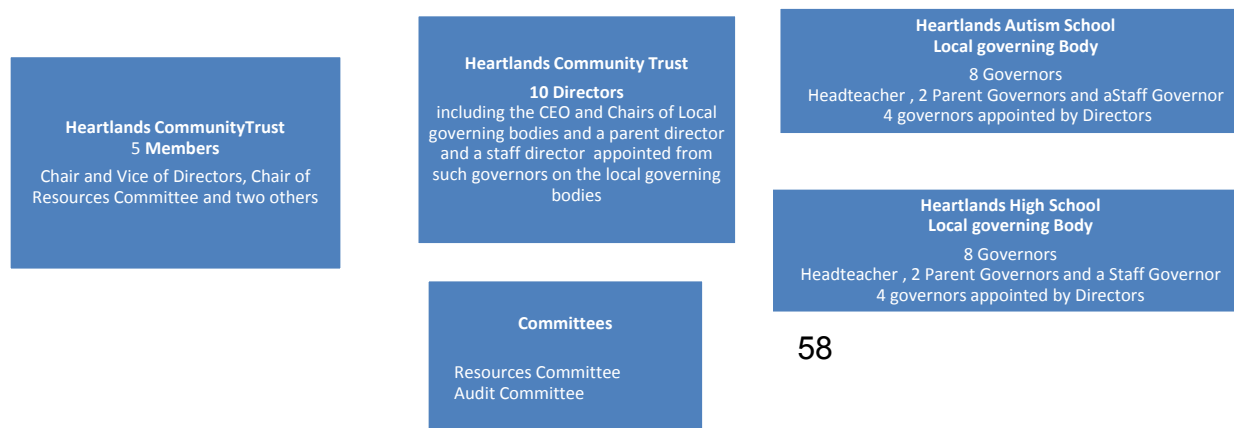
Skills/experience missing	How you plan to fill the gap
Finance Director Capacity	██████████
Marketing and admissions	██████████ will play an increased role in initial marketing of the school and the Trust will temporarily enlarge its admissions staff with a specialist resource to handle recruitment issues in liaison with local authorities pending the appointment of a business manager for the school.

F2 Accountability and decision making (post opening)

On conversion as an academy school the Directors of Heartlands High School established the Heartlands Community Trust as a Multi Academy Trust.

The Trust proposes to develop its initial structure to provide a simple governance structure that gives clear responsibility and accountability to the leadership of its separate institutions. This structure also ensures priority is given to maintaining central coherent control of the essential values, vision and standards and expectations of cost effectiveness of the Trust.

The following section outlines how our new school for autism will operate within this model.



Members: There will be five members consisting of the Chair, Vice Chair, Chair of the Resources Committee and 2 other members appointed by the directors at least one of which will be a non-director.

The members meet annually and can meet at other times as required. Their role is strategic: to ensure that the Trust fulfils its vision and founding principles. As members, they receive the Company's annual report and accounts and have key powers over the membership of the board of directors.

Directors and Chief Executive: The Trust has a Board of Director's that will include the Chief Executive, the chairs of the local governing bodies and a parent governor and a staff governor drawn from the membership of the local governing bodies and other directors appointed by the members. The board of directors agrees the Trust's plans, controls its budget and determines its core policies and procedures that will apply in its schools and the terms and conditions of service. The Trust proposes to reduce the size of its board to a size of around 10. This may release the talents of a number of governors who are currently also directors, to focus on the local governing body for one or other school.

The details of the revised board of directors have not yet be determined but may be likely to include – the chair and vice chair of the Directors, and chairs of committees, the Chief Executive , a representative of parental interests and of staff interests across the Trust and two or three additional directors to match skills and stakeholder requirements of the Trust as necessary. The headteachers of each school will be expected to attend Trust meetings as required. Committees will be reduced in size and seek to make best use of the skills of directors and governors although the latter may not have voting powers on matters reserved to the Trust.

The Directors will:

- determine the strategic direction, vision and values of the Trust, consulting as appropriate with local governing bodies the community and stakeholders.
- ensure the fulfilment of the responsibilities of the Trust under the Funding agreement
- determine the policies and procedures of the Trust including conditions of service
- determine the Trust's Strategic Plan and objectives, annual plans and targets, the related annual plans of its schools and monitor progress and outcomes.

- Ensure there are programmes of internal and external assessment to audit, and assess achievements and progress and ensure compliance with required standards
- agree and monitor budgets for the Trust and each school and agree the Trust's annual report and audited accounts for receipt by the members
- appoint the Chief Executive (Responsible Officer) and the Headteacher of each school and agree their performance management and salary increases and agree the arrangements for determining staffing structures, all other staff appointments, performance management, salary and conditions of service decisions;
- determine arrangements for decision-making and appeals under its policies to ensure consistency across the Trust.
- appoint the Clerk to the Trust

Local Governing Bodies: The Board of Directors will establish a local governing body for each school. An outline of membership is indicated above and will total around 8 for each school. The local governing body's principal role will be to provide challenge in relation to standards and achievement targets and to exercise oversight of the operation of the school and its achievement of agreed plans and objectives within available resources.

The Local Governing Body will report to the Directors and take a strategic role in the governance of the school to:

- ensure that standards of attainment and achievement by the students of the school are high
- act as a critical friend to the school and to provide support to the Headteacher and the staff;
- monitor and evaluate the work of the school systematically and regularly in relation to its student performance, staff performance, self evaluation and improvement, budget and financial monitoring and community cohesion:
- carry forward the Trust's vision, in a way appropriate to the specific qualities and community characteristics of the School;
- implement of actions required to comply with statutory regulations and the Funding Agreements;
- implement the policies agreed by the Trust.

Committees: In addition to the local governing bodies, the Board of Director's main committee's will be:

- **Resources** – this scrutinises the detail of finance, personnel and facilities issues that need to be considered by the Directors. It hold delegated decision-making powers in relation to these functions but approval of the budget, the overall scheme of delegation, the accounts and key audit decisions and some key policy decisions in these areas will be reserved to the full board of directors.

- **Audit-** advises on appointment of internal and external auditors and plans and scrutinizes audits and audit reports for consideration by the full directors.

The current committees are likely to reduce in size and may comprise a mixture of Directors and local governors although the latter may not have voting rights on some delegated matters reserved to the directors. The Trust currently also has a Standards and Achievement Committee. The role of this will be replaced by the local governing bodies.

In addition to these regular committees the Trust will establish committees to meet as required to provide consistent appeals and decision-making arrangements across the Trust on such matters as Complaints, exclusions, pay and conditions, grievances etc where responsibility is not delegated to the Chief Executive to manage.

