

Note:

On 20<sup>th</sup> May 2015 this bid was merged with that of the Brooke Weston Academy Trust with Brooke Weston agreeing to support this bid. Brooke Weston will therefore be identifying up to two governors to be appointed by the members of Corby Free Special School Trust. They will also contribute to the steering group of this bid. The proposed free school will not be part of the Brooke Weston Academy Trust but will stand as an autonomous trust in its own right. Their experience and expertise will further strengthen the team significantly. This also allows the LA to completely back this bid having previously had to maintain a neutral stance with competing bids under consideration.

***We must put in place a system that works well for every child and every family.***

'Support and aspiration: a new approach to special educational needs and disability' consultation DFE 2011

### ***Rationale:***

Our proposal is for the creation of a free special school in Corby. This school would offer provision for children with three distinct categories of needs (and rights) between the ages of 4 and 18. The proposal envisages 56 places for pupils with and SLD / PMLD presentation, 28 with a complex autistic presentation and 16 with a higher functioning autistic presentation. Many of these children are currently placed in educational provision already and can be named as belonging to any of five different groups:

- Children who are **in the assessment process** which will culminate in an EHC plan. These children may be of **pre-school** age or placed currently in **mainstream** settings.
- Children with **statements or EHC plans** currently attending **mainstream provision** due to **lack of capacity in specialist settings** (special schools and DSPs)
- Children attending DSPs but whose families have indicated a preference for a special school placement (due to the family's inability to **transport these children are unable to attend special schools** in Kettering or further afield)
- Children currently **attending special schools in Kettering**, transported daily to and from school by their parents
- Children attending special **schools in Kettering and transported by the LA** as a result of exceptional circumstances (the complexity of the children's needs would render the DSP provision inappropriate, or their application for admission to DSP came when the DSPs were at full capacity).

The number of children accessing special schools in Northamptonshire has increased over the past four years from 1037 to 1296. This represents an increase of almost 30 %. It is also projected that the county's population will grow by 15% between 2009 and 2019.

Although the county does not hold data relating to the comparative incidence of the specific needs, the special schools have indicated that there is significant demand in the areas identified. The special schools are at full capacity (and beyond) and significant numbers of children have not been able to access special school due to this level of demand.

Data from portage / Early Years Service indicates that this year there are 39 children of Nursery or reception age who are likely to require placements in specialist provision. The EHC plans for these children are currently being drafted. Although some may initially be placed in schools with resource DSPs most will require more specialist provision. The two possible destinations for these children, Kingsley School in Kettering and Beanfield DSP in Corby, have between them capacity to admit no more than 12 of these children.

Building projects in Corby and Kettering are currently proceeding with an overall increase of 11,000 new residential properties. Mainstream provision for children of families occupying these homes is planned but there is no additional planned special school provision.

The table below indicates the projected percent growth in various areas in Northamptonshire between 2015 and 2019 in terms of increased demand for school places.

	Primary	Secondary
<b>Corby</b>	<b>21.7</b>	<b>15.3</b>
Daventry	0.1	-2.1
East Northants	-0.3	-1.4
<b>Kettering</b>	<b>12.0</b>	<b>9.4</b>
Northampton	12.4	13.2
South Northants	5.8	0.1
Wellingborough	7.3	7.5
<b>Northants</b>	<b>9.1</b>	<b>6.9</b>

In addition we need to take account of the impact of European accession state migration. Pupils requiring SEN statements / EHC plans from this cohort have increased by almost 700% between 2010 and 2014.

Northamptonshire County Council are supportive of this bid to create a new special free school in Corby and have indicated their preparedness to commission the placements that will be created.

The proposed free school will offer educational and therapeutic provision for children whose needs range across all four categories of need defined in the new SEN code of practice:

- Cognition and learning:
  - Children and young people with severe or profound and multiple learning difficulties – many of these children will have required a special school placement from the outset of their school careers but some may be admitted having attended mainstream settings for some years. It is not envisaged that the school will provide for children with mild or moderate learning difficulties unless their learning difficulties relate to an autistic presentation, whereby anxiety, social or behavioural issues prevent them from integrating effectively in mainstream provision. Cognition and learning is the main arena of the school's activity and the point of commonality for all students.
- Communication and interaction
  - Specifically this aspect of provision is directed at those children whose communication difficulties are related to medically defined conditions and where these difficulties are a facet of the child's learning disability (e.g. Autistic spectrum conditions, Cerebral palsy, global developmental delay / disability etc.). It is not proposed that the school will make provision for children whose only identified need is in relation to communication (e.g. phonological or articulatory difficulties)
- Social, mental and emotional health
  - As with communication and interaction, we will make provision for children's social, mental and emotional health as facets of their learning disability. We recognise that the presence of a complex learning disability often gives rise to problems in these areas so the provision matrix of the school will include approaches to specifically overcome these concerns.
- Sensory and or physical
  - The school will offer provision for children with visual and hearing impairments, and within PMLD provision will also provide for children with multi-sensory impairment. The school will work with NHS therapists and chartered therapists to meet the needs of children with physical impairments as well as implementing sensory integration methodology across the age and condition range

The children's needs may derive from congenital and syndromic conditions, global developmental delays and presentations across those conditions described as Pervasive Developmental Disorders (including Autism, Aspergers and Pathological Demand Avoidance). In some instances the cognition of the children may be equivalent to that of their chronological peers, but these children will have levels of anxiety that would be incompatible with provision in a mainstream setting, and will require significant personalisation of their learning context.

The growth in population in Northamptonshire has generated challenging new levels of demand for those charged with the strategic development of educational provision.

