



Department
for Education

Free school application form 2014

Special (updated August 2014)

THE WHERRY SCHOOL (NORWICH)

Pre-registration AF23061

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Completing and submitting your application

Before completing your application, please ensure that you have read both the relevant 'How to Apply' guidance and the assessment criteria booklet carefully. Please also ensure that you can provide all the information and documentation required.

The free school application is made up of nine sections

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

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

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

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

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

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

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

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

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

The contents of the budget Excel template and Excel application form are excluded from the page limit.

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

You also need to submit two hard copies (of **sections A-H** and the budget plans) by a guaranteed method such as 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT

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

Section I, i.e. the **Personal Information form**, is required for each member, director and principal designate that has not submitted forms within the past 365 days, together with a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days. These need to be submitted as hard copies with a copy of Section A (from the Excel template) by 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.

Data Protection

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

Application checklist

Name of task	Yes	No
1. Have you completed the pre-application registration form ?	Y	
2. Have you established a company limited by guarantee?	Y	
3. Have you provided information on all of the following areas:		
Section A: Applicant details	Y	
Section B: Outline of the school	Y	
Section C: Education vision	Y	
Section D: Education plan	Y	
Section E: Evidence of need	Y	
Section F: Capacity and capability	Y	
Section G: Budget planning and affordability	Y	
Section H: Premises	Y	
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?	Y	
5. Have you fully completed the budget plans?	Y	
6. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?		
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		
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?		

<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>	Y	
<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>	Y	

**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*

<p>Section I of your application</p>		
<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>	Y	

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 / Member of company (please delete as appropriate)

Print name:

Date:

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

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

Section A: Applicant details

Please complete the Excel application form.

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	AF23061
Name of proposed school:	The Wherry School
Is this a route one application or a route two application?	Route 2
Name of lead applicant: 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.	<Redacted>
Address of lead applicant:	Parkside School, College Road, Norwich, NR2 3JA
Email address of lead applicant:	<Redacted>
Telephone number of lead applicant:	01603 441126
How you would describe your group?	An existing provider
If 'Something else' please describe your group:	N/A
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:	N/A
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:	The Wherry School Trust
Company address:	Parkside School, College Road, Norwich, NR2 3JA
Company registration number:	9255088
Date when company was incorporated:	08/10/2014
Please confirm the total number of company members (must be a minimum of 3):	4
Please give the names of all company members:	Parkside Community Trust Central Norwich Foundation Trust Autism Anglia CATS

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

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

Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or directors, members of the project group, etc.	No
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Are you an approved academy sponsor?	No
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How many existing free schools or Academies are run by your group?	0
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If you already run one or more free school or academy or are part of some other group of schools, please state the name of your chain/group. This may be the same as the name of your company:	N/A
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If you are an existing single school or provider seeking to establish a new school or an independent school looking to convert please provide your six digit ref number	N/A
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If you are an existing single school or provider seeking to establish a new school or an independent school looking to convert, please provide the rating of your most recent inspection	NA
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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	N/A
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If you are an existing single school or provider seeking to establish a new school or an independent school looking to convert, please provide a link to your performance data for the last 3 years:	N/A
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How many free schools are you seeking to open in this application round?	1
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Links to other organisations

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.	Yes
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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. 	Parkside Community Trust - Charity No. 1139289. Registered Company No. 7041876 Central Norwich Foundation Trust - Charity No.1135463. Registered Company No. 06910125 Autism Anglia - Charity No: 1063717. Registered Company No. 3407778 CATS - Registered Company No. 07865941
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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.).	N/A
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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?	No
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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?	Norfolk
Proposed opening year:	2016
Age Range:	4-19
If 'other' please specify	N/A
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:	N/A
Will the school accept non statemented pupils?	No
Proposed maximum capacity of proposed special free school for statemented pupils - please use numbers only:	100
Proposed maximum capacity of proposed special free school for non-statemented pupils - please use numbers only:	0
Please specify the maximum full time equivalent (FTE) for pupils over the full academic year. For instance a pupil attending two full days a week throughout the academic year is 0.4 FTE - please use numbers only:	1
Please specify the maximum full time equivalent (FTE) for pupils in the first academic year - please use numbers only:	1
Date proposed school will reach expected capacity in all year groups:	2019
Places committed by Local Authority (FTE)	100
Top up funding committed by Local Authority (funding per FTE place)	
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.	Autistic Spectrum Disorder (ASD)
	Please select
	Please select
	Please select
	Please select
	Please select
	Please select
	Please select
If 'Other', please give further detail:	N/A
Will your proposed school include residential provision?	No

If 'Yes', please give further detail:	N/A
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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.	N/A
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If yes please say when you propose the principal would start:	N/A
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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?	Yes
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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:	N/A
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Section C: Education vision

Section C1

Mission Statement

A group of established and well regarded education providers, autism specialists and health professionals have come together to establish a high quality specialist provision for young people with autistic spectrum disorders (ASD). Parkside Community Trust, The Central Norwich Foundation Trust, Autism Anglia and Children Assessment and Therapy Services (CATS) believe that a specialist School for learners with ASD, The Wherry School, should be established within the Norwich City area. We recognise the compelling evidence that this group of learners do not have the equality of educational provision that other minority groups have within Norfolk, and therefore, a specialist school is necessary for not only this group of learners but, also, to support a wider range of learners with ASD within mainstream settings.

Our aim is to establish a 4 – 19, 100 place, special school for young people with complex and challenging autistic spectrum disorders. It will bring together the key areas of education, healthcare and family support to ensure the best possible outcomes for this target group. It will work with each young person as an individual but allow them to develop and progress in order for them to access the world in which they will live and work.

The Wherry School will have five main elements to ensure the highest quality provision and outcomes for learners with ASD. These will be:

- Individualisation
- Holistic Pathway
- Identification and Assessment
- Family Support
- Centre of Expertise.

These will be explained in detail later in this document.

It is our intention to site The Wherry School in a co-located position on the site of a local high school, The Hewett School, and close to a mainstream primary school and a large further education college. This location will give many extended curriculum offers to the learners at The Wherry School and enable transitioning to work very effectively.

Rationale

Current Norfolk Provision for ASD Learners

Current Provision	Strengths	Areas for Development
Complex Needs Schools	10 schools with many rated as outstanding by Ofsted. Specialist ASD centres in 3 schools.	All complex needs schools oversubscribed.
BESD Special School	Outstanding rating by Ofsted.	Poor peer group for ASD learners. Only 44 learner spaces. Lack of specialist ASD staff.
Specialist Resource Bases	There are 10 SRBs for ASD learners across Norfolk, 9 of which accommodates 10 learners and 1 of which accommodates 20 learners.	According to Norfolk Commissioners this only addresses part of the ASD need.
Private Sector	Some are within the boundaries of Norfolk.	Not specialist ASD schools or centres.
Home Educated	Unknown due to limited monitoring.	Lack of social inclusion with peer groups.

We feel there is compelling evidence of a need for a school for learners with ASD in Norfolk. Although there is good provision for ASD learners with significant learning difficulties through the ten complex needs schools, those with a higher cognitive profile do not have such quality provision.

- There are currently estimated over 2000 children in Norfolk with a diagnosis of Autism.
- There are 42 permanently home educated learners with ASD in Norfolk.
- Within the definition of 'Out of County' there are 51 learners with ASD as a primary need, of which 37 are in day placements.
- Currently in the established complex needs schools (Maintained Special Schools) in Norfolk there are 269 children with a diagnosis of ASD and a further 211 with speech language and communication needs.
- The local NHS Community Trust estimate that children with Autism excluded from mainstream schools, wait on average two school terms for alternative education provision (with some waiting more than two years).
- Historically in Norfolk, there have been some learners with ASD of average ability who, due to lack of specialist provision have been placed in schools for children with learning difficulties.
- From discussions with ASD support groups and Norfolk head teachers there is a lack of local appropriate expertise among the education workforce to provide a suitable, relevant and person centred education.

- From discussions with parents / carers, we found that there is a reluctance amongst many schools to involve parents and include them in supporting the education of their child with an ASD.
- In discussions with health professionals 30% of parents /carers of children with autism in Norfolk have said that their children's educational placement is inadequate and less than half reported feeling that their child is making good educational progress.
- Although staff in schools receive training in how to teach learners with ASD in Norfolk, from 1 September 2012 to 31 August 2013 there were 46 fixed term exclusions and 4 permanent exclusions of ASD children. From 1 September 2013 to 12 March 2014 there have been 19 fixed term exclusions and one permanent exclusion of ASD children.
- From discussions with children with autism, 50% said that their teachers didn't know enough about their condition and over 70% reported they had been bullied at school.
- Local health data suggest that more than 70% of children with autism have a mental health problem (anxiety, poor emotional regulation, depression etc).

Norfolk SEN Benchmarking

Data from the 'Norfolk's SEN Benchmarking 2013' shows, that there are an average number of learners who have a diagnosis of autistic spectrum disorders in Norfolk. However, there are below average numbers in maintained special schools, mainstream schools, SEN units and independent non-maintained schools. Further examination of this data illustrates that Norfolk is well above average, at 24% (207 learners) who are described as in 'other' provision. For many, their parents will have taken the decision to either home educate or find a placement outside of Norfolk County Council's jurisdiction (non-maintained education / out of county). The decision to home educate is often because of difficulties in accessing the curriculum or very challenging behaviour. These figures give strong support to the premise that there is a lack of specialist provision to meet these learners' needs. This is agreed by the lead SEN Commissioner in Norfolk who has not only recognised the need for such a provision but has actively promoted this application.

The recent National School Census data, January 2012, shows that over one in five (20.8%) learners with a statement of SEN have ASD as a primary need. There is also just under one in four (24.3%) of these learners who are eligible for free school meals and have ASD, and over one in five (21.8%) at 'Action Plus' with ASD. These figures replicated across Norfolk would support the need for an enhanced provision.

Existing Local Provision

As Parkside School is part of a group of eleven complex needs schools (maintained special schools) across Norfolk, it is very clear from the outreach work done by these schools that there is a lack of expertise within the mainstream setting to support learners with ASD, who would not normally be admitted to a complex needs school. From the statistics of School to School Support from the complex needs schools of the 489 referrals, so far, 112 were specifically supporting learners with ASD. That equates to 22.9% of all referrals.

As part of the county's support mechanisms to the mainstream schools, a programme called School to School Support (S2S), has been running now for over two years. Many of the referrals that the complex needs schools receive from mainstream schools are related to learners with ASD who do not have significant learning difficulties. Discussions with all outreach workers from the complex needs schools identify clearly that support for these learners is required but the expertise within the mainstream schools is lacking. It also shows that many of the learners excluded within the Primary sector of education are often learners with ASD. This illustrates the need for more specialist provision and The Wherry School will not only cater for this group but also offer training and support to Norfolk schools.

Currently, there are some ASD specialist resource bases (SRBs) within a small number of mainstream schools which deal with learners with ASD, who have not been able to integrate within a mainstream setting. From discussions with managers within these SRBs, it is clear that there is a group of learners with ASD who do not fit into the SRB admissions criteria and, therefore, once again they are unable to access a school. The difficulties are often that they are too able for the complex needs schools admissions process, but have too many emotional and behavioural needs to access any specialist support such as an SRB. However, The Wherry School will meet the needs of this particular group of learners by meeting their individual needs and building on their strengths.

During the application process it is envisaged that we will be working closely with parents to gather more detail on where these learners are, the shape of specialist provision and whether having a specialist provision within the Norwich / Norfolk areas would enable them to be more confident about this provision.

At this current point in time, Norfolk Children's Services and Norfolk schools in general are going through a difficult transition in order to raise the standards of attainment for all learners. This is compounded by learners who display challenging behaviour and complex educational needs and often the focus of the school can be distracted from meeting the needs of this small but significant group. Having a specialist school for learners with ASD would not only benefit up to 100 learners within the school, but also help support mainstream schools in dealing with this most complex group of individuals.

Norfolk County Council have been involved from the start of this development and fully support the concept of a specialist ASD school based in Norwich. The development group has been asked to complete this application to the Department for Education by Norfolk County Council and their commissioners as part of their overall strategic plan for education.

Introduction

The Wherry School will be a 4 – 19 years specialist school for learners with an autistic spectrum disorder. It is expected that the cognitive abilities of the learners at The Wherry School would fall within the range normally found within mainstream education. As with many mainstream profiles the learners will have below average, average, above average and exceptional learning abilities. However, they will all have a common factor that, due to their ASD, they are unable to access the mainstream model and curriculum. For many this would lead to poor progress,

isolation, exclusion or non-attendance as well as increasing the risk of co-morbid psychological problems.

We will work in partnership with the local authority both on admissions and giving support and advice. With this partnership it is the intention to monitor all learners in Norfolk from the age of 3 who have an autistic spectrum disorder. Those who are able to work in mainstream settings will stay in that setting and support to the school will be offered in the way of professional development, practical resources and general advice. Risk assessments will be carried out on all of these learners before entering the statutory education system. Those where there is an indication that they will be unable to access the mainstream school curriculum will be entered on the admissions list for The Wherry School. All learners at The Wherry School will have a Statement of Special Needs or an Education, Health and Care Plan (EHCP).

The Wherry School will have the capacity to take up to 100 full-time learners with ASD, it is intended that the school will open with 48 learners (equivalent to 8 classes) and then expand on an annual basis. It is anticipated that it will be at full capacity within a four year period.

It is provisionally agreed by the Central Norwich Foundation Trust, that the school could be located on the campus of an existing high school which is in close proximity to a primary school and an early years centre. It has easy access to services (eg buses, sports etc) and can be accessed by the community. The campus is one of the most central schools in the County with a 54 acre site and therefore provides easy access for learners across Norfolk & Norwich.

Individualisation

Vision & Ethos

Our vision is to enable learners to prepare for adulthood, gain greater independence and be ready for the world of work. Each learner will have an individual programme linked to their educational, social and therapeutic needs.

It is anticipated that there will be one teacher to six learners on average but with an adult learner ratio of one to two. Specialist teaching assistants will be used to support both the classroom environment and the curriculum in general. They will not only be experts in the education of learners with ASD, but also be able to contribute to the delivery of the curriculum including vocational subjects. It is expected that some assistants will be trained in the delivery of therapeutic practices to individuals and small groups of learners.

There are high levels of individual support for each learner and each will have a staff member advocate. Each member of the teaching staff employed at the school will have named learners assigned to them to ensure that all their educational, personal and social needs are being met on a daily basis.

Approaches to teaching, learning, social behaviour and the environment will be autism specific. Staff will understand the difficulties and barriers to learning that autism causes and will work to overcome these as a priority. They will use approaches such as TEACCH (Treatment and Education of Autistic and Related Communication Handicapped Children) and SCERTS (Social Communication /

Emotional Regulation / Transactional Support) to support the learning process and enable learners to access the curriculum.

Aspirations and Outcomes

Each learner will have an individual education plan. Within this plan there will be academic and therapeutic targets. These targets will be developed with the education staff, therapeutic staff, parents / carers and with the learner. An example may be of an eight year old learner recently transferred from a mainstream school who finds it difficult to tolerate other children near them, but has exceptional ability in mathematics. The personal plan would include an analysis of the difficulty for the learner to recognise the difficulty, triggers etc, a programme to improve their tolerance of other learners and how their exceptional abilities in mathematics can be used, in a cross curricular way, to support all learning.

There will be specialist professionals including educational and clinical psychologists, speech & language therapists, occupational therapists, creative therapists, consultant paediatrician, school nurse and a parent support worker.

We would see these specialist professionals working alongside education colleagues within the classrooms and education areas. We would expect that the interventions and therapies are part of the educational process and not as an additional or 'bolt-on' support mechanism. When learners have difficulties accessing the environment or curriculum all professionals will work together to develop educational and therapeutic programmes to meet every learners' needs. Regular consultations between professionals and parents / carers would ensure a dynamic and pro-active approach to the learning needs.

The therapeutic staff would meet regularly with the educational team to review progress of the plan and re-formulate as necessary.

The development of co-operative work including play will be at the forefront of any personal development for each learner. However, it is expected that for some this may take time to achieve. The expectation for each learner will be to work on these important skills but in a 'small step' individualised way. This will be a key part of the 'individualisation' and particular to ASD learners. Their issues with socialising means that this may be very challenging for many of the learners but their development will significantly determine the ability for each learner to fit into society and achieve success in the future.

Learners at The Wherry School would have access to additional specialist facilities for the arts and sport. Good links are available to City College Norwich, University Technical College, Norwich University College for Arts and the University of East Anglia.

The curriculum will have personalised teaching that builds on individual areas of strength and removes barriers to learning so that all learners reach their full potential and experience success. Progress will be measured by academic, personal and social achievement. A profile of each learner's achievements and progress will be available at all times highlighting where they currently are.

As this will be an academy, we will fully utilise the flexibility allowed within the curriculum to deliver an individualised programme for all learners. It will take account of each learners' needs and their barriers to learning and plan accordingly.

Each learner will have an individualised programme and pathway in order to allow them to progress. For some the aim will be to work towards re-integrating into the mainstream education sector. For others, the goal will be for them to be able to tolerate other young people around them. We will use learner specific outcome measures to chart the progress towards these goals and, would expect to see a reduction in the number and severity of the barriers to learning.

Holistic Pathway

Vision & Ethos

The holistic pathway will balance the learners' academic, social and therapeutic needs as they develop throughout their time at the school.

We recognise that the needs of the learners will be diverse and complex. Many children and their families will have experienced frustrations due to the inappropriateness of previous educational provision. The learners may find it hard to form relationship with their peers and adults and their families may be mistrustful of the educational process.

The Wherry School will aim to repair and enhance the learners' ability to function in a social world at the same time as equipping them with the academic skills to gain employment and lead productive independent lives.

The individual education programmes will be designed around the strengths of each learner and will build upon these strengths. Many children and young people with ASD have a restricted number and variety of interests that they are able or willing to engage in. We will start with these limited interests and build upon them giving each learner the confidence and support to take on new challenges. Learners' pathways will emphasise their preparation for adulthood and help them to achieve greater independence. The aim will be for all learners to transition into FE, training or meaningful employment. Some learners will take much longer to transition to further education colleges.

The structure of the school will be unique and flexible involving a variety of agencies working side by side to problem solve and plan a holistic pathway for each learner. Teachers, therapists, psychologists, social workers etc will be employed at the school and work to achieve the common goals of each learner. It will be led by a Principal of Education, who will be able to understand and lead a team of professionals from a variety of agencies.

Aspirations & Outcomes

In addition to educational targets equal weight will be given to personal and social goals. The nature of this challenging group of learners' will require specialists in a variety of fields working together to meet their needs. In the longer term it is expected that this will become a centre for all agencies to learn, utilising the most up to date research as a key part of its ethos. There will be a range of therapeutic practices available to each learner including programmes developed by educational /

clinical psychologists, positive play, reflexology, music therapy, art therapy, equine assisted learning, etc. These will be delivered by a range of professionals including teachers and teaching assistants, in addition to services provided by external specialists.

The Wherry School will be set up with primary, secondary and further education departments and emphasis will be to work with mainstream schools to enhance the curriculum of any learner who has the ability to do so. There will be a lead manager for each department and they will have a team of teachers and teaching assistants. They will work closely with mainstream schools and offer advice and support to them. Within the further education area it is envisaged that close links with mainstream school sixth forms and further education colleges will aid the transition process. It is expected that some learners will remain at the school until 19 years of age. On-going careers advice will be available at all stages of the transition process.

There will be designated areas for those with challenging behaviours and complex needs including sensory room, soft play, small meeting/therapy rooms, breakout rooms and an independence education area.

Identification and Assessment

Vision & Ethos

Those learners who are identified as potential candidates for the new school will receive a comprehensive multidisciplinary assessment to determine whether The Wherry School is the best environment to meet their needs. This assessment will involve the educational and therapeutic team meeting with the child, their parents / carers and if possible, staff from the previous school.