Operating arrangements

The Board of Directors will be advised by its Chief Executive, who is accountable to the board for monitoring the operation of its schools and ensuring arrangements are made to ensure the coherent and efficient preparation and delivery of its services, its plans and targets. The Board will retain responsibility for strategic decisions the Trust's budget, accounts and overall annual plan and priorities and on leadership and strategic development of its schools. Headteachers of individual institutions will have a clear scheme of the Trust's delegation of responsibility (as outlined above) so that it is clear how particular decisions should be made. The intention is that consistent with overall control and accountability decisions can be made quickly and efficiently informed by local knowledge and the expert systems of the Trust.

The Trust expects that the role proposed for head teachers will give them the ownership to ensure that agreed plans and outcomes, including attainment targets, are achieved or exceeded. Equally it plans that governing bodies will share the Trust's objectives and play an effective role in achieving agreed goals. The Trust will monitor the standards and performance of each of its schools through reports from and meetings with the headteachers and from performance data and quality assurance systems managed and monitored by the Chief Executive. The Board will retain to itself powers that can enable it to direct the Chief Executive to intervene to direct the management of the school or to take power directly itself using particularly its retained personnel and financial powers. The directors will also retain powers to change or enhance the membership of governing bodies if it is deemed necessary to support essential improvement.

Chief Executive: [REDACTED] He will

- advise the Trust on strategy and strategic planning and effect arrangements to achieve agreed objectives and outcomes
- be responsible for control of resources overall and for establishing and maintaining comprehensive monitoring and quality assurance systems on all aspects of its operation

- ,be responsible for ensuring a framework policies and procedures that assure efficiency, effectiveness, consistency, fairness and probity.

Headteachers: Each school will have a Headteacher who will report to the school local governing body on standards and achievement, the operation of the school and its achievement of agreed plans and objectives within available resources. They will be accountable to the Board of the Trust for the delivery of required targets and agreed development plans. They will also be required to prepare, manage and control the budget approved by the Board of Directors.

The Board of Directors will appoint the Chief Executive and Headteachers and agree arrangements for other appointments.

Corporate Services: The operation of the overall structure will be supported by a number of corporate Trust services providing support to each school appropriate to their needs. The Chief Executive will be responsible for managing the Trust's shared services but will be charged with ensuring that they are organised to be responsive to the management needs of individual schools, managed by their headteacher within a consistent and efficient framework.

Teaching, learning and assessment: The Trust proposes a common framework of quality assurance, performance management and support for staff training and development linked to common pay and conditions of service. This will be organised by a senior leader, probably initially based in Heartlands High school who will manage overall arrangements and facilitate the headteacher of each school in making arrangements appropriate to the needs of the school within a consistent framework. The Trust's core expectations of professional practice and good practice guidance will be shared and the Trust will ensure that its existing linkages to best practice networks are extended to encompass the needs of the autism school. The Chief Executive will be responsible for ensuring a framework of common expectations and access to advice, support and partnerships that will facilitate the achievement of the Trust's high standards.

The Trust will extend its existing effective target setting data monitoring and analysis support services, and related examination entry support to provide a common service encompassing the autism school.

Finance and HR: The Chief Executive will be responsible for proposing the arrangements for agreeing and reviewing its planning, objectives and targets and the framework for determining budgets. The headteachers of each school will draw up their plans and budgets within this overall framework, consulting with their local governing body, for approval by the Trust. The Trust will provide a common administration to help headteachers in planning and monitoring to ensure there is consistent accountability between schools and within each school for the achievement of agreed objectives. There will be a common administration to support budget preparation and monitoring but headteacher and business manager will be responsible for their budget preparation, control and monitoring. There will be a shared administration for processing ordering and financial transactions and common financial procedures. There will be a

detailed scheme of delegation for authorising and accounting for expenditure and income consistent with efficient use of resources and ensuring ownership accountability for outcomes in individual institutions.

The Chief Executive will be responsible to establishing and maintaining common approaches to pay and conditions of service. The Headteacher of each school will be responsible for proposing for approval, under the arrangements agreed by the directors, the staffing structures for each school liaising with the chief executive and in consultation as appropriate with their local governing body. Appointments and all HR procedures, decisions and advice will be supported by Trust wide shared HR services. Apart from the senior leadership, arrangements for appointments and other personnel related decisions will generally be delegated to the Chief Executive to manage, working in close liaison with the relevant headteacher.

Facilities Management: There will be a member of site staff based at the autism school, but the facilities management services will be managed and operate across the Trust providing cost effective cleaning, catering and maintenance services obtaining best value from shared contracts wherever appropriate.

Audit and Quality Assurance

The Trust will subject itself to regular independent scrutiny through ensuring that the regular external evaluation of school improvement arrangements that will include evaluation of the effectiveness of the Trust in promoting school improvement and in challenging and stimulating the pace of progress.

Similarly it will build in independent scrutiny of its finance and resources arrangements through an internal and external audit programme that scrutinizes:

- the effectiveness of the Trust in monitoring budgetary control and ensuring accountability according to defined standards and good practice processes,
- the programme of review and standard processes for promoting value for money,
- the effectiveness of arrangements and processes to ensure probity
- the integration of financial planning and review with overall planning to ensure the Trust's maximum effectiveness and high quality educational outcomes.

Public Accountability, probity and openness

The Trust will also ensure it is publicly accountable by a policy of consultation with stakeholders on change, open administration, publishing its plans and policies, minutes of its meetings, budget, annual report and accounts, reporting on their achievement and encouraging feedback.

Practices are already well established within the governing body to ensure that there are no conflicts of interest. There are clear written terms of reference, a scheme of delegation, and financial procedures. There are an annually reviewed register of interests for members, directors, governors and staff and a standing item requiring a declaration of interests on all meeting agendas. All such arrangements also require the interests of close relatives to be declared. Where there is an interest the person concerned withdraws from the relevant decision-making. All these arrangements at follow the requirements set out in the Articles of Association and the EFA handbook and are subject to internal and external audit.

Recent audits suggest that the levels of probity within the structures are high. Governors are asked to sign declarations of interest and make explicit any connections which may create conflict.