Special schools in the county have been running at full capacity for some time, leading to the opening of two additional free special schools and to this proposal of a further free special school to serve the north of the county. The proposed free school will, for the most part, mirror the provision in the existing schools in that the provision will be generic rather than specialising in specific conditions. The success of the existing special schools suggest strongly that this is a successful model and the data relating to demand suggests that this is what is sought by parents. The school will **differ from the existing schools** in that it will offer appropriate placements for two groups who struggle for correct placement currently – **higher functioning autistic children** who function cognitively at a level that is equivalent to chronological peers, and children who would previously have attended a **BESD** provision but who also present on the **autistic spectrum**.

Corby is the fastest growing town in Northamptonshire, one of the fastest growing counties in the country. Since the early 1990's there has been no special school catering for the needs of children with learning disabilities in the town. A number of designated special provisions (DSPs) were established within mainstream settings to accommodate these needs but recent developments have shown that further capacity is required. Furthermore, there exists within the county considerable demand for provision for higher functioning autistic children. Heretofore, these children have required placements in independent and out of county provisions at great expense to the authority and considerable inconvenience to their families. For some time the Local Authority have sought to develop provision within the special schools group to offer the specialist provision that these children require but due to the capacity issues this has not yet been possible. The free school will create this capacity not just in Corby, but within the other schools when children migrate to the new provision.

## **2. A Vision for Learning**

The Key Features of Corby Free Special School are:

- Multi-directional curriculum
- Availability for Learning
- Neuro-science driven behavioural approach
- Specialist methodologies

These are considered in context below.

### **2.1 Curriculum**

Corby Free Special School will be designated to provide for three distinct cohorts of children, children with a PMLD / SLD presentation, those children with a complex or profound autistic presentation and those with a 'higher functioning autism. The curriculum must severally address the needs of every individual within these groups while retaining integrity to enable implementation across the site.

Over many years of working with children and young people with multiple and complex conditions the partners involved with the steering group have developed a sophisticated curriculum which reflects the diversity of need and presentation within these cohorts. As

each of our schools makes provision for such diverse range, many of our classes are comprised of children learning at vastly different levels and using different approaches (there will be discrete provision for children with a complex ASD presentation and children presenting with Higher Functioning Autism (HFA) as these children require specific methodologies). Consequently the activity of the class must offer meaningful challenge and the prospect of individual success for every child. This requires a concept of curriculum that goes well beyond content-oriented approach. We have chosen a curriculum structure and content that prioritises skills and concepts that explicitly address learning and socialisation impediments related to the conditions of the students. This curriculum emphasises communication, behaviour and well-being, and meta-cognitive skills as being essential in preparing for 'next phases'. We feel that these elements remove barriers and generate opportunity thereby optimising every young person's facility to choose. A young person with a PMLD presentation is empowered to influence their own environment through a basic expressive communication mode. A young person with a HFA presentation can access the full extent of their cognition when they have the tools to self-regulate and manage their anxiety levels.

At the core of the curricular offer will be the Early Years Foundation Stage curriculum and the National Curriculum (2014) which will offer structured learning at a level that is accessible to all of the children (when differentiated precisely). The specific needs of individual children demand that the curriculum is further enhanced to reflect and accommodate each child's presentation. In order to deliver in this way we have developed a **multidirectional curriculum** which delivers and tracks the achievement of the children in four distinct areas concurrently:

**National Curriculum / EYFS:** core learning content assessed against P scales and our own level descriptors. (Current practice dictates that assessment in these areas is moderated across partner schools and the teaching school alliance provides a readily available cohort for this purpose as well as offering a range of assessment and tracking tools).

**National Curriculum key skills:** the National Curriculum key skills are embedded in our content offer and in our teaching methodologies. As Literacy and Communication, Numeracy and ICT are already structured within the curriculum we have prioritised the key skills of Problem-solving and Independent Enquiry, Working with Others, and Reflecting on Learning. Assessment tools have been modified to explicitly identify the progress that children make in these regards.

**Individual education plan (IEP):** precise interventions designed to overcome the specific difficulties encountered by children related to their diagnosis or condition.

**Individual learning plan (ILP):** metacognitive skills that enable the child to access and succeed in the curricular offer. These are often defined in terms of the child's well-being and ability to self-regulate ( e.g. the ability to initiate a task, the ability to inhibit certain behaviours or the ability to monitor and understand the child's own emotional state) - the development of increasingly sophisticated tools in these areas are essential to maintain achievement. We use an **executive functioning skills** matrix to monitor progress and design interventions in this regard.

The system of multidirectional curriculum, described above, would offer a rich learning platform for all of the children and young people as it directly addresses their core needs while offering secure (and measured) progression in all aspects of their development. It enables the child or young person to progress in overcoming their individual barriers to learning while simultaneously enhancing their metacognitive skills and also acquiring knowledge within the curriculum. This concept of multidirectional curriculum will be active throughout the school for children and young people of all ages and presentation. It is seen as relevant in securing not just the learning itself but the facility for learning.

The underlying principles of optimising engagement and of using learning context and learning experiences to advance children simultaneously, in general and in precise areas, holds validity and is differentiated through the context of specific classes and specialist interventions (e.g. TEACCH, Routes for Learning etc). The curriculum is at once the purpose and content of learning and also the vehicle for advancement. Progress in all of these aspects is thereby targeted and assessed within the structure.

Detail on the curriculum is presented in section D of the bid

## 2.2 Learning and Teaching

A special school, of necessity, must offer a wide range of therapeutic and essentially social interventions. Nonetheless, being a school, the core function and focus must be educational attainment for every child to the greatest possible extent.

Learning and teaching at Corby Free Special School is underpinned by the principle of ensuring that the children are '**Available for Learning**' to the greatest extent possible. We will seek to achieve with every child the state of RAMP (relaxed, alert, motivated, positive) as we believe this offers the greatest likelihood of success. To achieve this state it is crucial to attend to the well-being of the children, working in harmony with our partner families so that the child can harvest the greatest potential from their school day. For this aspect of our work a profound understanding of our behaviour and motivation policy and procedures is essential.