Where possible the maintenance of the mainstream placement will be a priority. However, before a child reaches crisis point and, where exclusion may be an option, the local authority will work with the school and its admissions team to begin the transition process. The target for our client group will be to have zero exclusions for ASD learners across Norfolk.

All learners will have an Education, Health & Care Plan. It is expected that they will have barriers to learning that would prevent them from accessing a mainstream curriculum, even with support and the most inclusive practices. Their cognitive profile would preclude them from being placed within a complex needs school.

Aspirations & Outcomes

The aim for all learners attending The Wherry School is successful transition to adulthood and beyond. The progress of learners will be monitored stringently and the issue of whether they are able to be re-integrated into a mainstream setting will be reviewed regularly. Appropriate careful transition arrangements and plans would be put in place to ensure the successful move to a mainstream setting. It is anticipated that this movement would not occur for those most complex learners in their early stages following admission, and most would do so between the ages of 11 and 18. All transition arrangements would be approved through the local authority and any change of provision would follow the 'SEND Code of Practice'.

On leaving The Wherry School we would expect that 90% of learners would achieve inclusion into employment or further education. It is likely that 10% of the learners will continue to require complete specialised provision onto adulthood.

Close relationships will be built between The Wherry School and specific primary, secondary and further education establishments in order that any transitioning is successful.

Family Support

Vision & Ethos

A key area of work to ensure the success of the school and its learners will be the support offered to families whose lives are affected by a child with ASD. In order to maintain and support the stability of the home setting the school will offer extended support to families in order to help deal with issues and challenges that are present.

Parents will be closely involved in the process of planning the individual education programme and contribute to assessment and record keeping. We recognise that the child's education does not take place solely within school hours and therefore parents will be supported to develop and extend the academic, social and therapeutic targets within the home.

Aspirations & Outcomes

The Wherry School educational, pastoral, and therapeutic teams will develop this partnership with parents. Family Support Workers will work closely with the families in their homes and association with Autism Anglia will mean that parents/carers are able to give their views enabling The Wherry School to respond quickly and appropriately.

In order to support the home setting further, a different school year is proposed with shorter holidays and terms. The maximum holiday period will be no longer than three weeks, however it is also planned to have a comprehensive offer within the extended school's curriculum and for some of our learners to have no longer than one week in the home setting at any point throughout the year.

During school closure periods there would be a rolling programme of activities to support learners and maintain continuity. These would be run by an extended schools team, employed by the school, who would be able to develop other areas of the curriculum. They would work closely with parents during the school closure periods and risk assess the need for longer or shorter periods of time within the home setting.

The Wherry School will put families at the centre of its work and have a target of over 95% parent /carer satisfaction with the education provision and support offered to families by the school.

Centre of Expertise

Vision & Ethos

All teachers and teaching assistants will be specifically trained to understand and meet the needs of each individual learner with ASD. They will have an agreed qualification in the education of learners with ASD. All other staff will be required to

have a good understanding of ASD and develop their work within the school accordingly.

The school will develop staff from other schools in the management and education of learners with ASD, and support local teaching schools for specialist teaching and initial teacher training.

Aspirations and Outcomes

The Wherry School will be a centre of excellence in the education and support of children with ASD. It will take into account the best practices both nationally and internationally. Therefore, it will share its skills and knowledge with all other education establishments in Norfolk. It will become a member of a Teaching School Alliance and contribute to this specialised area of education. It will have the ability and capacity to advise, train and audit provision with particular support going to specialist resource bases for ASD learners across Norfolk. It will work closely with the universities and other training providers to enhance the skills of professionals working in this field of expertise.

After the first four years we would set a target to support at least 50 mainstream establishments and have a 100% 'satisfaction of support' rate from them.

Section D: Education plan – part 1

The Wherry School Curriculum Map

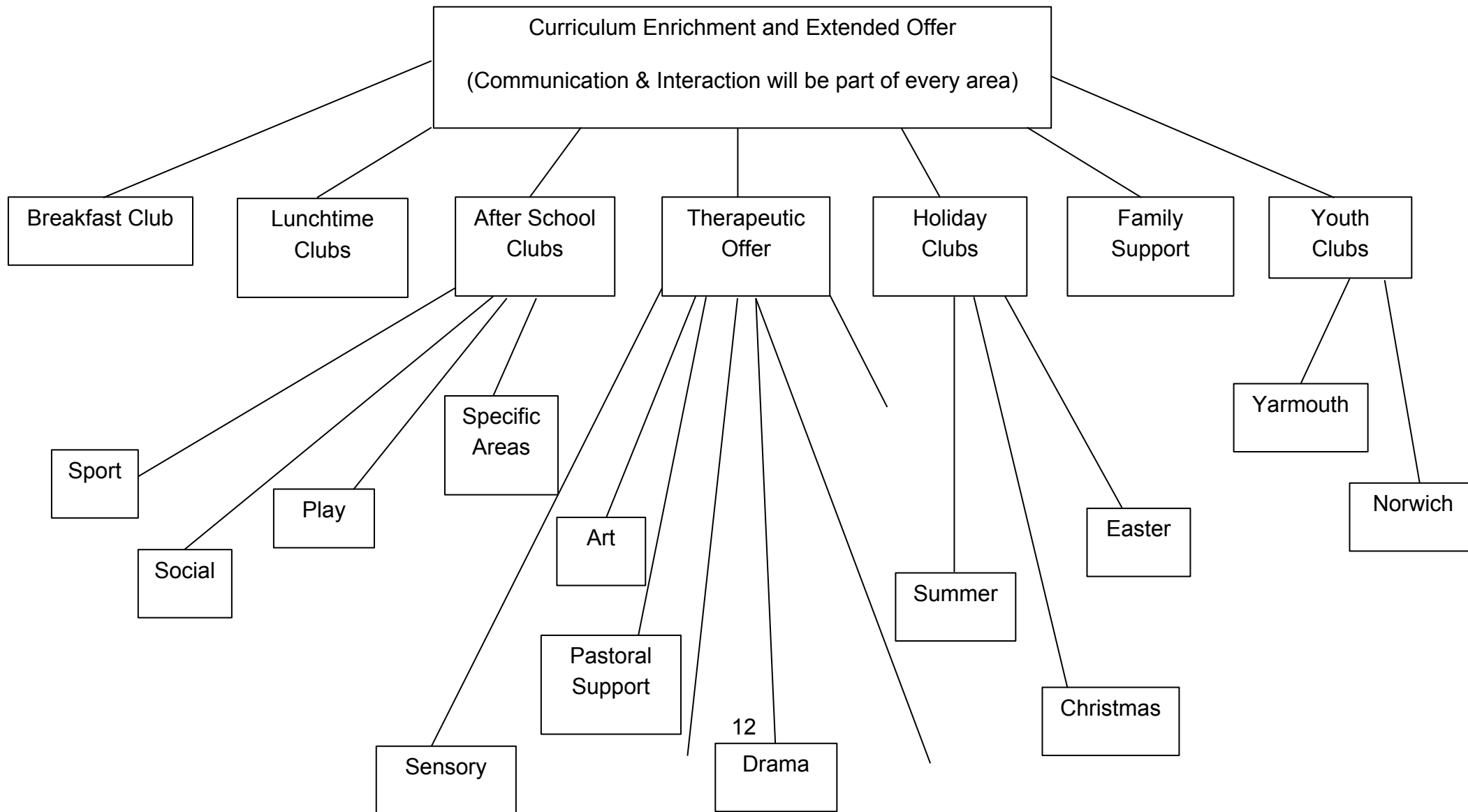
Core Subjects
English, Mathematics, PSHE, Physical Education,
Science, Art & Design, Computer Science.

Primary Department
In addition to the Core Subjects:
Music, Technology and
Languages will be offered.

Secondary Department
In addition to the Core Subjects:
Music, Technology, Languages and Work
Related Learning will be offered.
In addition there will be options from the co-
located Mainstream School eg. History,
Geography, vocational subjects etc.

Further Education Department
In addition to the Core Subjects:
Food Technology
From links with the co-located Mainstream School
– Photography, Sport, Graphic Design etc

The Wherry School – Enrichment Curriculum Map



Education Plan – The Wherry School

	Current number of pupils (if applicable)	2016	2017	2018	2019	2020	2021	2022
Reception								
Year 1		3	3	3	3			
Year 2		3	3	3	3			
Year 3		3	3	3	3			
Year 4		3	3	3	3			
Year 5		6	6	6	6			
Year 6		6	6	6	6			
Year 7		12	12	12	12			
Year 8		12	12	12	12			
Year 9			12	12	12			
Year 10				12	12			
Year 11					12			
Year 12				8	8			
Year 13					8			
Totals		48	60	80	100			

At this point in time we do not have definite figures for admissions but our suggested plan can be seen in the table above. Although we will have the ability to take Reception learners we do not envisage that this will be the norm and therefore have not included them in the proposed numbers. This is also true of Year 14 students who we would hope would be transitioned to a Further Education College or work in Years 12 and 13.

In the first year of opening we intend to start with admissions from Years 1 to 8 as the learners will be part of the school for longer and will therefore derive a greater benefit from their school experience. In our third year, we anticipate starting our Further

Education Provision with learners who are from other establishments who are not ready for the environment of a large Further Education College.

Section D: Education plan

Early Years and Key Stage 1

Subject/other activity (eg. Enrichment)	Hours per week	Mandatory / Guided	Comments
English	4	M	
Maths	4	M	
PSHE	4	M	This includes RE.
ICT	1	M	
PE	2	M	
Art & Design	2	M	
Science	2	M	
Music	1	G	
Technology	1	G	
Therapeutic	4	G	Music, Equine, Positive Play, Art etc
After School Enrichment	5	G	See enrichment curriculum chart.
Breakfast Club	2.5	G	
Lunchtime Clubs	2.5	G	

Key Stage 2

Subject/other activity (eg. Enrichment)	Hours per week	Mandatory / Guided	Comments
English	4	M	
Maths	4	M	
PSHE	4	M	This includes RE.
ICT	2	M	
PE	2	M	
Art & Design	2	M	
Science	2	M	
Music	1	G	
Technology	1	G	
Languages	1	G	
Therapeutic	2	G	Music, Equine, Positive Play, Art etc
After School Enrichment	5	G	See enrichment curriculum chart.
Breakfast Club	2.5	G	
Lunchtime Clubs	2.5	G	

Key Stage 3

Subject/other activity (eg. Enrichment)	Hours per week	Mandatory / Guided	Comments
English	4	M	
Maths	4	M	
PSHE	2	M	This includes RE.
ICT	2	M	
PE	2	M	
Art & Design	2	M	
Science	2	M	
Music	1	G	
Technology	1	G	
Languages	1	G	
Therapeutic	3	G	Music, Equine, Positive Play, Art etc
Work Related	1	G	
Mainstream Opts	2	G	
Lunchtime Clubs	2.5	G	
Breakfast Club	2.5	G	
After School Enrichment	5	G	See enrichment curriculum chart.

Key Stage 4

Subject/other activity (eg. Enrichment)	Hours per week	Mandatory / Guided	Comments
English	4	M	
Maths	4	M	
PSHE	2	M	This includes RE.
ICT	2	M	
PE	2	M	
Art & Design	2	M	
Science	2	M	
Music	1	G	
Technology	1	G	
Languages	1	G	
Therapeutic	3	G	Music, Equine, Positive Play, Art etc
Work Related	2	G	
Mainstream Opts	2	G	
Lunchtime Clubs	2.5	G	
Breakfast Club	2.5	G	
After School Enrichment	5	G	See enrichment curriculum chart.

Further Education

Subject/other activity (eg. Enrichment)	Hours per week	Mandatory / Guided	Comments
English	3	M	
Maths	3	M	
PSHE	2	M	
ICT	2	M	
PE	2	M	
Art & Design	2	M	
Science	1	M	
Technology	2	G	
Work Related	2	G	Preparation for the work environment.
Mainstream & College Link	4	G	Opportunities to access mainstream classes or college courses.
Therapeutic	2	G	
After School Enrichment	5	G	
Breakfast Club	2.5	G	
Lunchtime Clubs	2.5	G	

Section D1:

The Curriculum Plan Curriculum Principles

In keeping with our underpinning philosophy, The Wherry School is committed to an individualised and personalised curriculum which meets the unique needs of each learner. This requires detailed knowledge of the strengths and difficulties experienced by each learner and a high level of knowledge and understanding of autism. As previously stated, 100% of learners at The Wherry School will have an individual plan to meet their needs and enable them to progress both academically and socially.

Our curriculum will be underpinned by the following:

- Individually planned programmes
- Specialised content
- Intensive staff input with therapeutic support
- Outcome focussed targets and goals
- On-going development according to learner progress

The Wherry School curriculum is designed specifically to meet the needs of learners who have Statements of SEN or EHCP with a diagnosis of Autism. Our curriculum will be designed to a high standard comprising of specialist approaches / differentiation which support learners with a range of communication and social interaction needs, as well as meeting the requirements of the National Curriculum.

We will use evidence based practice to identify the unique needs, difficulties and learning skills of each learner. Based on the identified needs, The Wherry School will provide:

- Suitable learning challenges in an enjoyable and varied environment
- Response to learners' diverse learning needs, through supporting them to overcome barriers to learning and assessment
- Approaches, programmes and plans for each learner based on evidence of their progress and learning outcomes
- Individualised therapeutic and behavioural support based on evidence based practice
- Opportunities for learners to be involved in making choices, including being involved in decisions about their learning
- A focus on developing functional skills, knowledge and understanding
- Planned opportunities to develop generalised skills, knowledge and understanding of environmental settings including home and community
- Planned participation of learning opportunities in our co-located placements/ work experience or community leisure opportunities (where appropriate) for learners aged 14 – 19 years
- Preparation for a life that is independent and as fulfilled as possible

Our curriculum will be designed to best meet the needs of each individual learner with an appropriate emphasis on developing functional, life-enhancing skills and knowledge. To ensure this our curriculum is developed using:

- Research based methods
- Standardised assessment data
- On-going assessment for learning

We will regularly meet with families to agree learning targets and share information about learner progress. Communication with families is integral to our approach for the education of each learner.

We will work together with families to develop and design the learner's curriculum in order to include any learning needs identified in the home environment. More information on liaising and reporting to parents / carers can be found in Section D2.

Learning to learn

Some of the learners will start their education unable to learn independently. They will need to be taught the skills that are needed to learn, for example how to follow instructions, and how to focus on what their teacher is asking them to do. These skills are initially taught intensively with many opportunities to practise each skill with different adults and in a number of different environments in the school. An example of this would be having the same instruction card to operate ICT equipment across the school. Wherever the learner went they would know the rules and procedures for accessing computer and other ICT equipment.

Learners will access and make progress through an increasingly broad curriculum. This remains as a primary goal for all learners whatever their starting points.

Broad and balanced over time

We will provide a broad and balanced curriculum over time. Many of our learners will benefit from skills being broken into very small steps. We will provide opportunities to repeat and practice each skill in order to become independent. There will be personalised access to an appropriately differentiated National Curriculum.

Expected Learner Intake

An understanding of the expected learners intake and their needs

Children and young people entering the school will have a diagnosis of Autistic Spectrum Disorder. Cognitively they will be within the range expected in any mainstream primary or secondary school. All learners will have Statements of Special Educational Needs or Education, Health and Care Plans (EHCP). As well as having a diagnosis of ASD, this group of learners will have significant personal, social and/or behavioural needs. This could include self-isolation, physical attacks on fellow learners and staff and poor communication skills. They may have learning difficulties in some areas but strengths in others. Their overall abilities will be commensurate with any mainstream school in Norfolk but their inability to deal with large group teaching or the environment of a mainstream classroom will mean a lack of progress academically and a very high risk of exclusion or isolation.

Autism Spectrum disorders

Autism spectrum disorder (ASD) and autism are both general terms for a group of complex disorders of brain development. These disorders are characterised, in varying degrees, by difficulties in social interaction, verbal and non-verbal communication and repetitive behaviors.

The indication from recent studies is that the figures cannot be precisely fixed, but it appears that a prevalence rate of around 1 in 100 is a best estimate of the prevalence in children.

It is generally recognised that there are three common features or core aspects of ASD, more commonly known as the “Triad of Impairments”.

These are:

- Impairment of two-way social interaction
- Impairment of verbal and non-verbal communication
- Impairment of flexible thinking and social imagination.

Individuals with ASD can display a wide range of intellectual ability. Whatever the ability level of the individual, all three core aspects will be present for ASD to be identified.

Whilst some parents may be unaware of their child’s problems in early infancy, research indicates that a small number are certain of some abnormality in their child’s development before the age of twelve months. Some parents remain unaware of any problem until the birth of their second child (statistically the majority of children with ASD are first born). In many cases, it is not until a child enters a pre-school setting and direct comparisons with other children are made, either by the child’s parents or professionals, that any question of a neurodevelopmental disorder is raised.

Learners with ASD in school

We expect that we will encounter the full range of areas of impairment for learners with ASD. The following describes these impairments and learners in our cohort could have many of these identified difficulties.

1. Impairment of language and communication

- The learner has a superficially competent spoken language, which often seems formal and pedantic
- Their voice may lack expression
- When listening to others, the learner focuses on the individual words rather than the meaning. They may also do this when reading (known as ‘hyperlexia’)
- The learner may understand others in a literal way, without understanding the implications of what has been said
- The learner is limited to their use of non-verbal communication and often cannot make sense of the gestures, facial expressions and body language of others.

2. Impaired social interaction

- The learner may be socially isolated amongst his peer group (but may not be worried about it) or may wish to join in with his peers but cannot and becomes upset and concerned about it, lacking the strategies to develop and sustain friendship
- Learners with ASD have difficulties in understanding how others feel or think. This is often described as a failure to have a theory of mind and it can make it very difficult to look at the world from other people's perspectives
- The learner is limited in their use of non-verbal communication and often cannot make sense of the gestures, facial expressions and body language of others.

3. Rigidity of thought behaviour

- The learners may have an all-absorbing interest which peers find unusual;
- The learner may insist on the adherence to certain routines
- The development of the ability to think and to play creatively will be limited
- The learner will have difficulties in generalising skills from one setting to another.

4. Poor motor co-ordination

- The learner may appear gauche in their movements – attracting negative comments from their peers
- The learner's presentation of work may be poor and tasks are often unfinished
- The learner may have difficulty with self-organisation, eg packing school bag, finding way round school
- The learner may have difficulties with handwriting and in some cases this may be severe enough to warrant a diagnosis of 'dyspraxia'.

5. Sensory perceptual differences

- Over or under sensitive to smell, taste, touch, sight, sound, sometimes causing acute distress or anxiety
- Under/over sensitivity to heat and pain
- Inability to filter out extraneous noise/stimuli and focus on the salient information/speaker
- Unusual visual perception; may have difficulties picking out the foreground / background of picture
- Perseverance on one detail in a picture despite its relevance to the subject.

A rationale for the type of curriculum proposed which is consistent with the vision

In order to understand the rationale of The Wherry School curriculum it is important to revisit the five key principles of the school in Section C of this document. The 'individualisation' of any delivery of the curriculum to the learners and the expectation to build on strengths but always looking to progress. A 'Holistic Pathway' that recognises that every learner will take a unique journey through their education and personal development. That 'identification and assessment' is crucial to plan and meet the needs of learners. The 'family support' that will need to be in place to support the learner in all environments; and that being a 'Centre of Expertise' will extend opportunities for leavers at The Wherry School and enable the inclusion and re-integration of them into mainstream setting.