Clear systems are in place for performance related pay for all staff. For the Chief Executive/headteacher post(s), the Trust establishes a special performance committee, supported by external advisers to review performance and decide on pay. No staff are involved in these discussions. **Annual cycles and timetables**

The following table outlines the principal annual timetables of cycles planning and accountability envisaged. The Resources Committee and Audit committees give detailed scrutiny to the financial, personnel and audit related strands of the annual cycle to inform the board of directors' decisions.:

Item	Staff	Chief Exec. /Heads	Governing Body	Directors	Members
Annual Plan and Budget and Standards monitoring					
Summer					
Annual report		Annual report - draft		Review draft annual report	
Current Plan	Prepare Dept plan	Report expected outturn	Review and comment to directors	Review	
Current Budget		Report expected outturn	Review	Review	
Next Plan		Propose	Review	Approve	
Next Budget		Propose	Review	Approve	
Achievement analysis		Report expected outturns	Monitor achievement and standards analysis (expected outturn against targets)	Consider recommendations of governing body on standards and achievement monitoring	
Staff performance review	Final interim review				
Autumn					
Annual report and accounts		Finalise	Review	Agree	Receive Review strategy/vision

Item	Staff	Chief Exec. /Heads	Governing Body	Directors	Members
Annual Plan and Budget and Standards monitoring					
Autumn continued					
Current Plan	Agree Dept plan	Monitor/review against achievement outturn	Review and comment to directors	Review and amend as necessary	
Current Budget		Monitor	Review and comment to directors	Review and amend as necessary	
Achievement analysis	Review outturn; agree Dept Targets	Report and propose targets	Review and comment to directors	Review and agree targets	
Staff performance review		Report outturn and pay review		Review. Leadership performance and pay review.	
Spring					
Annual report					
Current Plan	Monitor Dept plans	Monitor/review against achievement outturn	Review and comment to directors	Review and amend as necessary	
Current Budget		Monitor	Review and	Review and amend	

Item	Staff	Chief Exec. /Heads	Governing Body	Directors	Members
Annual Plan and Budget and Standards monitoring					
			comment to directors	as necessary	
Next Plan	Contribute ideas	Manage consultation	Contribute ideas	Contribute ideas	
Spring continued					
Next Budget		Propose strategy	Review and comment to directors	Review and approve	
Achievement analysis	Review student targets/progress	Prepare progress against targets	Review and comment to directors	Review	
Staff performance review	Interim review				

Item	Staff	Chief Exec. /Heads	Governing Body	Directors	Members
Quality Assurance, Audit and policy/procedural reviews					
Summer					
Internal Quality Assurance reviews	Summer term reviews		Review and agree action Summer term dept reviews		
Financial audits		Action plan on audit findings		Approve audit reports	Review audit report

		Propose arrangements for next year		Approve next year internal and external Auditors and foci for internal audit	
Policy and practice reviews		Propose termly work programme and review Summer term tranche		Approve timetable and approve amendments to Summer term tranche	
Autumn					
Internal Quality Assurance reviews	Autumn term reviews		Review and agree action Autumn term dept reviews		
Policy and practice reviews		Review Autumn term tranche		Approve amendments to Autumn term tranche	
SEF		Redraft	Review	Agree	
Spring					
Internal Quality Assurance reviews	Spring term reviews		Review and agree action Spring term dept reviews		
Policy and practice		Review Spring term		Approve	

reviews		tranche		amendments to Spring term tranche	
External Quality assurance review of teaching and learning		Arrange and report	Review and comment to Directors	Review and agree action	

F3 (a) Proposed governors

Name	Where live (town /city)	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours / week)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	1
Staff Governor		Proposed member of local governing body	Local governing body member	To appointed on an interim basis by the Trust on election by staff ([REDACTED])	

Name	Where live (town / city)	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours / week)
Parent Governor		Proposed member of local governing body	Local governing body member	To appointed on an interim basis by the Trust on election by parents [REDACTED]	
Second Parent Governor		Proposed member of local governing body	Local governing body member	Probably recruit post opening from the parents of pupils at the new school	
Head of the school when appointed		Proposed member of local governing body	Local governing body member	Probably appoint on an interim [REDACTED] pending an appointment to the headship	
Cllr Karen Alexander	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	1
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	1
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	1
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	1
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	1
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	1
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	1

Name	Where live (town /city)	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours / week)
					1
					1

There are nine potential appointees for the local governing body coloured green some of which are interim. The proposal is that the local governing body should be limited to eight. [redacted] and will be initial appointments during the establishment of the school. Several may be replaced as governors, as the school becomes operational, by new appointees with a specific interest in the school's specialism, reflecting its stakeholders. The Trust will establish a skills framework for appointments that ensures that the governing body maintains appropriate leadership, attainment and finance experience. The Chair of the local governing body has not yet been determined. All directors are also governors of Heartlands it proposed to restructure High school

F3 (b) Skills gap for governing body

Skills/experience missing	How you plan to fill the gap
At the outset of pre-opening the governing body will lack specific stakeholder representation although the main components of this are already reflected in the Trust's directors and the inclusion of the	The Trust will use its existing directors to give voice to stakeholders and to ensure that the Chair of the local governing body is filled by an appropriately qualified and experienced person. We are confident that there are several appropriately experienced and qualified candidates amongst those already identified. At the time of establishment of the local governing body (probably Summer of 2015 for a 2016 opening) the Trust will review responsibilities of its directors more widely to ensure manageable work loads alongside

Skills/experience missing	How you plan to fill the gap
senior functionaries amongst the directors as governors pro tem will facilitate drawing in other directors as necessary.	<p>reductions in the size of its /board of directors, ██████████ This will enable current directors to focus their energies in particular areas.</p> <p>A range of stakeholder consultative and communications arrangements with autism specific organisations, parents groups, the local authority and other schools have been opened during the consultations in preparing the application. This will continue during the pre-opening phase and may lead to possibilities coming forward for potential governing body recruitment.</p>
Although one prospective governor with an autism specific interest has been identified, the Trust plans as quickly as possible to appoint others.	██████████ Appointments will be re-made as soon as the school is underway. The school can draw on the ██████████ challenging attainment, and planning and managing development and financial control in the initial set up phase and they will retain a strategic role in and accountability for the school thereafter.
Capacity for leadership at every level of the Multi Academy Trust	<p>The school has also considerable experience in using SGOSS to recruit to governor roles.</p> <p>It has establish a rigorous selection process to ensure that those governors appointments of a high enough calibre from candidates found through one of the routes above.</p>

F4 - Recruitment of a Principal

As indicated in the financial plan establishing the leadership of the school will be one of the Trust’s first priorities. The successful candidate will be expected to have qualifications/experience suited to headship and to meet the job description and requirements of headship as set out in the Teachers Pay and Conditions Report. The successful candidate will be expected to have demonstrable experience of senior leadership and an excellent understanding of autism and practical experience of exercising management and leadership including curriculum development in a special education needs setting. They will be expected to have a demonstrable track record of managing the achieving of high levels of pupil achievement appropriate to the setting of the proposed school and nurturing and achieving high standards of teaching and learning. The successful candidates will have the understanding/experience to manage an all age provision successfully.

Although it may have some candidates within its existing staff, the Trust will follow its normal practice for all leadership posts and recruit by open recruitment. The Trust will take personnel advice whether the best field may be achieved simply by public advertisement or whether it may be necessary to combine this with some recruitment service support to seek to encourage the best possible field. The Trust to date has succeeded generally well in attracting better than average fields for nearly all its posts advertised including for its leadership and autism provision posts. The Trust pays careful attention how, when and where it markets vacancies and to ensuring its personnel policies and staff development arrangements encourage interest from highly motivated and able personnel. In the first instance we would seek to appoint to the post through the TES, allowing long enough period to attract potential candidates and through the gold package which ensures that all adverts are presented with a high profile.