The school will be organised into 3 distinct departments. While curriculum and learning and teaching principles remain the same throughout the school, the distinctive methodologies associated with autism, suggest that the development of specialist expertise can most effectively be achieved within its own department. Furthermore, such a structure facilitates flexibility between classes to reflect individual learning needs. Segregation of departments between primary and secondary is desirable to reflect the maturity of the older children and their sense of 'learning journey'.

**Primary:** This department will include all children in the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 but will not include children with complex or higher functioning ASD (there are likely to be some children with an ASD diagnosis in this group but there needs would be such as would be appropriately addressed in this more generic setting).

**Secondary:** this will include young people at Key Stages 3 and 4. As with the Primary Department, some children with ASD presentations are provided for in the parallel ASD department.

**ASD:** There is great demand for ASD provision, in particular in respect of children with a severe or complex autistic condition. They require a distinct methodology and this is best managed in its own discrete department. Provision for children with a higher functioning autism also fall within this department as they will require some facets of the specialist methodology but will require access to learning content beyond that offered in generic SEN classes. In most instances these children cope relatively well in mainstream schools at Key Stage 1 and demand rises at Key Stage 2 – therefore the provision is targeted at this cohort. We do not feel that the school will be adequately staffed to offer specialist subject teaching across the full curriculum at secondary level so we would propose not to offer provision as the children move to this level. More appropriate placements would be available in existing secondary special schools who are equipped and staffed in this way and in supported placements at mainstream or DSP provision.

The departmental structure with pupil numbers is demonstrated below:

Post 16 young people	6	Complex ASD Secondary 7 young people	
Key stage 4 young people	10		
Key Stage 3 Lower young people	10	Complex ASD Secondary 7 young people	Higher Functioning ASD – KS3 8 young people
Key Stage 2 children	10	Complex ASD Primary- 7 children	Higher Functioning ASD – KS2 8 children
Key stage 1 children	10		
EYFS children	10	Complex ASD Primary- 7 children	

***Behaviour and motivation:*** before presenting the child with learning challenges we will ensure that their basic needs (Maslow's hierarchy of needs) are addressed. At its most fundamental level this may require provision of food and drink, ensuring the child has been well rested, and that an appropriate temperature is maintained in the learning space (with some of the complex conditions and sensory vulnerabilities involved, this can vary somewhat from standard provision). The child must be certain that they are safe and well-regarded and that their efforts and achievements will be valued and celebrated. We draw heavily on neuro-scientific developments in understanding the complex (and sometimes distorted) physiological and neurological factors that underpin the cognitive process. In particular the needs of children who have endured social trauma or trauma associated or

consequent upon their medical conditions, present a great deal of challenge to educators. For these children the window of 'availability for learning' can be extremely narrow, so pace and context are moderated extensively to support their learning styles. As the content of the curriculum is designed to be motivating and rewarding for the children the main principle of behaviour management is that we manage behaviour in order to optimise learning and we use learning (with its intrinsic reward) to manage behaviour.

***Specialist provision:*** The children who will attend Corby Free Special School will require individualised and specialist provision throughout the age range. Staff working with the children will be trained and experienced in working with methodologies that have been devised to overcome the barriers of children with specific diagnoses and conditions. Amongst the specialisms available will be:

### **Key Features:**

#### ASD:

TEACCH (Teaching and Education of Autistic and Communication-Handicapped Children): TEACCH offers the children structure and certainty which allows the children to acquire concepts and skills in a precise and controlled method. This approach is particularly beneficial in alleviating the intense anxiety that the children experience.

SCERTS (Social Communication, Emotional Regulation and Transactional Support): This methodology enriches the social context, equipping the children with skills to self-regulate and to interact effectively.

PECS (Picture Exchange Communication System): PECS teaches the fundamental principles of communication and gives the children a functional expressive mode which may open avenues into speech.

In addition to these ASD-specific approaches these children gain from other aspect of specialism which are used generically within the school e.g. Intensive Interaction, Sensory integration etc.

#### PMLD / SLD:

Intensive Interaction: an approach for teaching communication skills to children who have severe learning difficulties and profound and multiple learning difficulties who are still at early stages of development.

Movement programmes based on principles of Conductive Education, an educational system that has been specifically developed for children and adults who have motor disorders of neurological origin

Halliwick: a pool-based therapeutic and teaching programme (ideally our new school will have a hydrotherapy pool as this provision is particularly important for children with complex needs. If it is not appropriate for the new setting to have a pool we will be able to access, although to a reduced extent through an SLA with partner schools).

Sherborne: a methodology that uses creative movement and physical contact to stimulate children's development

Total Communication System: PECS, symbols, pictures, photographs, speech and augmentative and assistive technology.

In addition to these methodologies, the school will offer qualified teachers for visually impaired, hearing impaired and multi-sensorily impaired. All staff will have received training in approaches to support children with attachment disorders

### **3. A Vision for Families**

#### **3.1 Family Support Service:**

A family-focused approach is one of the key tenets behind this proposal to create a free school. The challenges faced by the families of young people with disabilities can be overwhelming. A crushing schedule of medical and social care appointments combined with anxiety and frustration can take a heavy toll on the resources of the family. Challenging behaviour can impact devastatingly on the well-being of siblings and parents, and can create barriers to the support normally offered by extended families, who are incapable of accommodating such behaviour. The on-going bereavement as milestone achievements and celebrations are denied to their child is demoralising and eats at the fabric of the entire family. It is unthinkable to us that any enterprise to allow the child to access education would fail to take account of their families and to recognise that meaningful success with the child is interdependent with the sustenance of their families.

In establishing Corby Free Special School a family support service emanating from the school is seen as an essential ingredient. Recognising the insight afforded by family members and cherishing their profound knowledge of the child enables us to see families as our greatest allies. As we learn from them, so too we will be determined to offer them access to our training and specialist skills. This will take many forms including the provision of formal training courses, the facilitation of access to partner agencies and the development of individual packages designed to address single aspect of the child's presentation.