Key features of The Wherry School curriculum:-

- The curriculum will be differentiated, coherent, balanced and relevant to the age, needs and ability of each learner
- It will provide progression across key stages whilst being differentiated to meet individual learner learning needs and styles
- There will be an emphasis on functional learning developing literacy and numeracy skills
- Clear assessment will inform curriculum planning
- There will be a balance between traditional academic subjects and those which support skill development in learners with autism, eg. Personal Social and Health Education and Art and Design
- Equality of opportunity should be guaranteed, ensuring that all learners, irrespective of gender, ethnic background or ability, have access to all aspects of the curriculum, at a level appropriate to their own level of development. Learners, therefore, whatever their educational need, will be enabled to reach their full potential, as learning objectives and support are matched to individual needs
- The curriculum will provide age appropriate experiences without restricting accessibility
- Educational objectives on Statements of Educational Need/EHC Plans will be met
- The curriculum will take into account learning styles as well as ability; pedagogy (breaking down each learners needs and delivering teaching to meet these needs) will ensure maximum accessibility for all. This will require a flexible approach
- Autism will be at the core of the curriculum, meeting functional and social communication needs, flexible thinking and sensory processing needs. This will be supported by expert therapists from a range of disciplines who will provide individual programmes and support the staff in delivering evidence based interventions
- A secure, purposeful environment will be provided where learners are happy and develop as individuals. Learners will be encouraged, challenged and equipped with the skills, which are essential to further progress. Eg. The ability

to work with others and the ability to be flexible in thinking and problem solving etc

- The environment will be as low arousal as possible, drawing on established strategies to support learners with autism eg TEACCH providing visual structure to give meaning to the environment and to make expectation clear. This will support learners in developing positive work skills and a sense of 'can do' rather than 'can't'
- Carefully developed routines will be in place to support learner independence.
- The environment will be structured to support self-modulation with safe spaces, transition areas and a range of leisure areas for learner free time. Skilled staff will be designated to support Learners to develop their self-management of arousal levels. This will promote the 'calm alert' state that is calm enough to learn and alert enough to engage
- The school will have, 'state of the art' IT systems which support e- safety. The development of safe internet practice will include supporting parents and carers in this area
- Learners will be involved in developing their own management plans with a school ethos of listening to learners to find out what works for them
- A curriculum will ensure continuity and progression, supported by an on-going system of assessment, which informs the teaching and learning process
- This curriculum will prepare all learners to play their part in society where they may enjoy productive and independent lives to their full potential
- The curriculum will identify key independent living skills for each learner and incorporate these into the daily curriculum. Independent living skills will be a thread running throughout the curriculum from Early years to Post 16 as the lack of these skills can lead to young people with autism having limited choices as adults
- Learners at Key Stage 4 will have the opportunity to experience college, work related learning, careers advice and work experience.
- Tracking outcomes for learners will then inform future development of the curriculum.

Type of Curriculum

The curriculum and staffing of The Wherry School will enable us to produce both an individualised curriculum for each learner and a holistic approach to their needs. This will bring in the health and care of each learner as a priority. It will ensure that they are supported with their areas of difficulty in and out of school and extended into their homes. This will enable them to have consistency, and give them a better chance to access learning.

The curriculum will broadly follow the outline of the National Curriculum but modified to meet the individual needs of each learner. There will be a set of core subjects that the Primary, Secondary and Further Education departments will follow. These will be English, Mathematics, Science, PSHE, Physical Education, ICT and Art and Design. In addition to the core subjects the Primary and Secondary Departments will offer Technology, Music and Languages.

The Secondary Department will also offer work related learning from Year 9 where learners will study the environment of the workplace and understand the skills and

attributes needed for successful employment. There will also be other options available from the co-located Mainstream High School such as History, Geography, vocational subjects etc. The Further Education Department will enhance the core offer with Technology within the school and other subjects from the Further Education Department at the co-located Mainstream School and Further Education Colleges with subjects such as Photography, Graphic Design, Sport etc.

These additional areas will be negotiated at the start of each year with schools and colleges and learners who's 'pathway' and abilities allow, will access them on an individual basis. It is expected that the receiving school will be paid by The Wherry School to take the learner, and staff support will be added as and when necessary.

The general ethos of the curriculum offered will be that of flexibility and individualisation. This will ensure that each learner has a core offer which meets their personal and social needs using the curriculum at The Wherry School and an enhanced offer from the co-located mainstream High School. Every learner's curriculum offer and it's delivery will be individual and unique. It will ensure that it reflects a mainstream National Curriculum model that allows integration and transition, where possible, either partly or fully into a mainstream setting.

In addition to the standard curriculum there will be an enhanced enrichment /extended curriculum offer. This will include Therapeutic offers such as Counselling/psychosocial interventions, Art Therapy, Music Therapy and Sensory Support. It will also include an extensive extended Schools offer including Breakfast Clubs, Lunchtime Clubs, After School Clubs, Holiday Clubs, Youth Clubs etc. and these will be based around sport, the arts, leisure, co-operative play as well as specific therapeutic activities that cannot be fitted into the standard school day.

Content of Curriculum

Introduction

The school curriculum will be based around a core group of subjects of English, Maths, PSHE, Physical Education, Science, Art & Design and ICT. These will be covered in all three departments within the school Primary, Secondary and Further Education. The area of RE will be covered within the PSHE curriculum area as will Multiculturalism and Citizenship.

Whilst elements of the curriculum will be common to all, how it will be taught to our learners will be personalised to meet individual need. We will build on the learner's strengths and motivations in order to engage them in the learning process.

From early years to Key Stage 5 we will look at the strengths of each individual learner and ensure that success is achieved. An example of individualisation would be a reluctant reader with limited literacy skills who may have strengths in areas such as ICT. We would use this strength to encourage and develop reading using the medium of ICT. The use of computers and tablets would encourage participation and meet the interest need as well as develop reading skills.

Although there will be three main departments in the school there will be a different application in each key Stage of the National Curriculum.

Reception and Key Stage 1 will have an 'early years' approach to delivery of the curriculum. It will be predominantly class based teaching with some specialist areas such as 'Technology' being led by specialist staff. Staff will be expected to be able to deliver the core curriculum in an early years setting. Personal, social and health education will be integrated within the topic approach class teaching and individualised work.

In Key Stage 2 there will be a progression to more formalised teaching of the core subjects with specialist teachers for Physical Education and ICT being introduced. Although learners will have an individualised approach and their own pathway the expectation is that group work, improving collaboration and personal responsibility will be emphasised.

In Key Stage 3 there will be an increase in formal teaching and opportunities to extend their curriculum offer in a mainstream school. As well as following the National Curriculum in the core subjects we expect PSHE to take a leading role in preparation for adulthood and independence. Such areas as 'independent travel' and 'working in the community' will be a high priority.

The curriculum will have a greater emphasis on adult learning and working on possible areas of employment. Careers advice will be linked to individuals' pathway and barriers to employment and independence will continue to be worked on and addressed. We will also introduce the Languages curriculum.

In Key Stage 4 there will be a continuation of more formal teaching and an increasing emphasis on independences. We would increase the work related learning giving the leavers opportunities to find out more about the work environment and specific areas eg. Catering, ICT Support, Land Management etc. At this stage we would also expect to access other subject areas in the co-located mainstream school such as History, Geography and vocational subjects. As the ability of the learner to access the curriculum increases the use of therapeutic support should decrease.

In the Further Education Department there will be an increase in the opportunities for mainstream and college links. The curriculum and exam choice will be enhanced further by the co-located High School and the nearby Further Education College.

Core Subject Areas

English

The core deficits of impairment of social skills, impairment of communication skills and rigidity of thought have a clear effect on a learner's ability to achieve the targets set in English programmes of study. The learner's ability to understand the world as seen by his peers and teachers is a key factor in the difficulties faced. Many learners with autism will have great difficulty in simply understanding and retaining verbal information. At The Wherry School we will deal with these issues by:

- Ensuring that the teacher has the learner's attention. This does not necessarily include eye contact, which may have the opposite effect to that required, but perhaps by saying the learner's name and waiting for a response
- Ensuring verbal information is simple, clear and unambiguous
- Using short phrases and repeating if necessary

- Using the same wording (changes in wording may make it seem like new information)
- If necessary, reinforcing verbal instruction with written or picture clues
- Ensuring that the teacher has been understood – by asking questions and not by asking the learner to repeat – which does not necessarily denote understanding
- Keeping the voice at a normal pitch.

Speaking and listening

At The Wherry School the English curriculum will develop ability to communicate effectively and to listen with increasing attention and concentration.

Learners with autistic spectrum disorders often have difficulty with intonation and voice volume, understanding these and how they might change the meaning of speech, and in using them. They will require additional support in developing these skills.

The rigidity of thought may cause difficulties with over literal interpretations. Most learners will feel anxious when asked to contribute to a group situation. The social impairment of a learner with autism will cause them to feel even more anxious in group situations. Prompting will need an approach that maintains an awareness of these problems.

Some learners with autistic spectrum disorders are able to talk to larger audiences extremely well as they may not suffer from self-consciousness. They can take part in plays, concerts and other similar productions.

Reading

In The Wherry School we will concentrate on fluency, accuracy, understanding and enjoyment when reading.

We will find that reading ability of some learners with autism may appear initially quite advanced. More detailed assessment, however, will reveal a superficial proficiency. The learners, who are able to read text with a high level of accuracy will often, when questioned, display little comprehension of what they have read (Hyperlexia). They will often be unable to recall or summarise a story and, unless the text is familiar, will rarely be able to predict what will happen next.

Writing

We will aim to teach learners to write with confidence, fluency and accuracy in a range of forms.

The core impairments, in particular the aspect of rigid and inflexible thought, may make it difficult for learners with autism to think imaginatively in creative writing, role play or drama sessions. In apparent contradiction to this, we will provide a rigid structure to such work.

Maths

Within the triad of impairment social interaction, communication and flexibility of thought, problems with mathematics and the associated skills are not discreetly highlighted. Some learners with autism are often perceived as having an excellent mathematical ability and this can be an area of strength within the curriculum. Some learners display excellent computational skills and the stereotype of a 'mathematical genius' is well established. These skills, however, are often isolated skills which the learner cannot use in any practical or real life situation. The difficulties experienced then in both learning and applying mathematical skills can be traced back to the triad of impairment. Mathematics is as much about communication and language, flexibility of thought and social skills as any other curriculum area.

Within The Wherry School we will not use a single approach to overcome the difficulties facing the child learning mathematics aside from the consistent principles of good teaching delivered in a structured manner supported by a concrete approach and visual strategies. Adults supporting the learner will have an awareness and understanding of the learners perspective on life. The use of the learner's interests in order to increase motivation and focus learning can be a key to motivation and the consistent reinforcement of concepts is essential.

Using and applying mathematics:

At The Wherry School we will develop mathematical language and practical applications, particularly in the context of problem solving.

Handling mathematical tools

We will:

- Allow the learner to become fluent in handling equipment in a variety of settings
- Analyse the skills required to use the tools and teach these skills, by building them up, one step at a time, with the learner
- Give appropriate or required level of physical assistance to help control the tool
- Model tasks alongside
- Provide a variety of equipment to generalise terms, e.g. a range of rulers in different lengths and constructed from different materials
- Praise all attempts.

Personal, Social and Health Education

At The Wherry School we believe that PSHE is vital for the learner to take their place as a member of their community and society in general.

The aim of the PSHE and Citizenship curriculum will be to prepare learners adequately for all aspects of society enabling them:

- To be accepted by society and the communities in which they live
- To form appropriate relationships with their peers and family, at school and in the community
- To develop a good knowledge of the risks to personal health posed by particular lifestyles and how they may avoid these dangers
- To develop a set of personal values based firmly on these common to their society.

Learners on the autistic spectrum have more difficulty with such abstract concepts than their peers. Specific programmes to teach skills and concepts which other learners acquire as a matter of course will be implemented. Learners on the autistic spectrum can be seen as antisocial where as they are actually asocial having to learn and process skills that others acquire at an intuitive level. Teaching self-help skills might be possible but it is far more difficult to teach someone to be intuitively socially adept. Individuals with ASD develop their own idiosyncratic view of the work and life. There is a clear conflict in providing a set of social rules and routines for an individual who sees the world from a different perspective. Our aim will be to enable learners on the ASD spectrum to function as independently as possible.

The focus of PSHE will be on giving learners opportunities to:

- Learn about the nature of friendships and relationships, including sexual relationships
- Recognise the risks in some situations, making safe choices, and communicating the need for, or refusal of, help. This includes basic emergency aid procedures and where to get help
- Appreciate what makes a healthy lifestyle
- Understand the nature of religion and how it affects individuals in a multi-cultural world
- Provide appropriate opportunities/ mechanisms to reduce stress
- Ensure that Records of Achievement reflect the learners' skills and interests
- Consider 'independence and autonomy' versus 'support and guidance' – work towards independence for all learners but remain aware of the underlying differences of those with ASD spectrum disorder and provide an appropriate level of support for tasks/activities
- Awareness that people with ASD spectrum disorder increasingly infer that others are neuro-typical and they are the ones with 'the problem'
- Give specific tasks enabling learners to see that they have a role to play.

Learners with ASD have great difficulties in understanding how they appear to others and the effect of their behaviour. They can have poor personal hygiene habits and skills and whereas most learners learn from the subtle influence of those around them learners with ASD often do not.

ICT

At The Wherry School we believe ICT provides tools which can support learning and communication for learners on the autistic spectrum. The computers' response to the learners interaction will never vary. They are consistent and non-judgmental. They are specific, logical and processes can be learnt. They are predictable and therefore controllable by the child with ASD.

Benefits

- Provide a secure learning environment
- Be an aid to effective communication with others
- Help develop concentration
- Develop social skills and facilitating group work
- Be a medium through which they can express themselves effectively
- Provide structured skill practice
- Assist learners in organising their thoughts and time use effectively
- Help learners develop fine Motor Skills.

Finding things out

Autistic learners will have fundamental difficulties when trying to solve problems they are given.

Exchanging and Sharing Information

Many learners with ASD quickly adapt to using technology and become capable users. The technology in itself can become a powerful motivator for the individual child. We believe ICT is best employed when the learner works with a teacher / assistant and where visual and verbal clues can be used jointly.

Considerations before using ICT

We feel ICT can be a valuable resource but we will take care that ICT does not replace human interaction, as it is vital that learners be challenged to relate with others. It will not become a replacement for social contact or guidance from a teacher. Care will be taken to ensure that the learner does not become even further isolated.

Reviewing, Modifying and Evaluating work as it progresses

We will ensure that there is a wide range of high quality, collective, motivating materials available. These will be used for learners to create scenarios in which they can explore a range of aspects. The motivational aspect of the technology will maintain the learners' interest as they proceed. This will allow learners to problem solve in areas in which they have significant difficulty due to external intervention causing conflict.

Physical Education

At The Wherry School teaching will ensure that, when evaluating and improving performance, connections are made between developing, selecting and applying skills, tactics and compositional ideas and fitness and health.

We will present additional learning opportunities for learners to develop an increased awareness of self and others. Emphasis on local community activity and outdoor pursuits will provide additional routes to activities which may become leisure interests in adult life. This will be delivered in school with Gym facilities and the use of co-located facilities which include an indoor swimming pool, astro turf pitches for football, hockey, netball and tennis, also external activities for example horse riding.

Learners at The Wherry School may bring a range of strengths and weaknesses to the teaching situation. Some learners will possess a range of skills which may be compatible with their age group; others will wish to be active but will require a supportive level of adult intervention and some may be significantly dependent on an adult for successful participation.

Aspects of challenge for learners with ASD include:

- Social interaction, eg turn-taking, sharing, partnerships, team membership
- Language and communication, eg following, giving instructions
- Thought and behaviour, eg problem solving, predicting, anticipating the problem-solution
- Fine gross motor control, eg spatial awareness, planning and sequencing movements.

Aspects of benefit for learners with ASD include:

- Exercise and relaxation is known to reduce stress and anxiety in learners with ASD and is thought to be useful. Exercise prior to learning activity is sometimes advocated as a mechanism to induce successful academic learning
- Increased knowledge of games enhances the chances of inclusion in play-ground activity or other social exchanges
- Developing shared interests may lead to opportunities and confidence in joining clubs etc.
- Learning about rules and team playing and learning how to apply them can help alleviate the burden of appearing as 'highly individual/ eccentric/ odd'
- Learning about body image in relation to the world assists in development of 'self', 'other' and 'cause and effect'.

Acquiring and developing skills

We recognise that significant numbers of learners with ASD have difficulties with motor control. This is often seen as a general clumsiness in gross motor activities and will obviously affect their skills acquisition.

Many learners with ASD have a fundamental lack of body awareness.

Learners with ASD generally fail to understand competitive or win/lose situations.

Evaluation and improving performance

There will often be a lack of analytical ability by the learners usually because they have difficulties with:

- Responding to change
- Viewing themselves in the light of how others may see them
- Some may not see any point in improving their performance, while others may aim for unrealistic perfection and become distressed if it is not achieved.

Knowledge and understanding of fitness and health

Learners with an ASD often display no sense of danger. This most commonly manifests itself as an apparent lack of 'common sense' and arises as a result of a lack of awareness of self and poor idea of their body in space.

Our teachers will establish universal rules for where learners can and cannot go, must or must not do, and ensure that they are adhered to.

Science

Science may be an area of strength for learners with autism and many go on to study this subject at a higher level after school. They may be particularly interested in the practical aspects of the work and demonstrate a lot of knowledge in certain areas.

Their difficulties often arise around the manner in which science tends to be taught. At The Wherry School we will address this.

Science will often require group work. This is an area where a learner with autism may have difficulties, the results of which could present problems for the class in general. Throughout all aspects of the science curriculum and the learner's personal and social development, opportunities will be provided to develop appropriate social responses in group situations. Learners with autism will often prefer to work alone. They miss social cues, may over-react and may appear rude.

Problems can occur with the learner's literal comprehension of language. This can create particular problems in science work.

- We will not assume that the topic of conversation is obvious. We will make sure the subject is explicit
- Subtleties of non-verbal communication are not understood and additional cues, verbal explanation and visual example will be given.

Programme of study

General requirements of science, include: systematic enquiry, science in daily life, scientific ideas, communication and health and safety. There are many aspects of the overall scientific process where a learner with autism will require specific assistance and at The Wherry School we will ensure that:

- The learner has clear guidance when planning an experiment and will need to initially choose from two or three options

- We will be aware of possible phobias and hypersensitivity when exploring new and novel materials.

Art and Design

At The Wherry School teaching will ensure that investigating and making includes exploring and developing ideas and evaluating and developing work. Knowledge and understanding will inform this process.

Exploring and developing ideas

There will be few problems in presenting a range of opportunities for learners with ASD unless they have a fixation on a particular area. If learners already work well with pencil and paper getting them to work with another medium will be a process that should not be rushed. If problems arise we will allow them to continue working in their favoured medium but ask them to try the new medium once they have finished. We will not try to coerce them as it is highly likely to result in some form of challenging behaviour. This behaviour is more than likely a result of their anxiety than a desire to provoke trouble.

A learner may prefer to work solo as working in large groups often causes problems for learners with ASD. The very nature of the social impairment aspect of autism can make working in close proximity to others difficult.

We will be aware that when working with some new media there is a possibility of hypersensitivity to sensory stimuli. Some learners may react quite strongly and adversely to unexpected tactile experiences as in finger painting, working with clay. They may object to certain materials in textile work or getting glue on their fingers.

Some learners react quite strongly to the smells of the differing media used.

Learners will be allowed to work with alternative media away from the main group.

Investigating and making art, craft and design

We know that learners with ASD can have problems in using materials and tools in differing ways. The inability to generalise and adapt previous learning to differing situations is part of the core deficit of autism.

Evaluating and developing work

We are aware that this is an area where learners with ASD can experience great difficulty. The core deficit of social impairment leaves many learners incapable of understanding emotions. They can often lack empathy with others. This clearly makes it difficult to understand concepts of emotions and feelings.

Many learners with ASD do not like having to revisit, adapt or refine their work. Once they believe they have completed a piece of work they will resist having to do this.

Knowledge and understanding

Learners will be taught about the visual and tactile qualities of materials and processes and how these can be manipulated and matched to ideas, purposes and audiences.

Again as this is a visual area, it could be seen as an area of strength for learners with ASD. They should be able to describe clearly the content of pictures etc. (as long as they can see them), but may have problems explaining the associated moods and emotions. It is also possible that they may 'tune in' to one specific part of the picture and miss the 'whole'. They can become obsessed by certain things and have difficulty moving on from that to other details.