The Trust would intend to advertise in June 2015 for a January 2016 appointment. This should ensure an appointment is made even should the post need to be re-advertised.

The Trust is keen to fund a two term pre-opening lead into the new school's opening. In its experience adequate leadership involvement in the pre opening arrangements from the earliest possible stage is critical to the early success of a new institution. It should be possible to defray some of the costs of early appointment against the running of the existing unit subject to the pressures of other work.

The Trust sees the post as integral part of the senior leadership of the Trust. In addition to have operational responsibility for the new school, it has a part to play in sustaining the Trust's overall vision and values and adding to the Trust's overall senior management capability.

The selection process for this post will be rigorous and will be based upon the processes already in place for SLT posts. In the first instance the Executive Headteacher and two directors of the trust would shortlist applications. Following this there will be a process that lasts a minimum of two days, involving a number of experienced Directors and others from the Trust's community and a range of tests, meetings exercises and interviews. We intend to include an expert advisor in the selection with whom we have made contact. This person is the leader of an outstanding school for autism.

The budgeted salary is based on a unit total calculation for the school by its fourth year of opening. The bottom of the range has been set pro-rata to the relative size of the school compared to schools in this range. The salary would appear to reasonable in relation to comparable posts in the region and is affordable within the budget plan. It marries with normal TCPC expectations of other leadership salaries proposed. There should be some scope within the overall budget framework to vary this salary a little if market conditions require this in relation to a successful appointment. The budget model also assumes a share of the Chief Executives time proportionate to the school's budget share. This is built into the assumed £100K contribution to central services costs supporting all the Trust's provision on shared cost effective basis(see section F6 and G).

Job Summary

We will expect the person appointed to have a passion for the vision of the Trust and in particular have a commitment to learning, belief in the achievability high aspirations for autistic children and the skills to deliver them. We will be looking for someone with the resilience, personal leadership qualities and ability to shape and grow:

- a new institution embedding high achievement,
- a committed staff team sharing and driving forward its values and outcomes
- the esteem, reputation and popularity of the institution based on the quality of its provision

It appointee will provide professional leadership, vision, direction and management of the school; leading, motivating and inspiring a staff team to work together to provide the highest standard of autism specific education. To establish a culture that promotes excellence, equality and high expectations of attainment for all pupils so that they are empowered to make positive choices about their own lives.

Principal accountabilities

Lead the strategic direction of the school.

- Understand the inclusive and community focused vision for the school and work with parents, governors, Directors and staff to ensure the vision is shared across all stakeholder groups.
- Translate the school vision into an operational plans
- Create a learning culture within the school
- Share and support good autism practice across the community.

Leading Teaching and Learning

- Keep up to date with current innovations in autism practice
- Ensure autism practice is effective and evidence based and matches the needs of all pupils
- Monitor, evaluate and review classroom practice and also the delivery of the after school enrichment curriculum.
- Ensure that information and data is used to drive improvement and track pupils progress
- Challenge under performance at all levels

Develop Self and working with others

- Develop and maintain effective systems and procedures for staff induction, professional development and performance review

- Establish partnerships with local schools and community groups to ensure maximum inclusion opportunities for all staff and pupils and in-reach opportunities for partners.
- Develop, model and maintain a culture of high expectation

Securing accountability

- Ensure the safeguarding and welfare of all pupils
- Ensure staff accountabilities are clearly defined , understood and agreed
- Work with the governors to ensure that the school meets all statutory responsibilities

Managing the organisation

- Produce and implement evidence based improvement plans and policies
- Recruit, retain and deploy staff appropriately
- Ensure that the needs of all pupils are met through an organisational structure that reflects the vision , values and aims of the school
- Work closely with the Governors and the Business manager to plan business development , marketing, income generation and planned expenditure as well as effective management systems and practices to ensure value for money and improved school and service standards in line with targets
- Work in partnership with the Governors to provide leadership and direction for the financial and business growth and financial success of the school.
- Work closely with local authorities to identify students who will benefit from placement at the school.

Strengthening the community

- Work collaboratively with other schools, colleges, community groups and stakeholders to respond to needs and enable inclusion.
- Support and promote good autism practice across the wider community and stakeholder groups.
- Engage with parents

F5 - Education Track Record

The Trust has internal and external school improvement mechanisms that report on teaching, learning and achievement.

It has a round the year programme of progress monitoring against agreed targets and plans that are reported back the Trust at each meeting and inform future planning.

The school engages annually with partners to externally monitor teaching, learning and achievement and these play a vital role in moderating internal judgements. Most recently this has been undertaken as an overall review by Challenge Partners. It is conducted by an Ofsted approved lead and supported by others from leaders in partner schools with a good track record of successful school improvement. The report this year emphasised that school improvement strategies were robust and rigorous. It detailed that leadership was strong and showed that senior leaders within the Trust had a detailed understanding of the areas that needed improvement. The school also engages reviews and investigations of particular areas of its work according to need. It uses an extensive network local, regional and national partnerships such as PiXL, ASCL and Challenge Partners to identify high quality resources for such work.

For the new free school provision in the budget has been made for a similar but SEN appropriate rigorous programme of external quality assurance. This year the mainstream school engaged SEND to undertake an internal review of inclusion in the mainstream. It found the school to be highly inclusive and suggested that leadership throughout the mainstream school was strong.

The Trust intends that its schools' share leadership and management of the provision for staff performance management and development and pupil assessment based on the successful provision already established. Whilst these services will serve the management needs of the leadership of each school, they will be managed on a common basis directed by the Chief Executive and provide an important database of common information by which the Trust can monitor progress and achievement.

Common personnel and pupil policies based on the Trust's existing successful practice, including that of its autism unit, will be adapted if appropriate to the autism school setting will also underpin commonality and consistency of monitoring of expectation and outcomes.

The last Ofsted report (March 2012) for Heartlands High School showed it to be a Good School with some outstanding features including its autism provision (<http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/135844>) The schools self evaluation based on internal and external monitoring indicates that standards should be assessed to improve by the next inspection to Outstanding

Heartlands High School does not have KS4 results as yet as it has built up from year 7 over 4 years. The pupils just entering year 11 will take KS4 public exams in summer 2015.

The school's KS3 records that show progress ahead of national expectations. Students arrived at the school with an average point score of 25, well below the national average. By KS3 they had achieved close to National averages. Heartlands High School set itself the ambitious target of 77% of students achieving 5A*-C including English and Maths. Our predictions currently indicate that the percentage of students achieving 3 levels and 4 levels of progress is beyond the national average'

██████████ This will of course become a key responsibility of the new headteacher when appointed.