One-to-one contact with family support workers provides emotional support and practical guidance that can make life tolerable in the most challenging of circumstances. When family support workers operate in a relationship of unconditional positive regard with the families this enables the families to see themselves as agent and valued in the improvement of their own lives. Strengths and resources within the family circle are harnessed and shortfalls identified which can be augmented through external agencies or through the facilities of the school. Information the mutual exchange of information between home and class is facilitated and families, in this way, can be assisted to overcome periods of intense difficulty. In the context of the current bid, the comprehensive network that has been developed by the partner schools is available 'ab initio' to the emergent free school and continuity of support embedded as the child moves from their current provision.

The family support service also performs a key role in the support infrastructure around troubled and vulnerable families. Families of children with disabilities are more likely to require a degree of supportive management through common assessment framework, team around the family involvement through the formal child protection arrangements (including child in need revision). Positive relationships developed by family support workers provide a benign point of contact while guiding families through labyrinthine mechanisms and impenetrable professional jargon of these fora.

In addition to providing pastoral support for families, including the practical guidance required to engage with the multiple agencies and processes associated with their child's journey through school, some families will require functional support with programmes for communication, behaviour and daily living routines. This will be facilitated through the offer of training events for parents, home visits to put programmes and equipment in place and a schedule of parent-teacher communication.

### **3.2 Respite and extended school:**

The demands placed on families as a result of the complex needs of the children are greatly to the detriment of family life. Routine activities can be fraught with challenge and relationships within the family can be vulnerable and frayed. Holidays in particular pose problems to families when the demands of one child take precedence over every other aspect of the family day. Despite the enormity of these difficulties many families do not trigger adequate (if any) respite provision.

The concept of the extended school always envisaged learning benefits for the children in addition to the support provided for families. Many of the specialist programs to support behaviour, communication and social development of the children can be enhanced in the informal context of the extended school.

The special schools within our partnership have been particularly keen to extend the schools' provision to offer meaningful respite for families. Breakfast clubs, after-school clubs and a substantial holiday playscheme offer (up to 40 additional days per annum) can make all the difference for the families. Logistically, the challenge of establishing such a provision in a school that is already a going concern is very significant as there must be additionality within the contracts of all of the staff required. Starting Corby Free Special School creates an opportunity to embed these aspects of provision in contracts from the outset, allowing families to benefit from the day of admission.

## **4. A Vision for Strategic Partnership**

The emergence of system-centred leadership as a doctrine for strategic educational management has made it impossible for a successful school to see itself in isolation. Collaborations schools drawn on each other's expertise and leadership acumen to ensure that all children in the locality have the greatest opportunity. Schools are motivated to share facilities and resources and to procure CPD jointly to maximise the impact. Sustainability and succession planning are planned collaboratively to identify potential leaders across the partnership. A brand-new school risks being excluded from these

conglomerates, making the sharing of equipment and facilities a major obstacle and preventing the school from gaining best value in its operations. As Corby Free Special School is being constituted by the strategic board of an existing teaching school it will be born into a successful partnership model. From the outset, the new school will be a full strategic partner in the teaching school alliance and will also participate in the local and regional networks that are currently accessed by the existing school. The new school will be able to benefit from joint commissioning and commercial partnerships which the schools have developed both as an alliance and severally. The school will automatically acquire membership of the Northamptonshire Special School Headteachers' Association, which will further empower in terms of leadership and governance and in negotiation with the local authority. It will also benefit from access and challenge from [REDACTED] [REDACTED] at governance level and throughout the project design and delivery phases.

In addition to the two teaching school alliances [REDACTED] and the [REDACTED], the partnership has well established links regionally through the [REDACTED] and [REDACTED]. The schools have worked very closely with the University of Northampton and the University of Bedford over many years

## Targets

- 1. All children with special educational needs in the north of Northamptonshire will attend an appropriate provision that requires travel time of less than one hour per day.** This target goes some way to addressing the capacity problems currently being experienced while also impacting positively on the day-to-day lives of our families, a key tenet of our bid.
- 2. Specialist SEN teaching will secure mean achievement for every pupil in line with an outstanding grading under the SEN progression guidance (i.e. more than two levels of progression in the key stage).** With outstanding gradings for most of the partner schools we can realistically expect that a similar standard of delivery will be achieved at the new school.
- 3. Corby Free Special School will, within three years of its establishment, take responsibility for delivery of one of the major initiative strands in the teaching school alliance.** Collaboration has driven this bid from the outset and we would wish for Corby Free Special School to quickly establish itself as an equal partner within the family of Northamptonshire special schools.
- 4. 95% + positive feedback from parents in annual survey.** Family-focus is central to the vision of the school and positive feedback from our main stakeholders is a key performance indicator by which to evaluate the effectiveness of our strategy.
- 5. 100% of young people transitioning to their next phase from Corby Free Special School will access appropriate provision and be equipped with the learning and skills they need to succeed.** We recognise that the school is a significant but temporary phase in the learning journeys of our children and young people and ultimately success or otherwise must be judged against the outcomes for our students.

## Section D: Education plan – part 1

In the table below, please provide the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time. Please add additional rows/columns if appropriate. We would expect a special free school to reach full capacity by the fourth year of its operation.

	Current number of pupils (if applicable)	2016	2017	2018	2019	2020	2021	2022
Reception			10	14	14	14	14	14
Year 1								
Year 2			22	15	18	18	18	18
Year 3								
Year 4								
Year 5				14	18	18	18	18
Year 6								
Year 7			10	11	18	18	18	18
Year 8								
Year 9								
Year 10				9	18	18	18	18
Year 11								
Year 12						10	10	10
Year 13								
Totals			42	63	90	100	100	100

This is the model we expect to reach in the fourth year after opening. Most classes encompass several year groups allowing us flexibility to accommodate, sensitive to the levels of demand for specific placements

Post 16 young people	6	Complex ASD Secondary 7 young people	Higher Functioning ASD – KS3 8 young people
Key stage 4 young people	10		
Key Stage 3 Lower young people	10	Complex ASD Secondary 7 young people	
Key Stage 2 children	10	Complex ASD Primary- 7 children	Higher Functioning ASD – KS2 8 children
Key stage 1 children	10	Complex ASD Primary- 7 children	
EYFS children	10		

At opening the model will be as below. We predict that there will be a small number admitted to the school at every age level between reception and KS3 but that there will be little demand at KS4 and post 16 for at least the first two years.