Explore and use 2 and 3 dimensional media

For the exploration and the use of 2 and 3 dimensional media to have any meaning for a learner with ASD, the learning needs to have some functional purpose. Making a choice can be an area of difficulty for learners with ASD. When asking them to use a variety of methods of representation or a range of materials the very nature of having to make a choice may impede further progress.

Knowledge and Understanding

The attention to detail given by learners with autism enables them to be very adept at recognising different styles etc. of different artists or crafts people. We will use pictorial information to assist them in recognising the whole picture and particularly the artists intent.

Learners will be taught to use materials, tools and techniques for practical work in accordance with health and safety requirements.

Many learners with autism have not developed any sense of danger either to themselves or others; therefore this is an area where they will need a lot of assistance.

Additional Subjects

Music

At The Wherry School we will recognise that music presents the exciting possibilities of developing social interaction skills in a fun and enjoyable context. The language of music has an inherent structure and predictability that is less complex than normal social communication. Music will be used as a tool to help staff communicate with learners, to help learners express themselves, as therapy and simply to have fun. It will be a powerful force for calming, de-stressing and creating atmospheres. Music like other 'creative' curriculum areas is particularly useful for developing social and communicative interaction skills. Although the majority of learners with ASD respond well to music, we understand that like any learners in any school, each child will respond individually to sounds and music.

In particular, music offers opportunities to:

- Experience a sense of pride and achievement in their work
- Demonstrate their ability in an area not dependent on language skills
- Improve listening, concentration and attention skills
- Develop imitation skills
- Practise turn-taking
- Choose, discriminate and justify decisions
- Experiment and try new ideas where there are no right or wrong answers

- Develop co-ordination and fine motor skills
- Support the development of movement and mobility
- Encourage co-operation, tolerance and a willingness to work with others
- Develop self-confidence
- Foster community involvement
- Involve learners in activities that may provide a fulfilling hobby or pastime and promote lifelong learning.

Design & Technology

At The Wherry School learners will use a wide range of materials to design and make products. They can work out their ideas with some precision, taking into account how products will be used, who will use them, how much they cost and their appearance. Learners with ASD can develop their understanding of designing and making by investigating products and finding out about the work of professional designers and manufacturing industry. They will be able to use computers, including computer-aided design and manufacture and control software, as an integral part of designing and making. They will be able to draw on knowledge and understanding from other areas of the curriculum.

Developing, planning and communicating ideas

Learners with ASD may be able to follow plans, diagrams, methods and recipes but we will support them in order to be able to follow them through to a conclusion. They may find it difficult to be spontaneously creative.

Working with tools, equipment, materials and components to produce quality products

A lot of support will be needed in the choice of tools and methods. Learners will be able to select from a limited choice (e.g. a hammer or a saw, a spoon or a fork) better than if given an open-ended problem. Once learners with ASD have been taught how to use a tool, or shown a method, they are unlikely to forget it but may be resistant to the idea of using that tool in a different way on another occasion or using alternative methods.

Evaluating processes and products

The inability to hypothesise and predict (a core deficit in ASD) will mean that learners are likely to need a lot of information and to be given guidelines for the completion of the tasks.

There may be an unrealistic view taken of such things as time and cost. Evaluation will therefore be difficult.

Work involving less concrete elements such as electricity and magnetism, are often difficult to teach because their properties are not directly visible.

Learners at The Wherry School will need help and support, **this may include 1-1, mentor or organisational skills** to:

- Work independently and in teams
- Apply skills, knowledge and understanding from the programmes of study of other subjects

Health and Safety

Learners with ASD, once given the rules of safety and behaviour, are likely to adhere to these rigidly. However, we will not assume that the ordinary awareness and knowledge that learners of this age usually have will be present.

Learners with ASD, especially if they have been protected against such things, may not have an understanding of words like 'boiling', 'sharp' etc.

The inability to predict or foresee the consequences of actions on themselves or on others may also lead to difficulties without adequate supervision

It will be necessary to be very specific about safety rules at all times and a large proportion of learners with ASD require individual supervision in practical technology lessons.

Learners with ASD often have fine motor difficulties and possible spatial awareness difficulties and may require assistance and/or close supervision when handling potentially dangerous tools or substances. There may be poor organisational skills and untidy working if the rules and order of working are not made explicit enough.

Languages

At The Wherry School we understand that one of the key features of learners with ASD is difficulty with many aspects of their first language. They usually understand the literal meanings of words and grammatical construction, but have difficulty with the pragmatics of language. i.e. using language in social situations and knowing what to say and how to talk to others. These difficulties will also be apparent when using a second language.

Acquiring knowledge and understanding of the target language.

1) Learners should be taught:

- The principles and interrelationships of sounds and writing in the target language
- The grammar of the target language and how to apply it
- How to express themselves using a range of vocabulary and structure.

Developing language skills:

2) Learners will be taught:

- How to listen carefully for gist and detail
- Correct pronunciation and intonation
- How to ask and answer questions
- How to initiate and develop conversations
- How to vary the target language to suit context, audience and purpose
- How to adapt language they already know for different contexts
- Strategies for dealing with the unpredictable (for example, unfamiliar language, unexpected responses)

- Techniques for skimming and for scanning written texts for information, including those from Computer Science based sources
- How to summarise and report the main points of spoken or written texts, using notes where appropriate
- How to redraft their writing to improve its accuracy and presentation, including the use of Computer Science.

Developing language learning skills:

3) Learners will be taught:

- Techniques for memorising words, phrases and short extracts
- How to use context and other clues to interpret meaning (for example, by identifying the grammatical function of unfamiliar words or similarities with words they know.)
- To use their knowledge of English or another language when learning the target language
- How to use dictionaries and other reference materials appropriately and effectively
- How to develop their independence in learning and using the target language.

Developing cultural awareness

4) Learners will be taught about different countries and cultures by:

- Working with authentic materials in the target language, including some from Computer Science based sources (for example handwritten texts; newspapers; magazines; books; DVD; satellite television; texts from the internet)
- Communicating with native speakers (for example, in person or by correspondence)
- Considering their own culture and comparing it with the cultures of the countries and communities where the target language is spoken
- Considering the experiences and perspectives of people in these countries and communities.

Learners with ASD are likely to have a limited understanding of other cultures and countries unless they have travelled and experienced them personally.

Although visual aids and first-hand experiences help the learners with ASD to know the context of the target language, it will be almost impossible for them to understand the perspectives and possible different viewpoints of the people. It is important, however, that they are given the opportunity to learn about other cultures and countries in order to be able to see themselves as citizens of the world as well as their own.

History

At The Wherry School we recognise that history is an exciting opportunity for learners with ASD. Learning about significant individuals and events in the history of Britain, Europe and the World should present little difficulty at a factual level. However difficulties will be encountered where learners are expected to make connections, comparisons, evaluations and analyse. Interpreting events in different ways will need

to be taught explicitly and directly rather than relying upon the learners intuitively grasping an abstract (to them) concept. The emphasis on Computer Science opportunities will be grasped for learners particularly where group work is required.

Historical interpretation

Learners will have particular difficulty in distinguishing fact from fiction so that where possible it is better if we ensure the work being undertaken has an element that can be seen personally by the individual concerned.

Learners will have difficulties in understanding how others feel or think. This can make it very difficult to look at history from other people's perspectives.

Historical enquiry

There may be difficulty in the generalisation of information so that the connection between a picture of things in the past and the actual artefact or place may be lost.

Organisation and communication

The learner will lack personal organisational skills and may find it difficult to gather the items needed to get started on a task. Once they are working on a task they may find it difficult to get the pace of work right. They may also have a problem in setting out their work in a coherent way.

Learners will also have difficulties in the presentation of their work and the use of particular worksheets may help by taking away some of the tedium and give the learners a better chance of finishing the task.

Learners will also find it difficult to cope with the demands made in any collaborative group work in history and there needs to be an awareness of the anxiety that this type of work can cause.

Geography

Geographical Enquiry and skills

The programme of study requires that learners have the opportunity to investigate places and themes, focussing on 'where is it?', 'what is it?', type questions. Looking at how and why things and places change. Looking for geographical patterns and the implications of people's interaction with their environment. Developing an awareness of a global context and regional interdependency. These skills will be developed through classroom and fieldwork.

Geographical skills to be developed include, identifying appropriate questions and investigation techniques. Collecting, recording and presenting evidence. Analysing and evaluating evidence, drawing up conclusions and communicating findings.

Learners will:

- Use an extended geographical vocabulary
- Undertake fieldwork
- Make and use maps and plans
- Gather secondary evidence
- Use IT to access and present additional information.

The areas of thematic study are, Knowledge and understanding of places, Knowledge and understanding of patterns and processes, map work, Knowledge and understanding of environmental change and sustainable development study, Fieldwork, Maps , Scales, Representation and Communication through which the above skills are to be taught do not in themselves present specific difficulties. The problems inherent in studying geography for learners with ASD lie in the key skills indicated above.

Much of the factual content of geographical work may appeal to the learners with ASD. Gathering facts and figures is a feature that many learners with ASD find easy to cope with. Being asked to gather information about a specific town, country, agricultural system or any similar aspect will rarely present a problem for those learners with an appropriate reading ability. Indeed a common feature of more able learners with ASD is the collection of detailed facts and figures albeit of often highly specific interests. Learners will require direct assistance to identify patterns within the information gathered. For instance a learner may be able to remember the name and location of all the major ports in the world after being asked to find them. He or she would have to be told, however, that the feature these have in common is that they are all by the sea. Simple connections will have to be explicitly taught.

A combination of the core deficits of social impairment and language impairment has a direct effect upon much of the key areas of developing geographical skills. The level of social impairment makes it difficult for learners with ASD to show any sense of empathy with others. This makes developing an understanding of how people in different regions function, a difficult procedure. The impairment in language makes it even more problematic for these learners.

Aspects of geography that require reflection and interpretation can prove problematic. There may be difficulty in the comprehension of language used. Interpretation of what is said or written may be very literal. Learners with ASD often understand what the literal meaning of a word is. They do not understand connotation that is often applied by the speaker or writer. The misinterpretation of instructions can obviously result in the learner getting work set completely wrong. Staff will carefully monitor their own language for any ambiguity. They will be aware of possible sources of misinterpretation of their own language. Some learners will display verbal skills that appear to be as good if not better than their peers, until the teacher realises a learner's apparent verbal ability is purely superficial. They will often use language that is far too sophisticated for the learner to comprehend.

Extended Curriculum offer

Our curriculum is designed to build on and extend the individual strengths of every learner. Our aim is to provide each learner with a curriculum tailored to his or her individual aspirations and future needs.

The extended curriculum offer is determined through our co-located High School which has links through a wider consortium to a wide range of additional qualifications. The students will be taught at other locations but with support from The Wherry School staff.

If a Primary aged child made rapid progress an extended offer would be on an ad hoc basis and a personalised curriculum would be put in place.

Through our co-located mainstream High School secondary and further education learners will be able to access a range of optional GCSE, BTECs and AS and A2 qualifications

Examples of current subjects available are:

Key Stage 4

GCSE

- History
- Geography
- Photography
- Music
- Drama
- Graphics
- French
- Child Development

BTEC courses

- Visual Arts and Photography
- Health and Social Care
- Catering and Hospitality
- Construction
- Performing Arts
- Hairdressing and Beauty Therapy

Further Education

AS and A2

Art and Design	Biology	Law
Chemistry	Dance	Drama & Theatre Studies
English Literature	Film Studies	French
Spanish	Geography	German
History	Mathematics	Media Studies
Music	Music Technology	Performance Studies
Philosophy of Religion & Ethics	Photography	Physical Education
Physics	Psychology	English

Animation BTEC National Award

Graphic Design BTEC National Award

ICT OCR National Award

In the secondary department and further education learners will be offered in addition to the core of English, Mathematics, PHSE, Physical Education, Science, Art & Design, options of Work Related Learning, Music and Technology on site and a range of courses optional for 14 – 19, available at our local provisions eg City College, Easton College, NTS and other providers for Students of all abilities student will be able to access these provisions with support from The Wherry School staff.

Examples of current courses available through local colleges are:

- Agriculture
- Animal Care
- Art and Design
- Business, Retail & Administration
- Catering
- Childcare
- Conservation
- Construction
- Countryside and Gamekeeping
- Design
- Fashion (Textiles)
- Football
- Hairdressing & beauty therapy
- Hairdressing pre-apprenticeship
- Health & Social Care
- Horse care
- Land-based vehicle maintenance
- Landscape construction
- Manufacturing Engineering
- Motor Vehicle Engineering
- PC Support, maintenance & application
- Performing Arts
- Public services
- Sport
- Sport – Football
- Travel & Tourism
- Using and growing flowers and plants

Qualifications

From 2016 The Wherry School will implement qualifications based on the new primary and secondary National Curriculum

We will develop a system of assessing each learner's progress towards the end of Key Stage expectations to suit the new National Curriculum

Primary

- The existing statutory two-year-old progress check undertaken in early years settings.
- A short reception baseline that will sit within the assessments that teachers make of children during reception.
- A phonics screening check near the end of year 1.
- Teacher assessment at the end of key stage 1 in mathematics, reading, and writing, informed by pupils' scores in externally-set but internally-marked tests (writing will be partly informed by the grammar, punctuation and spelling test); and teacher assessment of speaking and listening and science .
- Phonics screening check in Key Stage 2 for those who did not meet the standard of this.
- National tests at the end of Key Stage 2 in: mathematics, reading, grammar, punctuation and spelling, and a teacher assessment of mathematics, reading, writing, and science.

Secondary

- GCSE qualifications will be offered for the core curriculum subjects of English, Mathematics, PHSE, Physical Education, Science, Art & Design, options of Work Related Learning, Music and Technology on site and additional curriculum subjects GCSE History, Geography, Photography, Drama, Graphics, French and Child Development through our co-located High School.

Optional BTEC courses offered currently through the Open Opportunity Partnership; a consortium of 6 schools and City College Norwich

- Creative Media Production
- Visual Arts and Photography
- Health and Social Care
- Catering and Hospitality

- Construction
- Performing Arts
- Public Services
- Hairdressing and Beauty Therapy

For example a high functioning student at the Wherry School in Key stage 4 would have the opportunity to take GCSE's in English, English Literature, Mathematics, Core and Applied Science, Art & Design, Cambridge National ICT and two other optional GCSE subjects eg French and History allowing access to the English Baccalaureate and also ensuring success in the new progress 8 and attainment 8 measure.

For learners who will not meet the level for GCSE/ equivalents alternative entry level qualifications will be available eg ASDAN etc

Further Education

AS and A2 levels will be offered as per further education curriculum,

AS and A2

Art and Design	Biology	English
Chemistry	Dance	Drama & Theatre Studies
English Literature	Film Studies	French
Spanish	Geography	German
History	Mathematics	Media Studies
Music	Music Technology	Performance Studies
Philosophy of Religion & Ethics	Photography	Physical Education
Physics	Psychology	Law

With optional:-

Animation BTEC National Award
 Graphic Design BTEC National Award
 ICT OCR National Award

In the secondary and further education departments learners will be offered in addition to the core, Work Related Learning/ preparation for life skills and a range of vocational courses optional for 14 - 19, available at local provisions eg City College, Easton College, NTS and other providers for students of all abilities

A range of entry, 1, 2 and level 3 vocational accredited qualifications will be available e.g. Diplomas, BTECS, NVQS

An example of current vocational courses available through local colleges are:

- Agriculture
- Arboriculture
- Animal Care
- Art and Design
- Business, Retail & Administration
- Catering
- Childcare
- Conservation
- Construction
- Countryside and Gamekeeping
- Design
- Fashion (Textiles)
- Football
- Hairdressing & beauty therapy
- Hairdressing pre-apprenticeship
- Health & Social Care

- Horse care
- Land-based vehicle maintenance
- Landscape construction
- Manufacturing Engineering
- Motor Vehicle Engineering
- PC Support, maintenance & application
- Performing Arts
- Public services
- Sport
- Sport – Football
- Travel & Tourism
- Using and growing flowers and plants

Whilst it is the intention that the majority of the time is spent in the Wherry School, provision has been made at other providers working in partnership with the Wherry School. Where this done a support package will be put around the student enabling success eg, 1-1 or a mentor if needed.

Enrichment Activities

The five key principles of this application apply to the enrichment activities of The Wherry School. It will be 'individualised' and the type and range of activities will be determined by their 'Holistic Pathway'. The 'identification and assessment' of their needs will give guidance to the professionals and families around which activities are required. Some of these enrichment activities will be directly around the 'family support' required or be part of an integrated yearly plan which reduces the stresses and pressures at key times eg holidays, mornings or after school.

As a 'Centre of Expertise' we would also look to work with other organisations to develop skills in such things as therapeutic practices and ASD friendly extended activities.

There will be a wide range of enrichment activities based around seven main areas of study. These will be Breakfast Clubs, Lunchtime Clubs, After School Clubs, Holiday Clubs, Family Support, Youth Clubs and Therapeutic Support. They will be offered on an individual basis and each learner's participation will be tailored to suit their own personal needs. The intention is to have as wide a range of enrichment activities as possible at the opening of the school and develop it further over the first four years to have in place an extensive and wide variety of opportunities for the learners.

All of the enrichment activities will be delivered by the Extended School Team, Pastoral Support Workers and the Teaching Assistants. Some contracts of Teaching Assistants will enable them be also be part of the Extended School Team and work for 52 weeks not the current 39 week academic year.

Breakfast Club

As some learners will be travelling to the school from considerable distances the focus at the start of each day will be the Breakfast Club. It will give learners an opportunity to relax after their journey and be prepared to learn. It will have a friendly, inviting and family based approach and allow learners to socialise if they so wish. Healthy eating and good social manners will be at the core of the learning objectives.

Lunchtime Clubs

During the lunchtime break there will be a wide variety of social and leisure clubs available to learners. It is expected that these will be run by the Extended School Team and Teaching Assistants on a rotational basis. Learners will have a say about the type of Clubs on offer which could range from Sporting Clubs (basketball, football, running etc), Technology Clubs (food preparation, electronics, woodwork etc), Computer Science Clubs (Web design, Social Media, and Computer Games etc) as well as more academic type Clubs such as reading, writing and homework Clubs. There will also be Play Clubs for early learners and Social Clubs for more senior learners.

After School Clubs

The After School Clubs will be an extension of the Lunchtime Club offer. There will be Sporting, Technology, Computer Science, Computer Games, Academic and General social & Play clubs available allowing learners to spend greater amounts of time on their chosen activity. They will also be run by the Extended School Team and Teaching Assistants but it is expected that Teachers will offer a club for one night a week. It is also anticipated that community organisations such as Norwich City Football Club and Respite Care Centres will be utilised to enhance this area of the enrichment offer.

Holiday Clubs

Although it is intended to break the teaching term dates into shorter periods and reduce the length of the long summer holidays it is important for learners and their families that there is Holiday Club offer when there is a period of more than one week at home. It is expected that there will be a Summer, Christmas and Easter offer to learners and families who need this extended provision. It is expected that these will be predominantly run by the Extended School Team and purchased providers, thus allowing Teachers and Teaching Assistants the required annual leave. The majority of funding will come from the schools core funding but a small donation will be asked for from parents/carers.

Holiday clubs will be different from the normal school day. They could have themed approaches such as team building or art weeks. They could also have an emphasis on a certain area of development such as communication or interaction.

Family Support

At the core of the enrichment offer will be family support run by a Family Support Worker and Clinical professionals. Family advice on a wide range of external areas along with such things as Reading and Maths Cafés will support the learners in their home environments. In the early years, families will be encouraged to join Play Clubs and Social Clubs where parents / carers and learners work together with professionals to develop the vital practical, academic and social skills of each individual learner.

We are expecting that Autism Anglia will be the main lead in this area and we hope to have a family support centre based within the school. They would ensure that this is closely linked to the learner and their needs as well as liaising with the school and its staff.