F6 (existing providers and any new applicants seeking to open more than one free school)

Management, governance and planning capability to sustain new development

The Trust has tested and proven capacity to plan and sustain successful development of a new school. It has supported and sustained the building, equipping and growth of Heartlands High School from its inception to its present position of being one of the most popular schools in the area which is projecting achievement outcomes well above national averages and in line with its challenging targets. Its external quality assurance confirms the schools evaluation that it is on track to raise its last OFSTED evaluation of good with outstanding features to outstanding.

It has achieved this development by a rigorous processes and good governance ██████████ The key elements of the arrangements to ensure successful development are:

- Clear and sustained vision of high aspirations and commitment to learning shared throughout the staff, governors/directors and school community
- Rigorous three year and one year planning frameworks that driven the school development plan and budget making and control and capital investment and development
- Priority given to attracting and carefully recruiting high calibre staff
- Priority given to rigorous performance review linked to staff development focussed on improving teaching and learning outcomes
- Clear systems of assessment and target setting and review shared throughout the school community which shape teaching practice and learning improvement

- Clear frameworks for behaviour expectation and support systems for pupil needs and well-being which are regularly monitored and reviewed
- Wide partnerships to benefit from best practice elsewhere and a rigorous programme of internal and external quality assurance
- A streamlined governance system which focusses its resources on reviewing and challenging achievement, planning and controlling resourcing and ensuring probity.

The school has built a range of internal and external support resources that give it the management capacity to sustain its systems and tackle new development simultaneously. This has been the continuous requirement of the past five years. Heartlands High is now reaching a point of completing its initial development. The Trust's current development plan prioritises development of an autism school in partnership with the local authority to meet local needs and developing a sixth form to meet the strong aspirations of parents and students of Heartland High School. The Trust's management resources can now be turned to these tasks. The Trust is in a particularly strong position to push forward the autism development as it has significant specialist expertise and experience in Heartlands High School within its leadership and within the Autism provision.

Financial Capability

The Trust is well provided with financial expertise at all levels:

██████████ The financial history of Heartland High School (now Heartlands Trust) is that it has had a surplus in each of its years to date:

2010-11 £42K 2011-12 £55K 2012-13 £181K 2013-14 £305K (to September (converted as Academy May 2013)

The Academies first financial period closed at August 2014. It has assessed its risk management in the light of its future plans and operational risks it plans to further extend its revenue balance to provide assurance for the proposed development risks.

Heartlands had one audit in 2011 by the local authority which was as a *substantial* assurance, the second highest rating. A small number of deficiencies revealed in the audit were addressed by an action plan which was fully monitored and implemented. The Trust has established internal and external audit arrangements and these will report to the timetable of the first annual report of the Trust by December 2014.

Planning for viability, value for money and cost effectiveness

The Trust was established as a multi-academy trust last year founded upon Heartlands High School which was converted to academy status at that stage. The Trust has had, therefore the aspiration to provide for development from its inception based around its core values and vision.

The Trust wishes to drive this vision forward in a structured way keeping at the forefront its commitment to outstanding education. The development of an autism school is a natural immediate step building on its existing outstanding strength in that area and meeting an important needs gap in existing provision.

The planning for this development is based on the financial viability of each of the schools under its aegis in its own right but capturing from the development a range of commonly provided services that improve overall cost effectiveness and deepen the management capacity of the Trust overall to maintain and develop its quality of provision. The Trust intends a structure that keeps a strategic central grasp on quality, vision and resources and cost effectiveness and which can move resources and support as necessary to ensure this is maintained in all its institutions. At the same time it proposes clear individual management responsibility for each schools outcomes supported by oversight of a local governing body which ensures stakeholders' involvement in overseeing its progress. The reporting structure ensures good communications between the layers of the organisation.

The division of the centrally and locally provided services for each institution is based on a principal of scalability and growth and the relationship of the required service need to a particular institution or to overall controlled decisions allowing the development in the scale of individual institutions or growth in the number of institutions to be progressed without upsetting the arrangements of existing ones. Each central service area is costed at real costs to seek to ensure that growth and change is not inhibited by hidden subsidies/costs and ensuring that cost and benefits are identified so that savings are achieved and can be deployed to best educational advantage.

The Trust is also proposing the early development of a sixth form at Heartlands high school which will further meet its goals for excellence and reflect demand from over 90% of parents. This will further also develop the financial base and cost effectiveness of the Trust.

A structured best value review programme and competitive approach to seeking best value in the market-place are built into the Trust's standing financial processes.

Capability of Governance and School improvement

The sections above on governance and school improvement indicate the intentions of the Trust to keep all its schools accountable to the Trust for delivery of its targets for high achievement. Its Chief Executive and the central services support for providing coherent systems for student and teaching and learning assessment, performance management and staff development will provide the key engines for managing and reviewing accountability for achievement across all schools. The strategic allocation of resources and central control of personnel decisions will ensure essential levers for ensuring progress lie with the Trust. The scheme of delegation will seek to ensure practical decisions are made at a level that encourages responsiveness and initiative and that there is ownership

at institutional level of development planning and budgeting. The Trust will use internal and external formal review mechanisms to quality assure its work against the best.

F6(a) Shared services

You must complete a separate line for each person that will be in the central services team. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

Name	Role in central service team by area(s) of expertise (e.g. educational, SEN, financial, etc.)	Other relevant area(s) of expertise	Hours per week	Cost £
██████████	██████████	██████████	1.0fte	██████████
██████████	██████████	██████████	0.4fte	██████████
██████████	██████████	██████████	0.4fte	██████████
██████████	██████████	██████████	0.4fte	██████████
██████████	██████████	██████████	1.0fte	██████████
██████████	██████████	██████████	1.0fte	██████████
██████████	██████████	██████████	1.0fte	██████████
██████████	██████████	██████████	1.0fte	██████████
██████████	██████████	██████████	1.0fte	██████████
██████████	██████████	██████████	1.0fte	██████████
██████████	██████████	██████████	1.0fte	██████████

██████████	██████████	██████████	0.5 fte	██████████
Total				██████████

+ these individuals have a CV form attached but are the lead consultants in wider services. The f.t.e. time allocation is for the individual but the costing is for the service as a whole from the consultancy indicated

In addition the Trust will buy a variety of services through single contracts for all its schools to achieve value for money. The existing services, all of which operate to agreed specifications and which have been chosen following an appropriate market competitive process. Further details are in F1 above.

Legal services – Stone King/Audit Services – MacIntyre Hudson/Property Maintenance – Kier Services/Health and Safety – to be retendered/Insurance – Zurich/Personnel management and Payroll - Education Personnel Management/Financial support services – Education Business Consultancy/Energy – Corporate procurement through SLA with local three borough partnership/ICT support services Northumberland Park School SLA

F6 (b) Shared services

Use the table below to provide details about the total running cost of your shared service, and how this is made up from contributions. Please add additional lines as required.