We would not expect to admit higher functioning autistic children at KS3 initially, although there is likely to be significant demand at this level in future years. Provision for Higher Functioning Autism has been identified as a significant area of need by Northamptonshire County Council. In the final structure of the school we will not be offering placements for Higher Functioning Autism before KS2. These children, whose cognitive abilities match those of mainstream peers, generally tend to succeed in mainstream settings initially and require more specialised provision as the curriculum becomes more formal leading to increase in anxiety and dysregulation.

Initially classes will cover a wider range of curriculum years, possibly dividing towards the ultimate model as we proceed with admissions. There will be no post 16 offer for the first 3 years of the school's operation.

Post 16 admissions	no	Complex ASD admissions	no	Higher Functioning ASD – KS3 No admissions
Key stage 4 admissions	no	Complex ASD Secondary 5 young people		
Key Stage 3 Lower young people	5			
Key Stage 2 10 children		Complex ASD Primary- 8 children		Higher Functioning ASD – KS2 4 children
EYFS children	6	Complex ASD EYFS- children	4	

## Section D: Education plan – part 2

In the table below, please provide details about each subject and any enrichment/out-of-hours activities in the planned curriculum. This table contributes towards D1. Please add additional lines as required.

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
<b>Early Years Foundation Stage and Key Stage 1</b>			
Communication and Language	6	Mandatory	
Social and emotional	6	Mandatory	
Cognition and Thinking	6	Mandatory	
Orientation, motor and mobility	2	Mandatory	
Expressive Arts	2	Mandatory	
<b>Total</b>	22		
<b>Key Stage 2 and Key stage 3</b>			
Communication and Language	6		Enrichment activities also provide a useful vehicle for development in these areas
Social and emotional	6		
Cognition and Thinking	6		
Orientation, motor and mobility	2		
Expressive Arts	2		
<b>Total</b>	22		
<b>Key Stage 4 and post 16</b>			As described below, the curriculum for this age group will be delivered through a variety of accredited courses, including those provided by ASDAN, National Open College Network (NOCN) and the AQA Unit Award scheme

Employment / Vocational skills	10		
Key /Functional Skills	15		Enrichment activities also provide a useful vehicle for development in these areas
Independent Living Skills	5		Enrichment activities also provide a useful vehicle for development in these areas
<b>Total</b>	25		
<b>Enrichment</b>			
<p>Across each of the phases of the school there will be opportunities for a wide range of enrichment opportunities. Some will be available within the structure of the curriculum and further opportunities will be offered through extended school provision. These activities will promote independence and socialisation skills for students as well as affording opportunities for extension of learning tasks. Activities will include:</p> <ul style="list-style-type: none"> <li>• Cinema and local performances</li> <li>• Visits to parks and markets</li> <li>• Working in 'The Shop' and 'Hair Studio'</li> <li>• ICT clubs</li> <li>• Visiting performers</li> </ul>			

## Section D1

### *Curriculum Principles*

The vision for Corby Free Special School outlined in section C describes a provision in which children are empowered in all areas of their learning. In our vision we explicitly aspire to the development of a learning context in which the children develop functional skills that will equip them for future life, as well as techniques to secure long-term the well-being of every child. We cherish the partnership of parents and carers and recognise the enormous challenges faced by families living with a child with a complex condition. We see as central to the role of the special school the delivery of training addition to moral, social and practical support to face these challenges and reinforce the resilience of all family members. The following curriculum principles are directly rooted in these core tenets.

**Children should have access to a curriculum that excites their appetite for learning, reinforcing that the process of learning is an enjoyable and worthwhile experience.**

**Functional skills and social skills that will enhance opportunities for the children at a later stage will be prioritised in the curriculum offer.**

**The curriculum will generate opportunities for choice-making and autonomy for the children.**

**The curriculum will be differentiated to accommodate each child's individual level and mode of learning, enabling each to overcome their individual barriers to achievement.**

**The curriculum will reflect the values of the families and the community.**

**The curriculum will prepare every child and young person for their next phase. It will offer access to qualification and accreditation while equipping them with the executive functioning and social skills they require for successful living**

**The curriculum will equip every child with key elements of learning, most importantly literacy and numeracy, to enable them to lead successful and rewarding lives**

### **Linking Curriculum principles to vision**

The vision that we hold for Corby Free Special School is based around accurate specialist provision for children which optimises their capacity for fulfilling their potential. We strongly believe that motivation and the enjoyment of learning is at the heart of this process and our vision for the school reflects this.

Our vision commits us to ameliorating day-to-day life for the families that we work with and we achieve this through nurturing independence of the children and developing functional skills that will serve them through life. We recognise the extraordinary challenges faced by the families of children with disabilities and wish to use our expertise and experience to target key problems that these families experience. The principles above reflect our priorities and values in developing a school where the priorities will be fun, functionality, families and lifelong learning. We strongly contend that every child is a learner, regardless of the extent of complexity of their difficulties and aim to create an environment and approach that will nurture this facility for every single one. We recognise that learning of key skills furnishes children with the tools to succeed in later life and that literacy and numeracy are essential in promoting independence and quality of life.