Youth Clubs

In Years 9 to 13 we will be encouraging learners to attend Youth Clubs in the evenings. This will develop their social and independence skills and ensure that learners do not become socially isolated as many ASD learners do. It is our intention to set them up in Norwich at 'The Base' Family Centre and establish another one in Yarmouth. This will ensure that there will be one available in the highest population areas. However, we also intend to work with voluntary organisations such as Asperger East Anglia and ASD Helping Hands both based in Norfolk, in establishing more Youth Clubs across Norfolk. While the youth clubs organised by The Wherry School will be specifically for The Wherry School pupils, those organised by other organisations will have a mix of individuals. It is anticipated that parents will be asked to contribute to the running of these Youth Clubs.

Therapeutic Support

This area will be at the centre of the entire curriculum planning for each individual learner. It is expected that our specialist clinical staff will lead in this area and offer a range of individual and small group interventions as well as support accessed from external agencies. There will be an offer of Art, Music and Drama Therapy as well as having access to counselling and psychotherapeutic support (eg. Anxiety and anger management) as well as specialist sensory support. Each learner will be able to access these therapeutic interventions as part of their individual plans both within the school day and the extended school day. There will be both individual 1-1 and small group sessions depending on the needs of each learner and the dynamics of the groups.

We recognise that working with learners with the most complex needs presents unique challenges to all of the staff. The ability to discuss and share problems through regular small group and individual consultation and supervision with the therapeutic team is essential. This will help ensure that staff are able to deliver a high quality education and relate confidently and safely with all the learners.

The Therapeutic Team will work alongside the Pastoral Support Team supporting behaviour managements and social issues with learners. They will ensure that education staff are supported constantly in behaviour issues and learners anxieties and difficulties are addressed immediately. This will ensure that the learning environment is both safe and supportive.

Other therapeutic approaches such as Equine Assisted Learning will be used to support this vital offer for ASD learners.

Pupil Transition

One of our key principles of having an 'Holistic Pathway' is vital in the transitioning of learners with ASD. At The Wherry School we would ensure that each learner's pathway not only looks at the educational challenges but also the personal and social barriers that each learner will need to overcome. Professionals from Health,

Education and Social Care will ensure that the pathway and transition is successful with consultation with the learners and their families.

Change is difficult for many learners on the Autism Spectrum. This is because of an impairment of flexibility of thought, and anxiety linked to the unknown. Learners with ASD have difficulties in predicting what might happen in a new setting so prefer to remain with what is familiar. Difficulties in social understanding mean that a person with autism is likely to take longer to understand the expectations and social rules of a new environment or social situation. Due to difficulties in reading and interpreting social cues, a person with autism may not know how to respond or how to behave in many common social environments. Therefore, the process of transitioning learners with ASD is even more important than for a learner without this condition. There are key transition areas identified in our school. These are entry into the school, change of teaching class, change of department, Primary to Secondary, Secondary to Further Education and leaving the school. As well as these main areas there are transitions taking place regularly with individual learners eg. starting a new After School Club or going to a youth club etc.

Key Principles for Successful Transition

- It is vital that all members of the learners community (parents/carers, support workers, social workers etc) are involved in the planning and implementation of any transition process.
- The learner should be prepared fully for the transition by involving them in the planning.
- They will have opportunities to visit the new environment on more than one occasion.
- They will have a plan with answers to 'what ifs?', e.g. What if I am late for school, what should I do?
- Social Stories will be used to support the process and explain the changes.
- All staff will have an excellent knowledge of each new learner and their particular likes and dislikes.

Entry to the School

When the decision has been made for a learner to be admitted to the school a set of transition visits will be set up.

- At these visits the learner should meet their new teacher and teaching assistants.
- They should be made familiar with their classroom and any key areas of the school eg. Dining Room, Hall etc.
- Pictures of the staff and key areas of the school should be given to the learner and family so that further preparation can take place.
- A set of simple rules (expectations) should be shared with the learner and their parent/carer and worked on during the visits.
- Parents /carers should support the process by practising the journey, having a countdown calendar and familiarising the learner with the new uniform, school bag etc.
- Regular meetings should take place prior to and after entry into the school between staff and parents/carers.

- There should be a key worker for each parent /carer to be able to contact with any questions or concerns.

Learners who join the school part the way through the school year will need special consideration and support on entering the school and an individualised plan will be produced. They may need more intensive adult support or a phased admission into the school.

Change of Teaching Class

This should be facilitated with the following considerations:

- Information transfer
- Visit to the new class
- Personal introductions
- Visual reminders of new expectations / changes/ but also what will remain the same eg. Same dining room, same hall etc
- Transfer of attachment (key persons)
- Transfer of classroom (equipment, books etc)
- Support on first few days with the geography of the new area
- Allowance for purposeful return (eg.deliver note to previous teacher).

Primary to Secondary

In addition to the change of teaching class considerations, the following should also be taken into account:

- A map of the new area
- A separate timetable for each learner
- Set up a buddy system with existing secondary learners
- Explain new rules for Secondary School
- Explain new freedoms and responsibilities etc
- Show new facilities available (eg. chill out room)
- Consider procedures for lunchtimes, breaktimes etc.

Secondary to Further Education (within School)

Taking into account all the principles of change of teaching class and Primary to Secondary transfer the following should also be considered:

- There is more choice in the curriculum
- More adult rights and responsibilities
- New dress code
- New areas to work in – Mainstream Schools, FE College
- New staff to work with who are not at the school.

School to FE College / Work

This could be the most traumatic transition that a learner with ASD could experience, therefore thorough preparation is vital if it is to be successful. All learners will start this process in year 9 whether they are leaving in year 11, 12 or 13. They will all have a comprehensive and individualised Transition Plan which will be compiled by staff, parents/carers, the learner and other support agencies. This will have views from the learner and their families and The Wherry School. It will itemise the steps that need to be taken to ensure a successful transition. It will have short, medium

and long term targets to meet and explanations on how they will be met for each learner.

The plan and transition process will concentrate on preparation for possible new environments, the world of work, colleges and universities, personal needs and wishes and feelings.

Each learner will establish their own pathway to where they wish to proceed but this will be underpinned by the ability to manage in the society in which they live and become a socially acceptable and positive citizen.

The receiving college, university or workplace will be given support from the school to support the transition and the learners' needs. This will include guidance on the individual needs, particular strengths and areas of particular concern to avoid. An example may be for a learner to avoid large groups of people or utilise a particular strength in certain areas such as ICT or Mathematics.

To access mainstream /college curriculum

Throughout The Wherry School there will be opportunities to access curriculum and resources in mainstream / college settings. This will need to be planned systematically and sympathetically with the leavers needs in mind. Phasing the inclusion and proximity working may well be needed. Almost certainly, adult support will be necessary to ensure a successful transition and placement. This will be a role for the Higher Level Teaching Assistants and Pastoral Support Team.

Section D2

Measuring performance and setting targets

From the National Autistic Societies statistics we understand that 30% of parents say that their child's educational placement is not adequate and only half (53%) who responded to the survey felt that their child was making good educational progress. At the Wherry School it is our intention the school will be Outstanding. As such, our targets will be set ambitiously and intentionally high. We accept that The Wherry School will receive learners who will have 'significant gaps' in their learning and therefore we cannot set targets of 100%. However, we know that following the five key principles of the school will enable us to make a substantial difference to their academic and personal outcomes.

When established, we will measure performance using the standard indicators in RaiseOnline and 6th Form PANDA. We expect that every learner will make exceptional progress leading to Outstanding attainment.

Each learner will be assessed on arrival to the school to establish a baseline. We will use this baseline to set a challenging target for learners in PSHE, Mathematics and English. We will monitor learners' progress against these targets. Intervention will be a key feature of the school and used to accelerate the knowledge acquisition of learners, many of whom will have pre-existing gaps from previous schools.

Particular care will be taken to ensure that targets are not reinforcing previous poor progress. Once learners have settled into The Wherry School, we will assess their

rate of progress in this new setting. We will use this information to adjust targets to ensure they reflect the rapid progress we expect learners to make.

Academic Targets

KS2 L4+ in reading, writing & mathematics	> 80%
KS2 Expected progress in mathematics	> 92%
KS2 Expected progress in reading	> 92%
KS2 Expected progress in writing	> 95%
KS4 Progress 8	> +0.3
KS4 Percentage achieving a C+ in EN & MA	> 65%
KS4 Percentage achieving EBacc	> 25%
KS4 Percentage making expected progress in EN	> 75%
KS4 Percentage making expected progress in MA	> 75%

We have set our targets based upon national averages. In each case, we are aiming for our students to achieve beyond the national average. Given our students' backgrounds and previous educational histories, we believe that these targets will be challenging but realistic.

We have also set our KS5 targets to be above national averages. We expect our average point score per student to be over 709 and our average point score per entry to be over 213.

The same academic targets apply to disadvantaged, EAL and other key cohorts of learners. It is our ambition to remove gaps between the achievement of all learners and those with additional challenges.

Behaviour Targets

Due to the nature of the learners at the school, we expect that the level of behaviour incidents will be high. However we will track each learner's behaviour incidents and put in place interventions and support to rapidly reduce these over time.

Once we know the cohort of learners needs, targets will be set for the whole school and individuals.

Fixed Term exclusions as % of pupil group	< 3%
Permanent exclusions as % of pupil group	0%
Behaviour in lessons rated as Good (judged according to Ofsted Framework)	100%
Good management of behaviour out of lessons	100%

Attendance Target

Our absence figure will be less than 5%.

Quality of teaching

The school will require a high-quality teaching workforce. We will ensure that at least 95% of all lesson observations are judged good or outstanding with no inadequate lessons. We will also aim to have at least 60% of lessons judged as outstanding.

Pupil and parental satisfaction

We will conduct regular parental surveys and aim for a satisfaction rating of over 95%.

Pupil participation in extra-curricular activities

100% of learners will take part in at least one extra-curricular activity every week.

Inclusion into Mainstream Provision

90% of learners will achieve a successful inclusion experience into a mainstream setting during their time at The Wherry School.

Independent Travel

We would want to achieve a target of 95% of learners being able to travel independently using public transport.

Personal Safety

We would want 100% of our learners to feel safe when in The Wherry School. However, we would also want 100% of our learners to know what to do if they felt unsafe out of the school.

Setting ambitious and realistic targets

There are few comparable schools that can be used to test the targets we have set. Those that do exist have not yet produced data. However, we will contact them and establish data-sharing arrangements where possible to provide benchmarking and moderation opportunities.

It is our expectation that we will be able to enable our learners to perform above national averages.

Assessment and data tracking

Our assessment process will start when a student makes an application to the school. We will assess students to ensure that the school is suitable for the student and can meet their educational needs.

As part of the induction process, students will be given a baseline assessment. This will be used to assess academic levels, stages of personal development, social and functional communication, sensory processing and ability to self-manage emotions and external stimuli.

We will track student progress on a number of different levels. Lesson by lesson progress will be monitored by classroom teams using assessment for learning principles and a commercial behaviour monitoring package. Lessons will be planned to meet the needs of the students to ensure that key concepts are learned. Where some learners require additional support, this will be provided by an intervention from an HLTA or teacher as required.

We will ensure that teachers' assessments are accurate by sampling and moderating work using the expertise of teachers from Parkside and Hewett Schools. These will also be checked as part of the annual review process.

Every student will be assessed against a matrix of core knowledge in each subject and a set of key competences for PSHE. This portfolio will be updated regularly and will form the basis of student-teacher feedback, tracking and communication with parents as the document will be shared. Student portfolios will be key to the school's systems of ensuring the progress of each student, tracking and monitoring.

Formal assessment will take place on an individualised basis and will be performed when the student is ready. Formal assessments and examples of other assessed work will be kept in the students' portfolios.

Portfolios will be reviewed half-termly for all subjects. These reviews will analyse them to assess rates of progress and identify issues with individuals or groups of students and their progress. The analysis will be used to problem-solve any issues identified and intervene promptly to rectify them. This may focus on a student or groups of student or the teacher, where wider concerns are identified.

Case study

[REDACTED]

Monitoring and evaluation systems

The Wherry School will provide a high quality education. As such, the school will ensure this by systems of quality assurance and quality control. We will assure quality by establishing firm operating principles and procedures based on best practice from Outstanding special schools. Staff will receive high levels of training, CPD and supervision to induct them into safe and effective ways of working. This is particularly important for staff working with learners with ASD.

Individual teachers will be responsible for monitoring and evaluating the progress of students within their own classroom. This will be checked by senior leaders as part of the half-termly review sessions. The reviews will mainly focus upon individual students though this data will be combined to analyse patterns across key cohorts of students.

The half-termly review, as well as considering the academic progress of learners, will also analyse patterns of behaviour and attendance. The reviews will form the basis of reports to the governing body, which will scrutinise and challenge the senior leaders.

Where issues are raised, a key leader will be identified to create an action plan to address them. Action plans will be shared with the senior leadership team and the staff, where necessary. Governors will receive regular reports on the impact of these plans.

The evaluation will be supported by a member of staff from Parkside School who is Ofsted trained. She will support the new senior leaders to benchmark the school against national standards, where these exist. As more schools for students with

ASD develop nationally, we will share data with them to establish a benchmark for quality provision.

We also plan to train one of the senior leaders as an Ofsted inspector to take over the role in the long term.

Monitoring and improving the quality of teaching

As 'individualisation' is a key principle of The Wherry School, high quality teaching and learning is essential.

To ensure that learners' personal and academic targets are achieved the school will have robust and detailed monitoring of the teaching and learning across the school. The Principal will be in charge of all Teaching and Learning monitoring but will be supported by each Head of Department and Subject Co-ordinator. It is expected that at least one Senior Manager will be trained as an Ofsted Inspector and will be able to support all staff in the requirements outlined in the most recent criteria on Quality of Teaching. It is also expected that all teaching staff will be monitored against the National Teachers Standards.

Each teacher will be seen by senior leaders at least 3 times a year but it is expected that this will be more taking into consideration focussed learning walks and specialist area observations. The Head, initially, and eventually the whole of the Senior Leadership Team Teachers will be trained to a high standard and be able to offer constructive advice to teachers for improvement. Each lesson observed will be broken down into its component parts and feedback given to teachers on the level of delivery and learning outcomes to emulate Ofsted. There will be no overall judgement of the lesson but a number of graded detailed reports for the teacher to use in their appraisal records and judgements. These reports will also form the basis of a teachers targets set at the Appraisal Meetings and Reviews. For any staff not reaching the required standard a support package will be put in place and monitored closely. If this does not make the required improvement over a fixed period of time then capability procedures, agreed by Governors, will come into effect.

Twice a year Governors will be given data from these detailed observations in order to monitor the quality of teaching and learning across the school. General areas for school improvement and continuing professional development will be highlighted and put in the Schools Improvement and Development Plan.

The Principal will ensure that each teacher is observed by at least two senior managers within a twelve month period. It is also possible that monitoring by two Senior Managers could take place where training or performance issues are highlighted.

Subject Co-ordinators will also observe lessons and support teachers by offering advice on subject specific issues.

Governors will join Senior Leaders on learning walks across the school and feed back to other governors on them.

Where learners are educated in another establishment the Principal will work with the receiving school / college and check on the quality of teaching and learning. Concerns will be highlighted as soon as possible and dealt with through their quality assurance procedures. Any placement will only continue if the quality of Teaching and Learning is assured.

Regular supervision will be provided by members of the therapeutic team to ensure that staff are supported emotionally when working with the most challenging learners. We recognise that regular high quality supervision promotes reflective thinking and safe practice. Research also shows that it builds a cohesive team where high quality staff are retained.

Liaising with and reporting to parents/carers

Another key principle of The Wherry School is 'family support' and the relationship between the school and parents/ carers is vital if learners with ASD are to succeed in educational outcomes. With this in mind it is intended that the school will have three consultation meetings each year outside of the school day. In addition, there will be a detailed review of the Statement /EHCP each year.

Also, a daily home/school book will be completed by staff and parents/carers. This will be a major communication tool and will highlight issues, successes and changes to the general timetable or home circumstances.

A programme of work will be issued at the beginning of each term for each individual learner and ideas given to parents/carers on how they may be involved in supporting the learning process.

Regular learning events will take place at the school for parent/carers to be involved with. It is expected that Autism Anglia will base their family support sessions at the school and they will help to develop the communication systems with parents/carers.

There will be a formal written report each year around the annual review of the statement / EHCP. This will have detailed reports on the application and achievement of each learner. However, it is intended that a 'real time' on-line system will be used so that parents can monitor such things as attendance, behaviour and general achievements.

Section D3

Staffing Structure

It is intended that the staffing structure of the school should reflect the complexity of the needs of this complex group of learners. In parts it will have a traditional structure of Teachers and Teaching Assistants but it will also have areas of enhancement to meet the needs of each individual learner. The structure will be based around five main areas and these will develop each year in order to be at full capacity in four years:-

Senior Leadership Team

This will be made up of the Principal, Business Manager and three Heads of Department (Primary School, Secondary School and Further Education). It is

anticipated that the Deputy Head will be appointed from either the Head of Primary or Head of Secondary Schools. The Principal, Head of Primary and Secondary Schools will be appointed ready for the opening of the school. The Head of Further Education will be appointed in year 3 ready to receive the first intake of Year 12 students.

Teachers

In the final structure of the school in addition to the Senior Leadership teachers there will be fifteen more teachers across the school. In the Primary Department there will be four teachers with a mixed group of Years 1 and 2 with possible Reception learners, a mixed group of Years 3 and 4, a group of Year 5 and a group of Year 6. The increase in numbers in Year 5 will reflect an intake of learners from the Primary Schools who are not able to thrive in a mainstream setting.

In the Secondary School there will be ten teachers each with a class of 6 learners. In addition to the Head of Department it is expected that the teachers planning time will be covered by Higher Level Teaching Assistants who will lead on some areas of the curriculum and also be in place for cover supervision in the event of teacher absence. In this way the continuity and consistency for learners will be maintained.

In the Further Education Department there will be one teacher in addition to the Head of Further Education and the numbers per class will be up to 8 learners, reflecting the increased maturity and independence expected of this age group.

Learning Support

There will be a comprehensive range of learning support staff across all three departments in the school. It is expected that there will be two assistants per class team and these will be at various grades depending on their responsibilities. The highest level (Grade F) will be able to Cover Supervise as well as lead on certain curriculum areas under the direction of the teacher. There will also be assistants on Grade E, who will lead in certain areas and be able to take certain responsibilities within the class and curriculum delivery. Finally, there will be assistants who are on Grade D who will only be required to support the learners in lessons and for care issues.

Extended School Team

The Extended School Team will be a group of professionals working alongside the education staff to support a variety of areas in the learning environment and the personal and social development of the children. There will be a Pastoral Support Team working across the school to help education staff with the management of behaviour and social issues within the classroom. This will be a group of three highly trained professionals who will have the ability to safely manage very challenging behaviours. The extended school workers could come from the learning support assistants, whose primary aim will be to develop the extended curriculum outside of the teaching day.

We will also have in the school, an Educational Psychologist, Clinical Psychologist, Social Worker and Speech and Language Therapist who will work with education professionals, individual learners and families to have 'solution focused' outcomes to issues and development planning. These professionals will also support the staff

with their professional and personal needs, and support debriefs following 'difficult' situations or reflection on critical incidents. It is anticipated that this group will not necessarily be employed on a full-time basis.

Finally in this group will be a Parent Support Worker who will ensure that family needs are listened to and acted upon. They will also work closely with family support groups such as Autism Anglia.

General School Support

Along with the Business Manager this team will ensure that the non-educational areas of the school run effectively and efficiently. It will be led by the Business Manager and have a Site Manager, Cleaners, Technician, School Secretary, PA to Senior Leaders and a General Administration support worker. It is expected that this team will have a full complement at the start of Year 4.