Name of school	Budgeted contribution to MAT shared service	
	2015/16	2016/17
Heartlands High School	403K	403k
New Autism School	100K	100k

Section G: Budget planning and affordability



Section H: Premises

We have contacted EFA who are going to discuss our suggestion below and any other options with the Local Authority. We are also awaiting a response from the LA property department. We want the school based in Haringey and preferably as close to Heartlands High school as possible as this would enhance opportunity for collaboration and facilitate shared services and inclusion activities for appropriate students.

██████████ There may well be scope to incorporate school site in this major housing and social regeneration. The timing is not yet clear ██████████ We hope that the LA and site developer may be willing to negotiate this provision as part of a Section 106 deal on the whole site thereby making the development cost effective.

Classroom Spaces-High Functioning

- 1 Primary Classroom
- 3 Secondary Classrooms
- 1 Science Space

Low Functioning

- 4 Primary Classrooms
- 7 Secondary Classrooms

Shared Spaces

- Sensory Space
- Safe Room
- Practical Food Space
- Indoor Gym/Occupational therapy Room
- Office Room
- Hall/Dining Room
- Kitchen

Outdoor Spaces

- Playground with two separate sections
- MUGA

Offices

- Staffroom/Workroom/4 Offices



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. 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](#)

<p>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 premises.freeschools@education.gsi.gov.uk if possible.</p>	<p>We have contacted EFA who are going to discuss our suggestion below and any other options with the Local Authority. We are also awaiting a response from the LA property department. We want the school based in Haringey and preferably as close to Heartlands High school as possible as this would enhance opportunity for collaboration and facilitate shared services and inclusion activities for appropriate students. We have an interest in a possible large development site near the school which is earmarked for major regeneration by its owners National Grid. There may well be scope to incorporate a school site in this major housing and social regeneration. The timing is not yet clear but there is an existing industrial building on the site which has been used previously by Heartlands High School as temporary accommodation during its development phase and might provide initial accommodation for the autism school pending the regeneration scheme's implementation. We hope that the LA and site developer may be willing to negotiate this provision as part of a Section 106 deal on the whole site thereby making the development cost effective.</p>
--	---

<p>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, not</p>	<p>N8 <Redacted></p>
---	----------------------------

<p>Your calculated building space using the EFA formula. See section H in the free schools criteria booklet.</p>	<p><Redacted></p>
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<p>Any comments on your calculated building space:</p>	
--	--

Preferred site

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

<p>In which local authority is your preferred location? - this information is brought through from section B</p>	<p>Haringey</p>
--	-----------------

<p>If the preferred site is near to the boundary with another local authority, please say which:</p>	<p>NA</p>
--	-----------

<p>If the preferred site is near to the boundary with a third local authority, please say which:</p>	<p>NA</p>
--	-----------

<p>If the preferred site is near to the boundary with a fourth local authority, please say which:</p>	<p>NA</p>
---	-----------

<p>Please tell us how you found the site:</p>	<p>local knowledge -awaitng discussion with local authority</p>
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<p>Please confirm the tenure:</p>	<p>Other - please explain</p>
-----------------------------------	-------------------------------

<p>If other, please explain further:</p>	
--	--

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

Who owns the site?	<Redacted>
--------------------	------------

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)	Not sure
--	----------

Name and contact details of owner:	<Redacted>
------------------------------------	------------

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

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?	<Redacted>
--------------------------	------------

What is the current use?	<Redacted>
--------------------------	------------

If government building or 'other' - please describe:	Was proposed as temporary accommodation for Heartlands High School pending completion of new build in 2008/9
--	--

Why have you chosen this site? What makes it suitable for your free school?	It is nearby the mainstream school. It offers the possibility of a relatively cheap option for adaptation for initial temporary use if the developers are willing to consider the incorporation of the school in its long term development plan for the larger site. We have raised this with them and await an initial response.
---	---

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:	Approximately 1300m2 (estimated from Google earth image). Google earth image and illustrative (not to scale) drawing of possible usability for first three years attached.
---	--

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:	Modern - probably water-tight and serviced - may have some internal layout but likely to need internally refit to be usable. Photos attached.
--	---

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
---	---------------

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:	
---	--

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:	
---	--

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:	
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:	
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:	
---	--

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:	Please select
--	---------------

if yes, from what to what?	
----------------------------	--

Please confirm the size of your existing site:	
--	--


Please confirm the size of your existing buildings:	
---	--

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

Annexes

CVs


CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position (This should cover the last four years. If not, please include additional roles)	██████████
		██████████
		██████████
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	
5.a	For education only: if you are in a leadership position in your latest school (where	██████████

	<p>available):</p> <ul style="list-style-type: none"> ▪ 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 16 to 19, average point score per entry and per student for level 3 qualifications ▪ 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 ▪ school's best 8 value added scores for the years you were in post, if applicable 	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including 	

	<p>English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> ▪ If these results are not available, set out the track record of your subject/department/school in terms of developing literacy and numeracy skills (where appropriate to your subject and department), qualifications achieved and preparing pupils for later life 	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	

CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████

3.	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position <p>(This should cover the last four years. If not, please include additional roles)</p>	<div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> <div style="background-color: black; width: 100px; height: 15px;"></div>
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	<div style="background-color: black; width: 100px; height: 15px;"></div>
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ 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 16 to 19, average point score per entry and per student for level 3 	<div style="background-color: black; width: 100px; height: 15px;"></div>

	<p>qualifications</p> <ul style="list-style-type: none"> ▪ 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 ▪ school's best 8 value added scores for the years you were in post, if applicable 	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ If these results are not available, set out the track record of your subject/department/school in terms of developing literacy and 	

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

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

4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ 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 16 to 19, average point score per entry and per student for level 3 qualifications ▪ 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 ▪ school's best 8 value 	

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

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

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

	<p>membership number</p> <ul style="list-style-type: none"> ▪ how your qualifications are maintained 	
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ 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 16 to 19, average point score per entry and per student for level 3 qualifications ▪ 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 ▪ school's best 8 value added scores for the years you were in post, if applicable 	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your 	

	<p>subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> ▪ If these results are not available, set out the track record of your subject/department/school in terms of developing literacy and numeracy skills (where appropriate to your subject and department), qualifications achieved and preparing pupils for later life 	
6.	Brief comments on why your previous experience is relevant to the new school	
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	

CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position (This should cover the last four years. If not, please include additional roles)	██████████
		██████████
		██████████
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	██████████
5.a	For education only: if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> ▪ the school's results for the years you were in 	██████████

	<p>post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <ul style="list-style-type: none"> ▪ 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 ▪ school's best 8 value added scores for the years you were in post, if applicable 	
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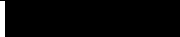
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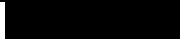
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Correspondence with Local Authority confirming its support

Deputy Chief Executive
5th 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

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

Your ref:
Date: 19 June 2011
Our ref:
Direct dial: 020 8489 8590
Email: 216.47613qef@haringey.gov.uk

Dear Sir, Madam

Confirmation of support for Heartlands Free School

I am writing to confirm that the Local Authority of Haringey supports Heartlands Free School's application to establish an all age special school for 88 children and young people who have low functioning to severe autism. In addition the campus will cater for 16 children and young people with high functioning autism. There is a need for the type of proposed provision in our local area and we will consider naming Heartlands School in line with our statutory duties, in particular taking into account parental preferences, in appropriate pupils' Education, Health and Care Plans.