### ***Expected pupil intake –***

#### Overall picture

Corby Free Special School will offer provision for three distinct cohorts (PMLD/SLD, ASD and HFA). The cohorts have in common significant degrees of learning difficulty which is their identified primary need, although their secondary, highly specific needs require distinctive and specialised provision. These needs are described below:

#### Pupils with profound and multiple learning difficulties

These pupils will have complex learning needs. In addition to very severe learning difficulties pupils will have other significant difficulties such as physical disabilities, sensory impairment or a severe medical condition. Pupils will require a high-level adult support, both for their learning needs and also for their personal care. They are very likely to need sensory stimulation and the curriculum broken down into very small steps. Some pupils will communicate by gesture, eye-pointing or symbols, others by very simple language. Their attainments are likely to remain within the range of P1 to P4.

Key to our overall approach will be the development and implementation of an experiential curriculum with an emphasis on the use of sensory stimulation to help pupils to learn and develop. For example, a session with one or more pupils might focus upon pupils developing body awareness, responsiveness and pre-intentional communication through, in particular, developing their responses to different stimuli. This sensory approach promotes opportunities for young people to influence their own environment and the rich responses of supporting adults stimulate engagement.

#### Pupils with severe learning difficulties

These pupils will have very significant intellectual and cognitive impairments. The cognitive and / or attainment levels are normally at below the 0.1 percentile. This will have a major effect on their ability to participate in the school curriculum without support. Pupils with SLD may also have difficulties in mobility and coordination, communication and perception and the acquisition of self-help skills. They will need support in all areas of the curriculum. They may also require teaching of self-help, independence and social skills.

The majority will remain dependent on adults for all aspects of their care. Some pupils may communicate through use of sign and symbols but most will be able to hold simple conversations, some requiring pictorial or symbolic scaffolding to facilitate their communication. Their attainment levels may be expected to remain at below level 1 of the National curriculum for much of their school careers typically within the P4 to P8 levels of the P scales.

### Pupils with autistic spectrum disorders (ASD)

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

People with ASD generally experienced difficulty with:

- ***Social interaction:*** this includes recognising and understanding other people's feelings and managing their own. Not understanding how to interact with other people can make it hard to form friendships.
- ***Social communication:*** this includes using and understanding verbal and non-verbal language, such as gestures, facial expressions and tone of voice.
- ***Social imagination:*** this includes the ability to understand and predict other people's intentions and behaviour and to imagine situations outside of their own routine. This may be accompanied by a narrow repetitive range of activities.

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

Have a deep need for routine and difficulty with change. The world can seem very unpredictable and confusing place to people with ASD, who often have a narrow repetitive range of activities and may prefer to have a fixed daily routine so that they know what is going to happen every day. People with ASD may not be comfortable with the idea of change, but can cope well if they are prepared for it in advance.

Need to adhere rigidly to rules. You can be difficult for a person with ASD to take a different approach to something once they have been taught the right way to do it.

Have sensory issues. Pupils with ASD may experience some form of sensory sensitivity or dysregulation which can appear in one or more of the five senses: sight, sound, smell, touch and taste. At people senses may be intensified (hypersensitive) under-sensitive (hyposensitive). Peoples with sensory sensitivity may also find it harder to use their body awareness system. This system tells us where our bodies are, so for those with reduced body awareness, it can be hard to navigate rooms avoiding obstructions, standards and appropriate distance from other peoples and carry out fine motor tasks such as tying

shoelaces.

Have special interests. Many pupils with ASD will have intense special-interest, often from a fairly young age. These can change over time or be life-long and can be anything from art or music to trains or computers.

Have learning difficulties. Some pupils with ASD may have learning difficulties, meaning that they may not learn things as quickly as other people. A learning disability can affect all aspects of someone's life: from studying in school to learning how to wash I'm making me up. Autism of itself is not a learning difficulty. We regard ASD as an impediment to learning rather than an impediment of learning and when key adaptations of environment and methodology are put in place cognition may well be unimpaired, or the child may have learning difficulties to a greater or lesser extent.

Have other related conditions. These may include learning difficulties such as dyslexia and dyspraxia or attention deficit hyperactivity disorder (ADHD), or physical difficulties such as epilepsy.

### Higher Functioning Autism

While the school will be happy to admit children and young people with an ASD presentation it would be expected that they would also present with a degree of learning difficulty. It may be that a young person has the cognition or cognitive potential to work at an age-equivalent level but that has been beyond their attainment due to their condition. In this circumstance we would be happy to work with the child, hoping to accelerate to age-equivalent level and provide the specialist environment in which they can thrive. We would not ordinarily expect to admit any young person who is already working at age equivalent levels. In some instances this pupil might be expected to transition back to mainstream although experience suggests that the child's and family's perception of previous failure and frustration lead them to favour retaining the special school placement.

### Characteristics of the expected make-up of the school:

<b><i>Special schools in nearby locations</i></b>	<b><i>Total pupils</i></b>	<b><i>boys</i></b>	<b><i>girls</i></b>	<b><i>% FSM / PP</i></b>	<b><i>% EAL</i></b>	<b><i>Ofsted grading</i></b>
Kingsley School, Kettering	153	97	56	22.2%	6.2%	1
Maplefields Academy, Corby	100	91	9	67%	0%	1
Isebrook College, Kettering	133	94	39	40.2%	8.4%	2
Wren Spinney School Kettering	60	41	19	28.9%	6.7%	1

Friars Academy	142	97	45	30.1%	7%	2
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***All of the above schools are partners in this bid***

Rowan Gate	121	91	30	37.2%	5.5%	1
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Based on the above data we would expect that approximately 70% of pupils will be likely to be male. Therefore we will have to consider the make-up of classes carefully to ensure that every child has appropriate social mix and that no child is isolated.

From this data we would expect almost 30% of pupils to be entitled to free schools meals and triggering pupil premium payments to the school. This would be consistent with our understanding of the socio-economic picture in the Corby area.