Phased Growth

As we are looking to be working at full capacity within a four year period it is essential that a detailed growth structure is in place in order to deliver the education and extended school offer to the learners at the school. The following chart details the staff and the yearly growth required.

Staff roles, experiences and expertise

All members of staff will have a pastoral role within the school. Each class teacher will have responsibility for their class of 6 or 8 learners supported by their Teaching Assistants. Heads of Department will support each class team and in general the extended schools team. This extended pastoral structure will ensure that each learner's needs are met and that liaison between education professionals, health professionals and parents/carers will be at a very high standard.

It is intended that we have a balance of experience and staff who will need development within the school. The Senior Leadership team will be drawn from professionals who have extensive knowledge in the education of learners with ASD. It is anticipated that these may not be available within the Norfolk area and recruitment from a national pool will be required. It is expected that we will need to train and develop our Teachers and Teaching Assistants as we develop the school further. There are education professionals within Norfolk with some, if not extensive knowledge of ASD, and these could meet our requirements. However, we will also be looking at both Senior Leaders and Teachers to co-ordinate subjects across the school and advertisements will reflect the need to recruit these extended roles.

In the Extended School Team it is felt that there are professionals that can meet the requirements of the school within the area of Norfolk. We would look for individuals who not only have experience in the ASD field but also have a particular interest in it.

The General Support Team will be led by an experienced Business Manager and we would seek to employ a person who can not only manage the business aspects of the school but also be able to work effectively with education and health

professionals to produce outstanding facilities and curriculum offers to this group of learners.

We do not envisage difficulties in recruiting the rest of the General School Support Team, but we would expect to employ an experienced Site Manager and Secretary at the opening of the school.

SENIOR LEADERSHIP TEAM

Principal

Business Manager

Deputy Head Teacher & Head
of Primary School

Assistant Head Teacher
& Head of Secondary School

Head of FE
& Teacher

PRIMARY DEPARTMENT (4 classes)

DEPARTMENT (2 Classes)

Teacher
R, Yrs 1&2

Teacher
Yrs 3&4

Teacher
Yr 5

Teacher
Yr 6

Inc. 2 curriculum leaders on TLR 2.2

Teaching Assistants
8 X TAs (2@ F, 2@ E, 4@ D)

SECONDARY DEPARTMENT (10 classes)

Teachers
x2 Yr 7

Teachers
x2 Yr 8

Teachers
x2 Yr 9

Teachers
x2 Yr 10

Teachers
x2 Yr 11

Inc. 3 curriculum leaders on TLR 2.2

Teaching Assistants
20 x TAs (5@ F, 5@ E, 10@ D)

Teacher x1

FE

Teaching Assistants
4 X TAs (1@F, 1@E,
2@D)

All grades E & F would have additional responsibilities (eg. Cover Supervision, Curriculum expertise etc)

EXTENDED SCHOOL TEAM

Pastoral
Support (TAs)
x 3

Parent Support
Worker X1
0.5

Extended School
Workers (D) x5

Ed. Psychologist
0.5

Clinical
Psychologist
0.5

S & L
Therapist
0.4

GENERAL SCHOOL SUPPORT

Caretaker

Cleaners X 3

Technician

58

School Secretary

General Admin

PA to SLT

STAFF/YEAR	SEPT 16	SEPT 17	SEPT 18	SEPT 19
Students on Roll	48	60	80	100
Leadership Team				
Principal	1	1	1	1
Deputy Head	1	1	1	1
Head of Secondary School	1	1	1	1
Head of FE			1	1
Business Manager	0.2	0.5	1	1
Total	3.2	3.5	5	5
Teachers				
Yr R, 1 & 2	1	1	1	1
Yr 3 & 4	1	1	1	1
Yr 5	1	1	1	1
Yr 6	1	1	1	1
Yr 7	2	2	2	2
Yr 8	2	2	2	2
Yr 9		2	2	2
Yr 10			2	2
Yr 11				2
Yrs 12 & 13				1
Total	8	10	12	15
Learning Support				
TA Grade F	4	5	7	8
TA Grade E	4	5	7	8
TA Grade D	8	10	13	16
Total	16	20	27	32
Extended Team				
ES Workers	2	3	4	5
Pastoral Support	(from TA team 0)	(from TA team 0)	(from TA team 2)	(from TA team 3)
Parent Support	1	1	1.5	1.5
Clinical Psychologist	0.5	0.5	0.5	0.5
Educational Psychologist	0.5	0.5	0.5	0.5
S & L Therapist	0.4	0.4	0.4	0.4
Total	4.4	5.4	8.9	10.9
General School Support				
Caretaker	0.7	0.7	1	1
Cleaners	2	3	3	3
Technician	1	1	1	1
School Secretary	0.5	1	1	1
PA to SLT	0.5	0.5	1	1
General Admin	1	1	1	1
Total	5.7	7.2	8	8

In addition to the teaching, 5 Teachers will be appointed with a TLR 2.2 to co-ordinate the subject areas English, Maths, ICT, PSHE, Science, PE, Art & Design, Music (Performance) and Technology. As each of the Heads of Department will also co-ordinate a subject, this will cover the specialisms in all areas.

Section D4

Assessing and meeting the needs of all pupils

Initial Assessment of pupils' needs

As identification and assessment is a key principle of The Wherry School it will play a large part in the overall work of all professionals at the school.

All learners will have a diagnosis of Autistic Spectrum Disorder and will be identified by the Health Service, SEND Co-ordinators and mainstream schools that their needs would be best met within the Special School.

An admissions team will look at all 'proposed admissions' and ensure that successful learners meet the criteria for acceptance to the school. The team will be made up of the Local Authority Special School Admission Officers, an Educational Psychologist, a SEND Co-ordinator, the Principal and Head of Primary, Secondary or Further Education from the school. On acceptance the learner will be visited both at home and in their current school setting where an initial assessment of personal and social needs will be conducted by education and health staff. A further meeting will take place with the learner, parents and the current school to determine the learning implications and any strengths and areas of particular difficulty.

Along with all other information gathered from Educational Psychology reports, Health reports etc a Personal Learning and Social Plan will be produced to ensure continuity and consistency. The class teacher will ensure that not only is the plan implemented but progress against the plan is monitored and reported back to the Heads of Department. The learner will not only be aware of the plan but will be able to have a significant contribution towards it. Personal and Social targets will be an integral part of the plan and their success will be constantly monitored. An example of this could be for a learner to improve their ability to work with other learners. We would look to increase the opportunities for such learning and set targets accordingly. A reward structure could be put in place to increase the incentive to achieve this target.

The main areas of the plan will be based around academic progress, engagement in the learning process, the ability to self-monitor and behave in a socially acceptable way, the ability to try new experiences and learning areas and the ability to work and socialise with other people.

Although there will be a core curriculum that all learners will study, there will also be flexibility around the delivery of each subject. Each learner will also have flexibility of choice in certain areas of the curriculum which will be determined by their Personal Learning and Social Plan to build on their strengths and develop them further.

The Therapeutic support will also be individualised and will include Speech and Language Therapy, Art and Music Therapy, Equine Assisted Learning, counselling and psychosocial interventions etc. The range of therapeutic offers will develop further as the school develops its staff and professional links.

Tracking and On-going Assessment

The school will use a commercial behaviour tracking system eg. 'Behaviour Watch' or 'Sleuth' to monitor the general behaviour around the school. The class team (Teachers and Teaching Assistants) will ensure that both negative and positive behaviours are recorded continuously to ensure accurate and up-to-date data. Parents/Carers will also be able to monitor their child's progress using an on-line facility.

Each Head of Department will have responsibility for monitoring the effectiveness of the Personal Learning & Social Plan and ensuring it is effective by using the data from class teams. They will also monitor and manage the Pastoral Support Team whose prime purpose will be to support the class teams in behaviour management. This team will be highly trained specialists in behaviour management and ensure that minimal time is lost to disruptive and poor behaviour. Class teams will meet on a weekly basis and discuss each learners plan. They will be supported by specialist staff such as Clinical/Educational Psychologist, Speech and Language Therapist and Pastoral Support Team. The effectiveness of the plan will be judged and progress in academic and personal targets recorded. In the early stages of a plan it is expected that there will be a need to adjust and develop it in order to best meet the needs of the learner. Personalisation and flexibility will be at the heart of all discussions and changes to each plan.

Approaches to meeting different needs

'Individualisation' will be at the core of The Wherry Schools' work and meeting the individual needs of every learner an ultimate target.

Although all learners will have a diagnosis of ASD as already outlined in Section D1 the needs of each individual learner will be many and varied. In addition to their condition they may have other difficulties which compound their problems to access the learning environment. There may be specific learning difficulties (dyslexia), physical difficulties, home related social issues etc.

As well as specialised approaches such as TEACCH and SCERTS, which will result in autistic friendly classes and teaching, we will ensure that other adaptations and interventions are available to learners. The use of technology for hearing or visually impaired learners is obvious, but equipment such as Computers and Tablets can also benefit learners with specific learning difficulties or who have English as an additional language. An analysis of each learners needs will help us determine additional equipment required to meet each individual learning profile. The purchase of all specialist equipment will have to be major consideration when setting the school budget each year.

Some learners who enter The Wherry School may not be able to access the full curriculum on offer in the initial stages of their development. There will need to be a flexible approach to their needs and the use of enrichment activities and therapeutic

practices will be used on an individualised withdrawal basis. The learners plan will always have the target to access the full curriculum but this may be achieved quite quickly for some but for others this may be a longer process. The weekly monitoring meetings will ensure that learners do not remain static and are always working towards accessing the full entitlement within the school.

Staffing

All staff within the school will be trained to a high level with regard to the education of learners with ASD. However, within the teaching staff we will also have eight curriculum specialists to meet the requirements of the core curriculum and optional curriculum areas. These specialists will support all Teachers and Assistants in the planning and delivery of specialist curriculum areas as well as monitoring this across the school.

Higher level Teaching Assistants will be based in each class and will support the delivery of the curriculum. The highest level Teaching Assistants will also be Cover Supervisors and will be able to take the place of Teachers in the event of absence or training. Each class will also have a Teaching Assistant whose responsibility will be to support the learning process and the personal and social care of the learners. Under the direction of the Principal, the Heads of Department will have responsibility for the curriculum delivered in their department and to individual learners. They will also oversee the Personal and Social Care of the learners and oversee this work within each of the classes that they are responsible for.

The Principal will have responsibility for ensuring that minority groups, eg those on Pupil Premium, Gifted & Talented, EAL etc within the school are receiving the best possible opportunities in their education experience. They will ensure that there is a register of these groups and that their needs are met and their outcomes are at least as good as the majority of learners. The Gifted and Talented group will be given the opportunities to excel in their identified areas.

Safeguarding, Behaviour and Attendance

Safeguarding

The Wherry School will ensure every child who is a registered learner at our school is safe and protected from harm. This means we will always work to;

- Protect our children / young people from maltreatment
- Prevent impairment of our children's / young people's health or development
- Ensure that our children / young people grow up in circumstances consistent with the provision of safe and effective care
- Undertake that role so as to enable our children/young people to have optimum life chances and enter adulthood successfully.

Our school will fully recognise the contribution it can make to protect children from harm and supporting and promoting the welfare of all children who are registered learners at our school.

Our school will establish and maintain an ethos where our learners feel secure, are encouraged to talk, are listened to and are safe. Children at our school will be able

to talk freely to any member of staff or regular visitor to our school if they are worried or concerned about something.

All staff and regular visitors will, either through training or induction, know how to recognise a disclosure from a child and will know how to manage this. We will not make promises to any child and we will not keep secrets. Every child will know what their chosen adult will have to do with whatever they have been told.

Throughout our curriculum we will provide activities and opportunities that will equip our children with the skills they need to stay safe. This will also be extended to include material that will encourage our children to develop essential life skills.

At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies. The Deputy Head will be the Designated Professional for Safeguarding but at least one other member of the Senior Leadership Team will also be trained to a 'Designated Professional' standard.

Behaviour

The ethos of The Wherry School (Individualised and Holistic approach) will have a considerable influence on the general behaviour of the learners and to this end it is important that it is both understood by all concerned and regularly monitored and reiterated.

The school will have high expectations of both work and behaviour and we feel that the interactions between staff and learners are very important. We believe in a climate of mutual respect, of valuing learners and a willingness to devote time to listen.

We also believe that a reward based approach is preferable to a sanction orientated ethos and that both reward and punishments should be seen to be fair and just. This can be particularly important to ASD learners who see justice and fairness as very important. Thus the use of rewards is very common and constantly used whereas sanctions are needed on very rare occasions. Behaviour and level of adult intervention is recorded both in and out of the class situation.

It is important that all staff know what is expected of them and recognise their contribution to the overall ethos of the school. In this way The Wherry School has outlined the responsibility of staff in order that a clear structure is apparent to all concerned.

Principles for Providing an Effective Behaviour System

- Within The Wherry School it will recognise that effective learning is supported through an ethos which contains elements of mutual respect between learners and staff along with the recognition that caring for others develops social cohesion and respect for the needs of individuals.
- Learners and staff will work collaboratively in all aspects of school life. Parents and Governors also have a recognised role to play in supporting the work of learners and in providing recognition and praise for positive achievement.

- Learners who realise their potential and who receive recognition for their achievements are more likely to behave appropriately and develop mature attitudes.
- Learners will work towards developing appropriate relationships with peers, other learners and staff. Learners may also work alongside adults other than teachers and appropriate behaviour patterns should be encouraged, e.g. Work Experience and involvement in the school business.
- Toleration for others and respect for their individual needs should be paramount.
- Learners need clear indications with regard to their behaviour. This can be demonstrated on an individual basis or before other learners in an assembly for example. Learners who display challenging behaviour through social, emotional or educational difficulties should receive positive feedback for all aspects of good behaviour that they display.
- Developing learners' independence and self-control should be an aim of all staff. Learners will need guidance for the development of strategies to establish appropriate methods of dealing with difficulties. Methods should reflect learner age and maturity and if regular should feature on learners' individual plans.
- Sanctions should be appropriate to the individual learners and reflect the seriousness of the incident. Learners should be encouraged to reflect upon their behaviour and make amends for any wrong doing.
- Rewards must match the degree of the learners' effort and should be designed appropriately to motivate the learners towards significant achievement.
- Parents are partners in the education of children and should be encouraged to be involved in celebrating the successes of their children along with working together towards the reduction of inappropriate behaviours.
- Recording positive and negative behaviour patterns is essential for monitoring learners' personal development. Discussion on learners' behaviour will feature in departmental and full staff meetings. Senior Management should be kept aware of learners who display persistent difficulties. Learners who also display effort should be recognised and Senior Management should be involved in the process of recognising learners' efforts. Strategies for dealing with persistent poor behaviour should be formulated in consultation with all parties involved with the learners to ensure consistency of approach. Staff awareness of programmes will be paramount to promote standardisation of approach.
- The Wherry School will have an ethos of avoiding exclusion whenever possible. The target of less than 3% with such a challenging group of learners reflects this commitment. We would not want to use permanent exclusion at all. This could only be achieved by meeting our targets of 100% good management of behaviour both in and outside classrooms.

Attendance

The Wherry School will be committed to providing a full and efficient education to all learners and embrace the concept of equal opportunities for all.

We will endeavour to provide an environment where all learners feel valued and welcome.

For a learner to reach their full educational achievement a high level of school attendance is essential. We will consistently work towards a goal of 100% attendance for all children. Every opportunity will be used to convey to learners and their parents or carers the importance of regular and punctual attendance. Our target of 95% attendance reflects The Wherry School's high ambitions for its leavers.

Each year the school will examine its attendance figures and set attendance targets. These will reflect both national and Norfolk attendance targets.

The school will review its systems for improving attendance at regular intervals to ensure that it is achieving its set goals.

School Procedures

Any learner who is absent from school will have their absence recorded as being authorised or unauthorised. Only the Principal or a member of staff acting on their behalf can authorise absence.

Lateness

Morning registration will take place at the start of school. The registers will remain open for 30 minutes. Any learners arriving after this time will be marked as having an unauthorised absence unless an explanation given is accepted as grounds for authorising the late arrival.

First Day Absence

Parents/Carers will be expected to contact the school by telephone or note (via the school transport) to explain an absence. This is transferred to the register by the form teacher/ Teaching Assistant or the Attendance Administration Assistant. If there is no communication from parents/carers the Attendance Administration Assistant will telephone them before 11.00am.

Third Day Absence

Parents/carers will be telephoned again and a standard letter is sent asking them to contact the school as soon as possible.

Fifth Day Absence

If there is still no contact the school may telephone emergency contacts to ascertain the reasons for absence.

Ten Day's Absence

Any learner who is absent without an explanation for 10 consecutive days will be referred to the Norfolk Learners Attendance Service. The school will include details of action that they have taken.

Frequent Absence

It is the responsibility of the Heads of Department to be aware of and bring attention to any emerging attendance concerns. The Attendance Administration Assistant will produce a monthly report highlighting learners' attendance below 85%. This report

will monitor any frequent patterns of absence by particular learners and therefore any problems can be quickly addressed. The report is then signed by the Principal.

In cases where a learner begins to develop a pattern of absences, the school will try to resolve the problem with the parents/carers. If this is unsuccessful the school will refer to the School Health Adviser if the problem appears to be a medical one. In other cases the school will discuss the problem with the schools Attendance Improvement Officer.

Other Agencies

At the core of the working of the school will be the range of other agencies contributing to the offer that the learners will receive. We will have a Parent Support Worker to ensure that families are given advice and practical support to alleviate some of the stresses that having a child with special educational needs can bring. A Speech & Language Therapist will be employed to work with the individual learners and assess their needs and progress towards their targets. They will also support the education staff in planning and delivery of the curriculum ensuring that it is Autism friendly. Finally, they will liaise and work with parents/carers to have a consistency of approach to speech and language issues both at school and in the home.

An Educational Psychologist will work across the school and support the delivery of the curriculum, individual learning programmes and the personal and social needs of the learner. They will also conduct supervision for staff and support them in their emotional well-being. In addition, we expect them to carry out formal assessments and complete reports for the school and parents/carers to work with.

To further enhance the Psychology team we will have a Clinical Psychologist who will have a role of assessing emotional/mental health issues within the learners and will support individual learners, families and professionals within the school. The Clinical Psychologist will have particular expertise in Child and Adolescent Mental Health (CAMHS) issues.

Supporting the health professionals and education staff we will be working closely with paediatricians and other health professionals having frequent support surgeries and planning sessions. They will act as consultants to the school and enable a quick response to critical problems and situations.

The nature of these sometimes extreme ASD learners means that purchasing the services of a Social Worker will be necessary to support the school, parents/carers and the individual young person. We feel that this is a vital post within the school make-up to ensure that problem areas are supported and individual programmes are worked on both in and outside of the school setting.

As Children Assessment and Therapy Services (CATS) are one of the four sponsors of the new school we will be using them to ensure that the linkage between the education offer and the clinical offer will be both integrated and seamless in the working of the school. They will oversee the health agencies, health staff and social working aspect of the school and make sure that the individual child is always at the centre of any decision making.