Heartlands High School currently provides for 33 young people with a statement of special educational needs in relation to the impact of their autism on their learning and social interactions. 14 young people from this group in years 7-9 are based in the schools' specialist resource base for autism, with integration into the mainstream school in accordance with individual plans and targets. By 2016 the schools existing unit will have grown to its maximum capacity of 25 planned places covering years 7-11. This resourced provision has been very successful in meeting the needs of young people with severe autism and has reduced the numbers attending out of borough provision.

Our Inclusion policy aims to enable children and young people to attend and have their needs met in high quality provision within Haringey. Therefore we anticipate following full involvement and consultation with parent/carers and if parental preferences for this provision are received, current data indicates the need for 54 young people with low to severe need in the school starting in Sept 2016, building to 66 in 2017 and building to 78 by 2018.

We are aware that a banding structure for 'top-up' ranging from [REDACTED] per day pupil based on current prices is proposed.

Yours sincerely

[REDACTED]

[REDACTED]



Deputy Chief Executive
River Park House, 225 High Road, Wood Green, London N22 8HQ
Tel: 020 8489 8690 Fax: 020 8489 2906
www.haringey.gov.uk



Deputy Chief Executive [REDACTED]

Haringey Council

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

Your ref:

Date: 19 September 2014

Our ref:

Direct dial: 020 8489 8690

Email: [REDACTED]

Dear Sir, Madam

I wrote to you on 09 June 2014 setting out our support for the application from Heartlands School to set up a new school for children with needs on the autism spectrum. A copy of that letter is included for ease of reference. I would like to add some further detail which may help in your consideration of the application.

Our inclusion policy aims to enable children and young people to attend and have their needs met in high quality provision within Haringey. Therefore, we anticipate following full involvement and consultation with parents/carers and if parental preferences for the High Functioning provision are received current data indicates the need for 4 places starting in 2016, moving to 10 in 2017 and 16 in 2018.

Yours sincerely

[REDACTED]

Heartlands High School

Station Road
Wood Green
London
N22 7ST

[REDACTED]
London Borough of Haringey
River Park House,
225 High Road,
London N22 8HQ

Ref: Support for Heartlands Autism School

Monday 24th March 2014

Dear [REDACTED]

Following our recent email correspondence, I am writing on behalf of Heartlands Trust about our proposed Special Free School to seek your formal support.

As you know, after discussions with Phil De Leo, we are progressing the possibility of establishing in September 2015, through the free schools programme, a new academy special school for autism building on the work of our existing unit. The proposal is to replace the current 25 place unit for low functioning 11-16 year old autistic students with an all through school as part of the Heartlands Academy Trust, that would provide 90 places of low functioning autistic students (30 primary and 60 secondary including sixth form) and up to a further 30 places to provide full and part time placements for high functioning autistic students that cannot be adequately catered for in mainstream settings alone.

[REDACTED] has indicated support for these proposals as they would provide for unmet needs that are currently either being accommodated in expensive out borough or independent settings or are failing in mainstream schools and both suffering very poor experiences and costing a great deal through repeated exclusion and alternative provision routes.

I attach a further copy of our initial bid for support from the New Schools Network which is the government sponsored organisation charged with aiding the development of free school proposals.

I also attach a copy of the statistics on autism need and current placement patterns provided by [REDACTED]. The latter indicates 50 autistic students in special education settings outside the borough, a further 12 in independent special education settings in the borough, 14 in our current unit (which has now grown to cover 3 of its 5 year groups) and 14 home educated. The high functioning needs may be a small part of this but will also be significantly within the further 263 autistic children in mainstream provision inside and outside the borough. In addition, some of the 120 autistic students currently in special schools in Haringey (mainly the Brook and Riverside) may also be better suited to the specialist autism provision

proposed which would free up places at these two are general special schools to take further special education students with other needs that are currently having to be placed out borough at higher cost.

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

We plan to offer these children a Special Free School that shares the core Heartlands vision and ethos of inspiring excellence, accepting difference and supporting change. For all its students it will offer a personalised learning experience and aim to be a hub of excellence in autism education that identifies, recognises and supports our students strengths and Supports them in identifying and overcoming their barriers to personal progress and learning. The aim will be to support students to be functional members of their community, living with independence and achieving well.

It will deliver to its low functioning intake a curriculum including topic led learning, functional and life skills, on and off site experiences, physical education and appropriate speech and language, occupational and music therapy that ensures all children achieve against appropriate individually set targets throughout their education, normally on the P scales, with the aim of placing all in employment or training by the age of 19.

For high functioning pupils wide a varied curriculum will be offered that is ASD friendly and supported by latest technologies. The curriculum will be an age appropriate subject based one accessed through a 'virtual schooling' system that would be supplemented with access to specialised teaching from subject specific teachers both on the site of the provision or in an appropriate mainstream setting with the option of support of the provision staff. It will also include varied opportunities for students to develop social skills, independent living, working capabilities, resilience and capacity to manage their autism supported by appropriate multi agency and therapeutic support. In terms of outcomes we would expect primary students to match or exceed national expectations at the end of KS2 in core areas, secondary aged pupils to achieve at least three levels of progress by 16 and achieve good GCSEs in English, Maths, Science, a Humanities and one Option. Post sixteen we would expect level 3 achievement in line with national norms in an area appropriate to securing their independent living and further placement in higher education, employment, or further training.

In order to offer this education we would expect there will be a cost for local authorities commissioning individual placements of [REDACTED] top up fee per Full Time Equivalent low functioning pupil and [REDACTED] per Full Time Equivalent high functioning student, after taking into account in each case of the [REDACTED] per place base level of funding provided by the Education Funding Agency to special Free Schools. .

As set out above we believe that this Free School is necessary in this area because it meets a critical gap in current provision that will provide more effective outcomes and success for students and offer more cost effective placements for the local authority.

Please would you confirm your support for our plans by completing the attached support letter and returning it to us signed so that we may include it in our application papers to the Department for Education. We would be grateful if you could return your letter to us by 4 April so that we can meet the deadline to submit our application.