<b><i>Mainstream schools close to proposed location</i></b>	<b><i>Total pupils</i></b>	<b><i>boys</i></b>	<b><i>girls</i></b>	<b><i>% FSM / PP</i></b>	<b><i>% EAL</i></b>	<b><i>Ofsted grading</i></b>
<b><i>PRIMARY</i></b>						
Beanfield School	543	289	254	25.6%	21.8%	3
Corby Old Village School	157	74	83	9.6%	15.6%	2
Oakley Vale School	392	181	211	6.9%	17.5%	3
Our Lady of Walsingham	287	142	145	19.9%	44.3%	-
Rockingham	274	145	129	34.7%	20.1%	3
St Patrick's	254	135	119	19.7%	22.8%	3
<b><i>SECONDARY</i></b>						
Corby Business Academy	1098	555	543	18.3%	11.7%	2
Corby Technical School	140	89	51	8.6%	8.6%	1
Kingswood	1182	555	627	23.7%	10.7%	-
Lodge Park	986	497	489	18.3%	16.7%	3

### ***Type of Curriculum***

The curriculum model is designed to address pupils' learning needs by providing a broad, balanced and relevant curriculum. The curriculum is perceived as all activities, programmes and learning opportunities on offer throughout the extended school day.

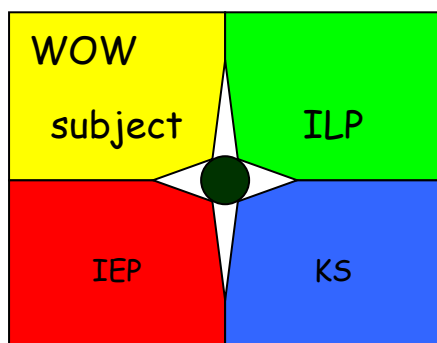
We aim to offer a curriculum which is balanced and broadly-based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
- Is flexible, responsive and continually evolving in order to meet the needs of each pupil

We perceive that pupils' learning needs may be identified as originating in a number of different curricular strands :-

- The Early Years Foundation Stage Curriculum and the National Curriculum (2014) and the skills and knowledge leading to it, as assessed by NC level descriptors and P Scales
- Key skills as identified in the National Curriculum (2002). Due to the nature of our pupil's development, the importance of these skills is heightened. Whilst the key skills of Literacy and communication, Numeracy and ICT are delivered in specific and cross curricular modes, we have identified the key skills of Problem solving & Independent Enquiry, Working with others and Reflecting on Learning to link with specific themes in our curricular map to promote planned teaching & learning opportunities
- Executive Functioning skills (as identified in pupils Individualised Learning Plans - ILP)
- Additional priorities (identified within the pupils IEP)

\* The balance of these strands and priorities will vary for individual pupils and will alter over time.



We believe and indeed research tells us, that in order to engage with the curriculum and make progress, children (& adults) need to enjoy their learning and this is significantly enhanced by memorable or WOW ACTIVITIES. Themes have been selected as vehicles for curricular delivery which spark interest and excitement in the pupils.

#### The Relationship between The Corby Free School Curriculum and Curriculum 14

Curriculum 14 is designed to “provide pupils with an introduction to the essential knowledge that they need to be educated citizens” and as such the content is important for our pupils, however its structure is based on age-related progression and this is not a useful framework for the pupils who will attend the school. Due to the nature of these

pupils' individual needs the acquisition of skills, knowledge and attitudes is not related to chronological age, but to developmental attainment. Therefore our Curriculum will ensure we are able to deliver learning opportunities which respond to the next stage of the individual's development rather than their age.

Skills and knowledge outlined in the New National Curriculum have thus been incorporated into our schemes of work, and will form part of the pupils' learning when they reach the appropriate level of development.

### Curriculum Planning Process:

#### Long term planning:

- WOW THEMES identified and formulated into a 2 Year CURRICULUM MAP for each of the departments (See LONG TERM CURRICULUM MAP)
- National Curriculum coverage will be assigned to WOW themes to ensure subject based curriculum coverage.
- From the curriculum coverage assigned to each WOW THEME, a subject DRIVER is identified. This subject driver will be the lead subject in the cross curricular theme
- Other subjects from the noted curricular coverage (SUBSIDIARY SUBJECTS) support the driver subject in the cross-curricular theme planning
- A KEY SKILL (from the 3; –Problem solving & independent enquiry, Working with others, Reflecting on Learning) is attached to each WOW THEME (based on compatibility and coverage)
- In addition, the curriculum map indicates themes for RE, Literacy & Communication, Numeracy, PE and ICT which are often taught as stand-alone lessons, with opportunities for generalisation and additional excitement within the WOW theme.

#### Medium term planning:

- Medium Term planning for each WOW theme consists of a set of Corby Cubes (These are comprehensive planning documents detailing learning objectives that have been derived from p scale descriptors, a range of activities that afford differentiation opportunities within the theme and colour-coded incidence of key skills to ensure that these are embedded within the activities and learning outcomes of each lesson plan). The activities identified in the Corby Cubes are key to differentiation of content and further differentiation is effected through LSA support, expectations and environmental adjustments.
- Page A: Appropriate Learning objectives, from driver & subsidiary subjects P1i to NC Level 4) selected as outlined below, organised into Areas of learning from the Primary Curriculum, to facilitate cross curricular learning.
- Page B: Suggested activities – which will provide 1) Wow experiences related to the theme 2) activities / sequences of learning to support attainment of the learning objectives for pupils with profound and multiple learning difficulties, severe learning difficulties and moderate learning difficulties.
- When planning page A of the curriculum cubes, EYFS/ P Scale/ NC assessment statements (LEARNING OBJECTIVES (I can Statements) are selected on the basis of the KEY SKILLS attached to the theme. (NB: NC and P Scale related learning

objectives have previously been analysed and coded to indicate which key skills they support.)

- 2 learning objectives are selected from the bank for each DRIVER and SUBSIDIARY SUBJECT for each P level or NC Level – if there are more than two, selecting the most appropriate to the subject content.