Section E - Evidence of need – part 1

Table 1: For pupils with statements of SEN or with Education, Health and Care (EHC) plans

	Year 1				Year 2			
	A	B	C	D	A	B	C	D
Reception	0		0		0		0	
Year 1	3		0		3		0	
Year 2	3		2		3		0	
Year 3	3		2		3		2	
Year 4	3		1		3		2	
Year 5	6		3		6		1	
Year 6	6		7		6		3	
Year 7	12		2		12		7	
Year 8	12		3		12		2	
Year 9	0		1		12		3	
Year 10	0		0		0		1	
Year 11	0		0		0		0	
Year 12	0		0		0		0	
Year 13	0		0		0		0	
Totals	48		21		60		21	

Section E: Evidence of need – part 2

Section E1: Evidence of need for statemented pupils

A description/timeline of how we engaged with commissioners

- 10th October 2013: meeting of interested parties to discuss the feasibility of entering a bid to the DfE for a specialised Free School for learners with autism. A Commissioner of Norfolk County Council’s Children’s Services Department also attended this meeting.
- November and December 2013: meetings with Norfolk County Council’s SEN Commissioner on a number of occasions to discuss available statistics and the need for such a specialised school.
- Presentations outlining the principles and plans for the new school given by [REDACTED] [REDACTED] Principal meetings and other organisations. Officers from the Local Authority were present and they supported the principle of establishing The Wherry School. The proposals were welcomed unanimously at every meeting with very positive support from professionals

Evidence of Local Authority Demand

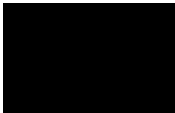
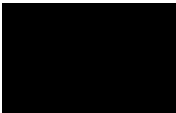
Letter 1 from Norfolk County Council



Children’s Services
 County Hall
 Martineau Lane
 Norwich
 NR1 2DL
 Norfolk

[REDACTED]
 Parkside School
 College Rd
 Norwich
 NR2 3JA

Please ask for:
 Contact Numbers:
 email:
 Date:



Re: Local Authority support for ASD Free School application

Thank you for your letter of 18th March requesting the support of the Local Authority for the ASD Free school application being put together by The Parkside Community Trust and its partners

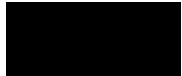
From the outset of DFE's Free school initiative the LA has tended take a 'neutrally supportive' stance with all applications which have been submitted. Where bids have been successful in the initial stages, closer involvement and commitment to fund places in Specialist and Alternative provision Free schools has ensued.

In the case of your application for a specialist ASD Free School, the LA has been more actively engaged from the early stages, in recognition that the bid, should it succeed, would help to fill a gap in the SEN local offer which had already been identified. The lack of local targeted and specialist provision for more able children with challenging and complex Autistic conditions has resulted in the need to commission places in the independent and non-maintained sector which are outside Norfolk. This is contrary to the LA's expressed intention to ensure an excellent Norfolk education for Norfolk children. Therefore the LA has committed to being a partner in the application process, with a view to helping tailor the bid for maximum impact based on strategic priorities and data analysis of the cohort

Therefore I am happy to confirm that your application to establish an ASD Free school in Norwich has the 'in principle' support of the local authority. The 'in principle' qualification is necessary at this point since further work is needed to determine the potential level of funding commitment which will be required and the procurement process which will be needed in order for Norfolk County Council as a commissioning-led body, to do business with the new establishment. Currently we operate a Rolling Select List of providers and it is likely that the school would need to apply to be admitted to the list.

I look forward to continuing to work in partnership with The Parkside Community Trust and its partners to progress the application.




Parkside School
College Rd
Norwich
NR2 3JA

Please ask for:
Contact Numbers:
email:
Date:


25th September 2014

Your ref:
My ref:

 **Re: Local Authority commitment to fund places at The Wherry Free School**

Further to my letter of 29th May 2014 setting out the Local Authority's 'in principle' support for your Wherry Free School application, I am now writing to give further information on our continuing support for the bid and the extent to which we feel able to commit to fund places during the first two years of operation.

We continue to believe that there is significant demand amongst Norfolk families for places in ASD-specific schools, that this number is likely to increase and that a school in the Norwich area specialising in high-functioning autism would be a welcome addition to the local offer

It is difficult to predict the initial demand for places while the new school is in its first two years. However, in line with our policy regarding other new specialist provision, we will be offering parents of children already placed in specialist provision, whether private or state sector, the opportunity to transfer to The Wherry if it would provide appropriate education closer to their home, thus reducing the need to travel long distances to access provision. Additionally we would assist with publicising the new provision on our Local Offer website and to case-responsible officers who would view phase transfer as an ideal opportunity to discuss possible placement at The Wherry with parents.

As you are aware, the local authority agrees the top-up funding to existing state funded specialist provision in Norfolk through a process of commissioner-led peer moderation, annual audit and a banding system which reflects the degree of additional support

required by individual children. This system has proved to be fair, transparent, sustainable and welcomed by the participating schools. I would anticipate that a parallel process would be used to review the top-up amounts each year for children attending The Wherry

As a starting point, we have looked at the current distribution of learners in Norfolk special schools with a primary need of autism and worked out which top-up band they are funded at.

We then mirrored this profile across the anticipated Year 1 -4 cohorts at The Wherry. This resulted in the following funding profile

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

I understand that in order to operate a sustainable staffing model during the first two years of operation you would require the LA to commission a minimum of 48 places in year 1 and 60 places in year two.

I recognise that further discussion and negotiation is likely to be needed in order to establish a sustainable level of top-up, particularly in the first two years when the school will be comparatively small, however, I hope the above figures will provide us with a useful starting point and will reassure the Department that the LA is committed to working in partnership to develop the funding model.

I am pleased to confirm that the LA will budget to commission this number of places based on Year 1 commencing in the autumn term 2016 and year 2 in the autumn term 2017. We would expect the school to join our Rolling Select List of education and/or care provider during this time in anticipation that placements would be commissioned via this route beyond 2017. I am aware that the full capacity of 100 places needs to be funded by 2019. The LA is willing to commit to commissioning these places although in practice it is likely that other neighbouring authorities may wish to purchase some of these places

Since The Wherry will offer specialist provision The LA will be the placement decision maker. The referral and admissions processes will align with existing processes for complex needs schools during the first two years of operation when a block contract will be in place. During subsequent years when the school is on the select provider list, I anticipate that places will be commissioned through this route, which is used for all our independent and non-maintained providers

I look forward to continuing to work in partnership with The Parkside Community Trust and its partners to progress the application.

Yours sincerely

A solid black rectangular box used to redact the signature of the sender.

Evidence of Parental Demand

A description/timeline of how we have engaged with parents

June and July 2014 consultation with parents during which time:

- We issued a press release to the Eastern Daily Press on 16th June 2014.
- We held consultation events in Norwich on 1st & 3rd July 2014
- We provided parents with an information booklet about The Wherry School and used a questionnaire to gather parental views and support.
- Information about The Wherry School and questionnaire made available on Autism Anglia's website; at parent support groups in Norfolk; emailed to parents and sent to anyone requesting a copy.

Continued engagement with parents

We have already extended the closing date for consultation and will continue engaging with parents until mid-November using various means including: email, letter, holding a further information event, sending information to Norfolk libraries, asking schools to circulate to parents, information on Autism Anglia's website, Norfolk SEND Partnership, Family Voice Norfolk. A final report will be produced at the end of November 2014.

The parent/carer questionnaire asked the following: (Respondents were asked to refer to The Wherry School information booklet before answering the questions)

1. Are you... A parent/carer of a child with a diagnosis of an Autistic Spectrum Disorder (ASD) or A parent / carer of a child thought to have an Autistic Spectrum Disorder (ASD)?
2. Please provide the first half of your postcode.
3. Does your child currently have a statement of Special Education Needs?
Yes / No / Applying for
4. (A) If your child has a statement of SEN please read the following statement and choose YES or NO as appropriate.
"I would request for The Wherry School to be named on my child's statement of SEN" YES / NO
(B) If your child does not have a statement of SEN please read the following statement and choose YES or NO as appropriate.
"The Wherry School will be my first choice for my child" YES / NO
(C) If your child does not have a statement of SEN please state what proof you have that your child has the SEN for which The Wherry School is designated?
5. What is your child's date of birth?
6. How is your child's autism best described?
7. What type of education provision does your child attend at present?
8. How satisfied are you generally with the educational provision? Please give reasons for your view.
9. Has your child ever been excluded from school?
10. Does your child attend any evening / weekend / holiday respite care?
11. Would any of the following services benefit your child with ASD or family?
Short breaks / after school clubs / holiday clubs / family support & guid-

ance / therapeutic services / information, advice & guidance service / training

12. Has your child ever been bullied at school? If yes what was the impact of this bullying on your child?
13. How interested are you in a new school for children on the autism spectrum aged 4 - 19 in Norfolk? Very interested / Moderately interested / Somewhat interested / Slightly interested / Not interested at all Please give reasons for your view.
14. If you would like to hear more about The Wherry School in the future, please subscribe to our mailing list by providing your e-mail address.
15. Any other comments you would like to make?

We have received a total of **50 responses from parents as at 22nd September 2014**. These are made up as follows:

- **44 parents / carers of a child with a diagnosis of an ASD. (88% of the total 50 responses received from parents / carers).**
- **6 parents / carers of a child thought to have an ASD. (12% of the total 50 responses from parents / carers)**

Of the 44 parents / carers of a child with a diagnosis of an ASD **30 (68%)** said that their child **has a statement of Special Educational Needs**.

21 (70%) of the parents/carers completing the SEN consultation questionnaire, who have children with autism and hold a statement, said **YES** to the statement: ***"I would request for The Wherry School to be named on my child's statement of SEN"***.

At the time of completing the questionnaire these children were all at primary phase of their education with 67% (14) attending a mainstream school; 19% (4) attending an ASD SRB; 1 child attending an independent special school and 2 children attending a complex needs school.

14.25% of these parents / carers said they are **very unsatisfied with the education provision** their child is receiving and **28.5%** said they are **quite unsatisfied**. 24% said they are neutral about their child's educational provision.

13 (62%) of the children **have been bullied at school** and **7 (33%)** have been **excluded** from school at some point.

██████████ If these children are given a statement of SEN or EHCP they would be in the following year groups during the first year of opening The Wherry School:

Year R x1 ; Year 1 x2 ; Year 2 x1; Year 3 x1 and Year 8 x1

In the second year of opening they would be in the following year groups:

Year 1 x1 ; Year 2 x2 ; Year 3 x1 ; Year 4 x1 and Year 9 x1

These figures are not included on the table in Section E part 1.

It is proposed that The Wherry School will provide extended support to children with autism and their families including after school & holiday clubs and family support & guidance.

Questionnaires completed by parents / carers of children with ASD who currently hold a statement of SEN and would request for The Wherry school to be named on their child's statement of SEN show that **62%** of these children **do not attend any out of school activities whether specialist or universal nor do they receive any short break provision.**

67% of parents said after school clubs would be beneficial and **71%** said holiday clubs would be beneficial.

57% of parents said family support & guidance would be beneficial and **71%** said information & guidance service would be beneficial.

Some quotes from parents:

██████████

Other Relevant Information:

18 other people, including local residents, Norfolk school staff and governors and Further education colleges in Norfolk, have completed a separate questionnaire asking the following questions:

1. Are you...? A local community member / A member of staff at a Norfolk school / A governor at a Norfolk school / A health professionals / A social care professional / An education professional other than school staff / A local business/service provider / Other.
2. Do you agree that there is a need for additional autism-specific education in Norfolk?
3. Do you think the proposed Wherry School will address the educational needs of children with autism in Norfolk?
4. The Wherry School will work in partnership with mainstream schools and colleges to make the provision available for children and young people with autism as good as it can be. Do you agree with this approach?
5. The Wherry School will bring together the key areas of education, health, care and family support to ensure the best possible outcomes for children with autism. Do you agree with this approach?
6. Do you support that the cohort of learners at The Wherry School will be those who have a Statement of Special Educational Needs or an Education, Health & Care Plan (EHCP) and will have a diagnosis of Autism. They will have an average, above average or just below average ability however they will be struggling in mainstream school but would not be appropriately placed within a complex needs school or an ASD SRB?"

89% of the respondents to this questionnaire **agree that there is a need for additional autism-specific education in Norfolk.**

Some quotes from those other than parents/carers of children with autism:



Conclusion:

Looking at the evidence we have gathered to date from a range of people including Norfolk County Council, parents / carers of children with autism and professionals from various fields of work from across Norfolk, we would state that we have already established a clear case to support the development of 'The Wherry School' in Norwich.

Section F: Capacity and capability

Introduction

The main sponsors of The Wherry School application are Parkside Community Trust (with the experience of running an 'outstanding' special school), Central Norwich Foundation Trust (with the experience of running a 'good' High School), Autism Anglia (with years of experience working with families and young people with Autism) and CATS (Children Assessment Therapy Services, with lead health professionals, experienced in assessment and interventions for ASD people). The expertise within the group of sponsors covers all the key requirements in the Department for Education's guidance on opening a Free School. In addition to key members in each of the sponsorship groups there are a number of other professionals that can be called upon to provide additional expertise and support in specific areas when required. All personnel are detailed in form F1A.

F1 (a) Pre-opening skills and experience

You must complete a separate line for each member, director and anyone else that is part of your project group. 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	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)
██████████	██████████	██████████	██████████	██████████	15 hours
██████████	██████████	██████████	██████████	██████████	7 hours

[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2 hours
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2 hours
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	5 hours
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2 hours
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2 hours
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2 hours
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	1 hour

F1 (b) Skills gap in pre-opening

We have identified no skills gap in pre-opening.

Section F1

Parkside Community Trust

Trustees and Governors have agreed that the Parkside Community Trust and the Executive Head Teacher of Parkside School should take a lead role in the application for this Free School. This is commensurate with the aims and objectives of the Trust which is to develop further provision and support for learners and learners with learning difficulties.

██████████ Parkside School has been rated as 'Outstanding' in all areas at the last two inspections and this has enabled them to look to develop support work for other schools and establishments. In addition, they have worked with Central Norwich Foundation Trust to develop a Family Support Centre and a Sixth Form for Parkside School students, which is based on the site of The Hewett High School. ██████████ The school has just been commissioned by Norfolk LA to support four other SRBs and develop their practices. This year the Trust is planning to open a centre for student support (14 – 25 years of age) in the middle of Norwich based around a Community Café principle.

Central Norwich Foundation Trust

██████████ The Trust and The Hewett School Governors are prepared to be involved in providing oversight and expertise input to the application, implementation and operation of the Free School. ██████████ The Hewett School was rated "Good" in all aspects at its Ofsted Inspection in May 2013.

The school, in partnership with Parkside, has set up a Specialist Resource Base for Autism which was also rated as "Good". It has also developed a Family Support Centre to extend the work of the SRB beyond the school day, to encourage total involvement of parents in the education and social development of students.

Autism Anglia

Autism Anglia has two schools, residential homes, supported living services, day study centres, therapy teams and family support teams and provides training to many establishments including schools, constabularies and local authority staff. As a regional charity, they currently support over 5,000 people with autism.

It's school services, based on two sites in Essex, have been running since 1973, offering ASD specific education to students from age 3 to 19 who have a wide range of skills and whose autism impacts on their everyday lives in a variety of ways.

In addition to meeting the educational needs of each of the students, the school supported by others from Autism Anglia, meets the students' sensory and communication needs, aids their development of more flexible thought, development of positive behaviour, independence, social interaction skills and transition onwards to adult life.

Autism Anglia can draw upon its own experience and expertise in setting up, establishing and running an ASD specific provision to help with the preparation of the Free school application. They can provide training to the staff of The Wherry School and give help, support and advice when needed. Additionally the organisation supports many parents of learners with an ASD through their family support service on a variety of issues.

██████████ for children and young people with autism and their families which identifies gaps in provision and brings this to the attention of relevant statutory sector officers and commissioners.

Children Assessment Therapy Services (CATS)

Children with complex behavioural and neuro-developmental difficulties often require multi-disciplinary assessment and intervention which takes account of their life at home and at school. ██████████ CATS provide assessment and intervention utilising the latest research and evidence based practice which provides a holistic package of support for the young person, the school and their family.

██████████

Section F2

The new school will be an Academy supported by a Charitable Trust. The Trust will appoint a majority of the Governors who will be the main organisation for ensuring the effectiveness and quality of the school. The Governing Group will have direct links into all areas of the management of the school including the Principal, Senior Leadership Team and other key personnel.

Charitable Trust

This will be made up of the four corporate members of Parkside Community Trust, The Central Norwich Foundation Trust, Autism Anglia and CATS.

Trustees will be expected to steer the strategic direction of the school and its work holding the governing Body to account. They will ensure that the key articles of association are adhered to along with holding the assets in Trust for the benefit of learners with an Autistic Spectrum Disorder. Members will appoint the majority of the Governors and will scrutinise and challenge the work of the Governing Group and

School. A meeting schedule will be set to facilitate two way communication between the Members and Governors.

General Governing Group

The general Governing Group will consist of nine governors, the composition of which will be as follows:-

- Governors appointed by each of the Trust Sponsors (4 Governors)
- A Local Authority Governor appointed by the Trust Board (1 Governor)
- A Principal appointed by the Trust Board (1 Governor)
- Two parent Governors appointed by election (2 Governors)
- One staff Governor appointed by election of staff (1 Governor)

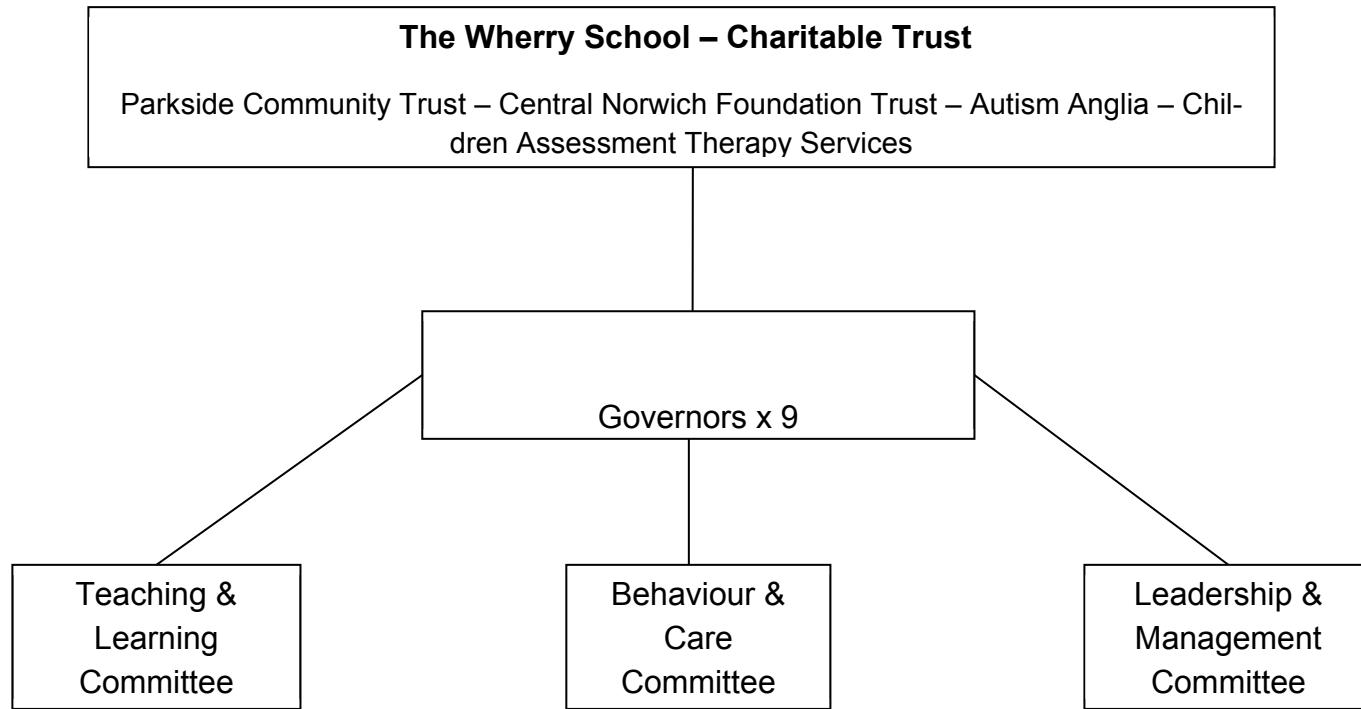
In the first five years of the school's operation it is deemed desirable for the trust sponsor appointed Governors to be from the corporate member organisations in order to ensure that the vision and ethos will be firmly embedded within the school. Once at a settled state it is envisaged that the Governor posts may be filled by appointees from outside of the member organisations.

The Local Authority Governor will be someone approved by the members who will provide a link in the area of admissions.