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

Yours faithfully,

[Redacted signature]

[Redacted signature]

Heartlands Community Trust

Support Letter from Institute of Education

[REDACTED]
Reader in Developmental Cognitive Science
Director, Centre for Research in Autism and Education
(CRAE)
Department of Psychology and Human Development

Tel +44 (0)20 7331 5140
Fax +44 (0)20 7612 6304
Email [REDACTED]

29th May 2014

[REDACTED]
Assistant Headteacher
Heartlands High School
Visual, Performing Arts & Media College
Station Road
Wood Green N22 7ST

Dear [REDACTED]

I am very pleased to be able to write to confirm my and our Centre's support for your DfE application for a new school for students on the autism spectrum.

One of the aims of the Centre for Research in Autism and Education (CRAE) is to promote the translation of research into practice to ensure that it has direct and immediate impact where it is most needed – in schools, in homes, in the workplace and in communities. Working and developing partnerships with specialist schools and units for students with autism in the London and Greater London areas, just like your provision and new school, is one way in which we seek to address that aim.

A partnership between CRAE and your new school should allow your staff to offer ideas and help to shape and design research studies – on topics that you feel would make a real difference to your knowledge and practice – and also enable staff and especially postgraduate students at CRAE to conduct innovative and mutually-beneficial research on autism and education with the students in your school. I know that our PhD students in particular will learn so much from working with you and your staff, including ensuring that their research materials are appropriate for the students and that the research itself is tailored to the realities of their lives at school.

I am very much looking forward to working together.

Very best wishes,

[REDACTED]

[REDACTED]

<http://crae.ioe.ac.uk>



Leading education
and social research
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University of London

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Fax +44 (0)20 7612 6126
Email info@ioe.ac.uk
www.ioe.ac.uk

Consultation documents

Extracts from web-site

What is HCT New School for Autism?

HCT New School for Autism is a proposed 4-19 free school in Haringey, catering exclusively to the needs of young learners with autism spectrum disorder. The new school would be sponsored by the Heartlands Community Trust, a charitable organisation responsible for the opening of the popular and successful Heartlands High School in 2010.

The proposed new school would build on the existing autism provision currently available at Heartlands High School, providing students with ASD with a state-of-the-art learning environment and dedicated support tailored to their specific needs. The 4-19 provision would allow for a continuous and holistic approach to every student's development, ensuring each student, regardless of the severity of their condition, leaves us fully prepared for the wider world.

To find out more, please feel free to explore our website, or [contact us](#) and we will be happy to speak with you.



Proposal

The autism provision at Heartlands High School has already made a huge difference to a large number of young people in the area with autism spectrum disorder, ensuring they receive the best possible guidance and support to maximise their potential.

The Trust and its senior management now believe that the best way of further enhancing the autism provision is to open a separate, 4-19 free school dedicated to serving the needs of young people with autism. Through the Trust, the proposed school would be integrated with the mainstream Heartlands High School, providing a fully inclusive philosophy appropriate to students' needs.

We believe that young people with autism will benefit significantly from the continuity of approach, ethos and environment that can be delivered in an all-through 4-19 school, but will offer entry points at 11 and 16 and also entry available on assessment throughout the Year.

Our proposed school would include two distinct departments:

Department 1 would cater to students working significantly below age-related expectations

Department 2 would care for students who are working close to or above age-related expectations, but whose needs are not covered by mainstream education.

Our proposal is now open for consideration by members of the local community. We would welcome your views, and would be grateful if you could complete the [consultation survey](#).

Learning Experience

At the HCT New School for Autism, learning would be divided into two separate departments, both of which are designed to ensure every student receives personalised, dedicated support in order to achieve to the best of their ability. Department 1 would cater to students who are performing significantly below expectations for their age group, and Department 2 would care for students who are performing close to or above age-related expectation.

The school has been designed to meet the demand for places in Haringey.

Department 1

The superb teaching and unrivalled personal support offered by the department would ensure that every student has the opportunity to develop their independence skills, leaving them fully prepared for adult life when they leave us at 19.

This department would have a total of 88 students, typically in classes of no more than eight students each, to ensure that each student receives close supervision and support. Each class would be supported by one teacher and up to three highly qualified learning support assistants.

The curriculum is designed to be varied, wide-ranging and engaging, with the 4-19 framework ensuring continuity for students from start to finish. At both primary and secondary level, learning would be largely topic-led, conforming to the interests and learning styles of the student population. At all times, students will also have access to speech and language therapy, sensory integration approach occupational therapy and music therapy.

Learning would be supplemented by a large number of extracurricular activities, physical education and development of life skills, including opportunities to spend time in mainstream education settings.

Department 2

This department would cater to the needs of students with ASD whose needs are not effectively met in mainstream settings and who may be at risk of exclusion as a result. There would be 16 students in the department, taught in small groups with an average of one teacher and two learning support assistants for every four students.

At primary level, teaching will focus on developing core skills in literacy and numeracy, encouraging each student to reach national expectations or above for their age group through highly personalised support and a topic-based curriculum.

At secondary level, emphasis will be placed on building on the skills gained at primary level, with each student aiming to secure excellent results in 8 or more GCSE subjects. Students will study English, Maths and Science alongside a range of subjects to supplement this core. Support will remain highly personalised, with one-to-one tutorials, small group teaching and masterclasses available to reinforce learning.

The work of Department 2 would focus on integration into mainstream activities, as part of the Trust's commitment to inclusion. The close links with Heartlands High School will ensure that, when appropriate, students can be reintroduced to mainstream education.

In addition to the subjects taught, students will have access to a wide range of opportunities to develop their social skills, independence and an ability to manage their autism. This will be provided by a highly qualified team of professionals, including speech and language therapists, occupational therapists and a psychotherapist. Students will also be able to access a careers advisory service specialising in maximising employment and further education opportunities for those with ASD.

Autism Provision Development

Application for a new Free School

Proposal

- Expansion of Current Provision for Low Functioning Students (LF) – 88 places
 - Additional secondary places – (now going to over 130 R years)
 - Addition of primary places (over year 1)
 - Over provision with greater ability to offer a suitable learning space
- Development of a small provision for High Functioning students who have associated social emotional difficulties (SHED) 16 places
 - Catering for year 1-13
 - Offering a cognitively challenging curriculum for students who can access age appropriate material but require a nurturing environment

Rationale Low Functioning Provision

- Our current provision is over subscribed
- The only other ASD specific setting in Haringey is also oversubscribed
- The local special school is concerned that the number of ASD students it is having to offer places to is changing the make up of the school (numbers are similar in both primary and secondary)
- The borough have often been forced into offering out of borough or independent provision to parents

Rationale High Functioning Provision

- The students we wish to cater for are young people who are at serious risk of or have already been excluded from school
- Haringey does not have ANY provision to meet the needs of this group, this is the case also in many other nearby local authorities.
- Early intervention for these students will result in better outcomes for them later on

Our Vision

Inspire Excellence

Accept Difference

Support Change

Inspire Excellence

- Identify, recognise and support our students strengths
- Support our students in identifying and overcoming their barriers to personal progress and learning
- Support students to be functional members of their community and living with independence and achieving well

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