All Governors, with the exception of the Principal will serve a three year fixed term of office. It is envisaged that these governors will have the range of skills and expertise (as outlined in the attached skill analysis grid) in order to fulfil the legal requirements and provide challenge and support to the Leadership Team. The work of the Governing Group will be carried out by means of a Committee Structure whose workings, areas of responsibility and compositions are detailed on the attached plan.

In the case of the school's budget, this will be initially reviewed and challenged at the Leadership and Management Committee before submission to the Governing Group who will scrutinise it and if accepted submit it to the Members for approval. In this way there will be challenge and measurement at operational, school and strategic levels. Subsequent in year revisions within set financial parameters would be approved at Governing Group level.

Governance Diagram



Governors may call any of the following to answer questions in each committee:

- Principal
- Head of Further Education
- Head of Secondary School
- Head of Primary School

Governors Committee Structure

In order to cover all the key areas of Governance (see attached) and work within the school we will have three main committees. These will report to the full governing body at least three times a year and will ensure both self-review and challenge in these key areas. Committees will have delegated responsibility in certain areas as will be detailed in their terms of reference. It is recognised that in the first two years of the schools life the Full Governors and Committees will have to meet more regularly to achieve a successful start for the school. We expect that this will be at least six times a year initially.

Each committee will expand their terms of reference into an operational timetable of agenda items. To inform their discussions they will require from the Leadership teams data reports on such areas as attendance, attainment and pupil premium spend and impact.

The Governing Body structure will be reviewed at least every three years to ensure that the expertise and skills needed are represented. If it were not the case we would need to appoint new Governors.

There will also be a requirement for suitable experienced nominated governors to visit the school, meet with appropriate members of staff and monitor the implementation of key policies and procedures prior to reporting back to the committee responsible. Any shortfalls could then be highlighted with leadership teams being asked to submit remedial action plans for implementation.

A key requirement of each of the committees will be to gather important data on achievement and progress of learners and the quality of teaching and learning. We would expect that this data would be available for scrutiny at least twice a year, where it would be analysed by the committees and reported back to the Governing Body.

Quality of teaching will be assessment by joint classroom observations with a member of staff or by joint learning walks. Safeguarding in recruitment will be assessed by involvement at interviews and a review of a random sample of recruitment, interview and appointment paperwork.

As with all the education and support staff, training and development will be required by all Governors at The Wherry School to ensure high quality Governance and support to the school.

Governing Body Committees

Committee	Areas of Responsibility	Suggested Composition
Teaching & Learning (three times a year)	<ul style="list-style-type: none"> • Curriculum • Examinations • Education & Inspection • Continuing Professional Development • Achievement 	Principal Staff Parent 2 Parkside CT CATS
Behaviour & Care (three times a year)	<ul style="list-style-type: none"> • Safeguarding • Behaviour Policy • Pupils Well Being • Therapeutic Support 	Principal LA CATS Parent 1 Staff
Leadership & Management (six times a year)	<ul style="list-style-type: none"> • Finance • Site • Resources • Health & Safety • HR (staffing) • Education and inspection • Marketing 	Principal Parkside CT CNFT AA Parent 1
Full Governors (three times a year)		As detailed
<p>Key Parkside CT – Parkside Community Trust CNFT – Central Norwich Foundation Trust CATS – Children Assessment Therapy Services AA – Autism Anglia LA – Local Authority</p>		

Leadership Teams

Governors will delegate the responsibility of running the school to the Principal, Heads of Department and other members of the Leadership Team. It is expected that key Governors will be linked specifically to key leaders across the school and they will be required to meet regularly as part of the self-review process. Although the Principal will have ultimate responsibility for the whole school, Heads of Department and other leaders will also be directly responsible to the Governing Group for the performance of their areas.

The Senior Leadership Team will consist of the Principal supported by Head of Lower School, Upper and Further Education Departments, along with Head of Support Services and Extended Schools. One of these senior positions will also be appointed as a Deputy Principal for the school.

Conflicts of Interest

As there will be key links between The Wherry School and the sponsoring groups there is the potential for conflicts of interest to occur. These have been identified and are listed below together with the management and control measures that are to be put in place. All Trustees and Governors will complete annual pecuniary interest forms and will, in addition, comply with normal meeting conventions with regard to conflict of interest on any agendas. This means any conflicts of interest should be formally disclosed and Governors expected to withdraw from decision making if necessary.

Potential Conflict of Interest

Body	Area of potential conflict	Management control measure
CNFT / The Hewett School	Provision of support staff	Service Level Agreement with recharges on a cost basis.
	Rental Value of site	Independent valuation within formal lease.
	Use of facilities	Service Level Agreement
CATS	Provision of health support staff	Service Level Agreement with costs benchmarked to market provision. Analysis of need as agreed with independent Health Adviser.

To support issues with conflicts of interest we will purchase an external School Improvement Partner and an Independent Health Adviser.

Introduction & Chair

The structure of the Governing Group as detailed within F2 states that each sponsor will appoint one Governor. This enables expertise from the core group to be utilised within the Governing Group. It is proposed that the role of Chair of Governors will be held initially by [REDACTED]. This decision has been taken to enable strong support to be given to the Principal and to ensure that robust challenge can be made as required. Parkside Community Trust has built the capacity within [REDACTED]. Prior to the opening of The Wherry School, [REDACTED].

Skills & Expertise

Due to the quality of the sponsors and the experience that they bring there is a wide range of skills and expertise already available to the proposed Governing Group of the school.

In addition to the Chair we are looking to have a qualified Certified Accountant, a consultant paediatrician and a voluntary sector community worker with a specialism of Autism Spectrum Disorders. As well as the Principal as a Governor we will also look to recruit an experienced LA individual who will have knowledge and understanding of admissions and SEN within Norfolk.

The staff member of the Governing Group will bring a range of skills particularly in teaching and learning and desirably in the field of our specialism, ASD.

The final two Governors will be elected parents and they will bring not only knowledge of the condition of ASD but also the experience of what families require in both the school curriculum and the extended schools curriculum. They will also ensure the development of services and support to the learners and their families.

.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 per week)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2 hours
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2 hours
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	2 hours
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	5 hours

Skills Analysis of Governing Body

Skill	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	LA	Principal	Staff Governor	Parent 1	Parent 2
Education	✓	✓	✓	✓✓	✓	✓✓	✓✓		
Financial Management	✓✓	✓		✓✓		✓			
Leadership & Strategic Management	✓✓		✓✓	✓✓		✓✓			
HR	✓✓	✓✓	✓	✓✓	✓	✓			
Legal Knowledge	✓✓	✓✓	✓	✓	✓✓	✓			
Premises & Building	✓✓			✓		✓			
ICT	✓			✓		✓	✓		

Procurement	✓✓	✓		✓		✓			
Performance Management	✓✓	✓	✓✓	✓✓	✓	✓✓	✓		
Child Development	✓	✓✓	✓	✓✓	✓✓	✓✓	✓✓		
Marketing	✓	✓	✓	✓		✓			

Key:

Good

✓✓

Experience

✓

Desired in red

F3 (b) Skills gap for governing body

NB: If you do not have a proposed chair of governors please include details of the relevant skills and experience that you will be looking for in this table.

Skills/experience missing	How you plan to fill the gap
ICT knowledge and systems development.	Training, possible skills of parent governors or outside consultancy.

Skills Gap

In the key areas of education and finance the expertise of the Governing Group is strong. It has been identified that in the area of ICT there may be a requirement for additional expertise. This gap may be filled by skills brought to the Group by one of the elected parent Governors. If this is not the case then this gap will be filled either by training or by the purchasing of independent external expertise on a needs led basis.

Section F4
Recruitment of Principal

The Person

This will be the most important appointment for The Wherry School and the recruitment and appointment of the Principal will be the first priority of the Trust and Governors. We will be looking for someone who is passionate about improving the life chances of children with autism and their families. They will have experience of being a successful teacher and senior leader within a specialist setting. S/he would demonstrate a detailed understanding of the curriculum and the assessment of pupil progress. They would have a leadership qualification and specialist qualifications in the education of children with autism. We would expect them to be able to motivate and inspire staff, learners and parents in developing this exciting and innovative school. We could be looking for someone with exceptional interpersonal and communication skills and be excited by this unique opportunity of developing and growing The Wherry School. Once appointed we would expect them to take a leading role in appointing the remaining staff and building their leadership team.

Remuneration

When the school is at the full capacity of one hundred learners and is fully staffed, it will be in Group 5 of the National Teachers Pay Scale. Using this as an indicator we would place the new Principal on the equivalent of point 26 of the National Leadership scales rising to point 31 after five years with successful appraisal and performance. This is deliberately at the higher end of the scale in order to attract high quality and experienced leaders from across the UK and beyond.

Recruitment

Norfolk has great difficulties in recruiting leaders from outside the county and therefore we will look at a relocation package to encourage potential Principals from other parts of the country to apply. This could help with removal expenses and purchasing fees on new properties.

We would hope to place the advert for the Principal of The Wherry School in national media, as soon as we have approval from the Department of Education. We have been informed that this may not be until February 2015. Therefore, we would hope to appoint the Principal by Easter 2015. We feel that this will give the Principal Designate a full year to work with Governors and Trustees on developing the school for opening.

If the notification from the DfE does not allow for an Easter appointment we would look to carry out the process of recruitment from April to July. This would give more time on the process of recruitment but would shorten the working time available to the new Principal Designate for designing and setting up The Wherry School.

Possible Timelines for Recruitment of Principal		
	<i>Date</i>	<i>Alternative Date</i>
<i>Advertising</i>	W/B – 2 February 2015	W/B – 20 April 2015
<i>Shortlisting</i>	W/B – 2 March 2015	W/B – 18 May 2015
<i>First round of interviews</i>	W/B – 16 March 2015	W/B – 15 June 2015
<i>Final interviews</i>	W/B – 23 March 2015	W/B – 6 July 2015

With either timeline we would shortlist using the Person Specification and the criteria outlined in the Job Description. The shortlisting and interview panels would have representatives from each of the main sponsors and would include a current Head Teacher. Interviews would be two days in duration but separated by a time gap for further reflection and evidence gathering. Only very strong outstanding candidates will be taken forward to the second day of interviews.

The Wherry School Principal – Job Description

Core Purpose

The post holder will be responsible for the operational leadership and internal management of The Wherry School. They will be accountable to the Governors and Trustees of the school. S/he will provide the highest standards of professional leadership, vision and strategic direction for the school in order to develop and grow the school to reach its maximum capacity of 100 learners. S/he will lead and support a team of highly skilled professionals to ensure the highest possible quality of specialist education for all learners.

Main Duties & Responsibilities

- Provide strong leadership for all staff using a supportive performance based culture which identifies, promotes, encourages and rewards the highest standards of practice at The Wherry School.
- Be responsible for the operational management of The Wherry School, ensuring that the ethos and core values of the education of learners with ASD are adhered to at all times.
- Along with Governors and Trustees draw up the School Development Plan and implement the objectives within the resources available.
- Lead the process of self-evaluation with particular reference to the current inspection framework.
- Ensure that the school has all the necessary policies and procedures in place and these are implemented and regularly reviewed.
- Maintain regular weekly meetings initially with the Chair of Governors to support the set-up and establishment of The Wherry School.

Learner Progress and Welfare

- Ensure that The Wherry School meets its statutory obligations for Safeguarding and promoting the welfare of children and young people.
- Co-operate and work with relevant agencies to safeguard and protect children and promote their welfare.
- Act as the lead professional for all safeguarding and child protection practice and training.
- Ensure that the individual needs, experience, interests and abilities of each learner are met and provide the best environment to ensure that each learner has a personalised planned curriculum.
- Ensure that each learner is appropriately assessed at each stage of development and that progress is constantly monitored, recorded and evaluated. Ensure that learning and achievement is systematically recorded and used to plan further objectives.

- Establish an environment of good order and behaviour at The Wherry School.
- Ensure that health and care needs of each pupils are assessed and met through effective systems and appropriately trained and qualified staff.
- Monitor the welfare of learners, preparing regular reports for Governors, ensure that appropriate communication and liaison exists with parents and families, education health and care organisations and other professionals involved in learner welfare.
- Ensure that all staff are recruited conforming to legal vetting and barring procedures and receive induction training and support to meet the needs of all learners.
- Ensure that all pupil records and information are kept and stored according to current regulations.

Staff Leadership and Management

- Support all school staff to fulfil their responsibilities by providing personal and professional development to support the school development plan.
- Create a climate of support and trust within the school in which everyone feels heard and valued and in which the Leadership Team is supported in its decisions.
- Ensure that staff resources are effectively and efficiently managed to benefit learners and that The Wherry School attracts and retains high quality staff.
- Ensure that the management of appraisal is carried out and reported according to an agreed policy.
- Establish procedures to allow the efficient deployment of staff, ensuring that sickness / absence, visits and events, visitors, training/ staff development etc are effectively managed and staff resources deployed appropriately.

Parents and Families

- Take responsibility for and manage communication and meetings with parents / carers including progress reviews, consultation evenings and exceptional meetings.
- Liaise with the 'Parents & Friends Association' and be the parents/carers point of contact for issues relating to teaching, learning and learner welfare and progress.
- Support the Pastoral leads within the school and ensure consistency and quality of liaison between The Wherry School and parents /carers.

Resource Management

- Monitor and manage the resources approved by Governors and Trustees for the effective operation of the school and maximum benefit to learners.
- Contribute to the preparation of budgets and make submissions for new funded projects.
- Ensure the efficient use of financial resources, using them against priorities agreed in the School Development Plan and by Governors.

The Wider Community

- To be an ambassador for the school and represent its interests in an official capacity.
- To ensure the school has effective links with local schools and the local community.

- To maintain professional communications working collaboratively with Local Authorities, Health Authorities, the FfE, Ofsted and any other agencies responsible for learners and their families educational and pastoral needs.
- Develop inclusion opportunities for learners in partner schools.

The Wherry School Person Specification

Essential (E)

Desirable (D)

Identified by: Interview (I)

Application (A)

Reference (R)

Qualifications	Qualified Teacher Status	E	A
	Additional Qualifications (Autism)	E	A
	Leadership Qualification	E	A/R

Experience	A track record of successful teaching experience.	E	A/R/I
	Successful experience working in a Senior Leadership Team.	E	A/R/I
	Experience of working with children within a mainstream or specialist setting.	E	A/I
	Experience of working in an all through provision and /or Secondary and Post 16 setting.	E	A/I
	Experience of managing and monitoring a budget.	E	A/I
	Experience of monitoring and evaluating classroom practice and teaching and learning.	E	A/R/I
	Experience of managing and delivering a highly personalised curriculum.	E	A/I
	Experience of OFSTED inspection and school self-evaluation processes.	E	A/I
	Experience of working with children with Autism.	E	A/I
	Experience of working with a variety of approaches for Autistic children.	E	A/I
	Experience of working with a range of associated professionals and external agencies.	D	A/I
	Experience of writing, evaluating and implementing whole school policies.	D	A/R/I

Knowledge & Skills	An understanding of child protection and safeguarding issues and legislation and of the relevant policies and procedures.	E	A/I
	Knowledge of curriculum and external accreditation and their application to learners with autism.	E	A/I
	Knowledge and understanding of current educational legislation, policy and guidance.	E	A/I
	Knowledge and understanding of measures to assess pupil progress including baseline assessment, individual education plans etc	E	A/I
	Knowledge and understanding of how ICT may support childrens' learning.	E	A/I
	Interpersonal and communication skills to enable successful team working and building across the school.	E	R/I
	An understanding and commitment to inclusive practices for learners with autism.	E	A/I
	An understanding of the voluntary, independent and other sectors.	D	A/I
	A commitment and understanding of working with families to support learning of children with autism.	E	A/I

Abilities	To build and lead multi-professional teams and be an effective team member.	E	A/I/R
	Evidence of ability to gain and maintain the confidence and respect of colleagues, parent, trustees, governors etc	E	R/I
	To be able to problem solve and work solutions.	E	I/A
	To communicate with a range of audiences.	E	I/A/R
	To work under pressure, plan, prioritise and meet deadlines.	E	I/A/R
	To be a reflective practitioner understanding personal strengths and area of development.	E	I
	The ability to represent, market and advocate for the school.	E	A/I

Equal Opportunities	A proven commitment to the principles and practice of equality of access and opportunity for all children and adults irrespective of ability, race, gender, gender orientation, religion or class and to the removal of barriers to achieving equal access and to maximising potential.	E	A/I
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Section G: Budget planning and affordability





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</p>	<p>To obtain our stated aims we would like to co-locate The Wherry School on a High School site. We have identified <Redacted> for the site and have attached a proposed location. Trustees of <Redacted> have agreed to this proposal.</p>
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<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>Your calculated building space using the EFA formula. See section H in the free schools criteria booklet.</p>	<p>2900m²</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>
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<p>In which local authority is your preferred location? - this information is brought through from section B</p>	<p>Norfolk</p>
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<p>If the preferred site is near to the boundary with another local authority, please say which:</p>	<p>NA</p>
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<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>
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<p>Please tell us how you found the site:</p>	<p>The site had been identified as having good transport links and a site that was large and under utilised by a <Redacted>. The Trustees and Governors of <Redacted> had shown a keen interest in leasing part of the site to accommodate a new Special School.</p>
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<p>Please confirm the tenure:</p>	<p><Redacted></p>
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<p>If other, please explain further:</p>	
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<p>Please Include information on purchase or lease price if known:</p>	<p><Redacted></p>
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<p>Who owns the site?</p>	<p><Redacted></p>
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<p>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)</p>	<p>No</p>
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Name and contact details of owner:	<Redacted>
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Name and contact details of agent or local authority representative where available:	N/A
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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
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What kind of site is it?	<Redacted>
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What is the current use?	Other - please describe
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If government building or 'other' - please describe:	<Redacted>
--	------------

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

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:	plan 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:	
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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

CV – [REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ 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)	[REDACTED]
		[REDACTED]
		[REDACTED]
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 English and maths re- 	Not applicable


	<p>sults 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	<div style="background-color: black; width: 100px; height: 15px;"></div>
7.	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	

8.	Reference names(s) and contact details	
----	--	---

CV – [REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ 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)	[REDACTED]
		[REDACTED]
		[REDACTED]
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 	[REDACTED]
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 	N/A

	<p>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</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 re- 	N/A

	<p>sults 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	<div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div>
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	<div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div>

8.	Reference names(s) and contact details	
----	--	---




CV – [REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ 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)	[REDACTED]
		[REDACTED]
		[REDACTED]
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 post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE includ- 	

	<p>ing 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 	
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 prepar- 	

	ing 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 name(s) and contact details	██████████

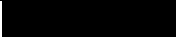


CV [REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position (This should cover the last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

	<p>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</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 stu- 	

	<p>dent 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 – [REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ 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)	[REDACTED]
		Name: Position: Dates:
		Name: Position: Dates:
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 	

	<p>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</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 stu- 	

	<p>dent 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	

	<p>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</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 stu- 	

	<p>dent 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

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)	██████████
		██████████
		Name: Position: Dates:
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	

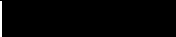

	<p>available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ 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 	<p>██████████.</p> <p>N/A</p>
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 re- 	


	<p>sults 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	<div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div>
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	<div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div>

8.	Reference names(s) and contact details	
----	--	---

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

	<p>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</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 stu- 	

	<p>dent 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 – [REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ 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)	[REDACTED]
		[REDACTED]
		[REDACTED]
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 	[REDACTED]

	<p>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</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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	<p>dent 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 – [REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ 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)	[REDACTED]
		[REDACTED]
		Name: Position: Dates:
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 	[REDACTED]
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 	

	<p>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</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 stu- 	

	<p>dent 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 – [REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ 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)	[REDACTED]
		[REDACTED]
		Name: Position: Dates:
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 	

	<p>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</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 stu- 	

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

CV - [REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ 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)	[REDACTED]
		[REDACTED]
		[REDACTED]
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 	N/A
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 	N/A

	<p>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</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 stu- 	N/A

	<p>dent 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	██████████

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