### Short term planning:

- A proforma has been created which includes
  - Class Name/ Date/ Theme (incl Subject driver and Key Skill)
  - Pupil Grouping and staffing
  - Lesson organisation- 3 part lesson as appropriate
  - Activity to include differentiation
  - Teaching & Learning Styles Key (Multiple intelligence) of coverage (weekly/ module analysis by highlighting coverage)
  - Success Criteria: (linked to groups/ differentiation) Success Criteria may be drawn from 1 of 4 areas of our curriculum. (See below) as depicted in the Curriculum Star and are appropriately colour-coded.

1) Learning objectives from Medium term planning of WOW THEMES

2) IEP

3) ILP (executive functioning)

4) KEY SKILLS (may be any one of the 6 areas)

They should be written/ highlighted in corresponding colour to indicate the priority & coverage for the child/ group

The success criteria are likely to be from those objectives outlined in the medium term planning but may vary for individuals or groups depending on the priorities the teacher identifies for them.

In addition, IEP and ILP (individual learning plan detailing pupils' executive functioning priorities) targets are detailed on each activity plan, as are specific strategies for emotional regulation and learning recovery activities.

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## **Content of the Curriculum**

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

Communication and language - The aims of this aspect of pupils learning would be to help pupils to:

- Respond to adult and peer interaction
- Develop their intentional communication so that pupils learn that performing a particular action causes an effect

- Experienced a range of communication methods based on pupils individual needs; we will adopt a total communication policy and so will use a variety of communication methods including verbal communication, Makaton signing, body signing, objects of reference, photographs, symbols picture exchange communication system (PECS)

Social and emotional - The aims of this aspect of pupils learning will be to:

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

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

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

Orientation motor and mobility - The aims of this aspect of pupils learning will be:

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

Expressive arts - The aims of this aspect of pupils learning will be to:

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

Expressive arts will have a particular focus as a major vehicle for pupils' sensory and cognitive development. The expressive arts will have links to the whole curriculum. By engaging in experiences within the expressive arts, our pupils will recognise and represent feelings and emotions, both their own and those of others. Learning through and about the expressive arts will enable pupils to:

- Be creative and express themselves in different ways
  - Experience enjoyment and contribute to other people's enjoyment through creative expressive performance and presentation
  - Develop important skills, both those specific to the expressive arts and those which are transferable.
  - Expressive arts are rich and stimulating, with the capacity to engage and fascinate learners of all ages, interests and levels of skill and achievement. Therefore we will seek opportunities within our own teaching approaches for interdisciplinary learning and to foster partnerships with professional arts companies, creative adults and cultural organisations.
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### Section from Early Years Long-term Curriculum Planning

EY A	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Unit 1</b>	All About Me (Personal, social and emotional development) <b>PSED</b>	The World About Us <b>KAU</b> (Geog)	Fairy Stories <b>CLL</b>	Help <b>PSED</b>	ABC/Communication <b>CLL</b>	Hickory Dickory Dock <b>PSRN</b>

### Section from KS2 Long-term curriculum planning

KS2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Unit 1</b>	Nobody's a nobody (me) (Reflecting on learning) <b>PSHE</b> - Ourselves <b>Hist</b> - Passage of time - me <b>Sci</b> - Ourselves <b>RE</b> - My self - who am I?, Harvest	Squish and Squash (exploring materials) (Problem solving) <b>Sci</b> - Sorting and using materials <b>Art</b> - Print making (clay), Pattern & texture <b>ICT</b> - Data - sort & match	Home Sweet Home (Working with others) <b>Hist</b> - Passage of time - homes, Toys & games <b>DT</b> - Homes <b>PSHE</b> - Personal responsibility	Colour All Around Us (Problem solving) <b>Art</b> - Colour mixing <b>DT</b> - Joseph's coat <b>Sci</b> - Colours around us <b>RE</b> What festivals do we celebrate at spring?	Back to Nature (Minibeasts) (Reflecting on learning) <b>Sci</b> - Plants & animals in the local environment <b>RE</b> - Who was St. Francis? <b>Art</b> - 3D sculpture	Come Outside (Going out) (Working with others) <b>PSHE</b> - Being aware in the community <b>Mus</b> - Sounds interesting <b>Music Express 1</b> <b>Art</b> - Photos <b>DT</b> - Playground

### Section from KS3 Long-term curriculum planning

<b>Literacy/English</b> Throughout the year:- development of Functional Skills ; cross curricular non-fiction work and texts					
<b>Numeracy/Maths</b> Throughout the year:- development of Functional Skills ; cross curricular Using & Applying					
<b>ICT</b> Throughout the year:- development of Functional Skills ; Annual Review presentations, INGOTS accreditation					
<b>PMLD Curriculum :-</b>	<b>Autumn 1&amp;2</b> Feelings and Emotions	<b>Spring 3&amp;4</b> Medieval Life	<b>Summer 5&amp;6</b> Textiles Environments	<b>Theme Days, projects or visits</b>	<b>Other areas including WRL/Careers Ed.</b>

<b>Termly Theme</b>	<b>Feelings &amp; Emotions/ Transition Curriculum</b>	<b>Medieval Life</b>	<b>Exploring Our World</b>		
<b>Themes may include:</b>	<b>SEAL, ASDAN New</b>	<b>Horizons, WRL</b>	<b>and Careers Education</b>	<b>(STRIDE) and will</b>	<b>link to FS/PLTS/ECM</b>
<b>Literacy</b>	Assessment Unit Narratives on a theme: Feelings and Emotions	Humorous Stories and Poems	Poetry on a theme (link to Termly Theme)  Rhythm and Rhyme		
<b>Numeracy</b>	Handling Data/ Measures - focus: Size	Money	Shape - 2D and 3D shapes		WRL Project linked to The Shop

**Section from KS4 Long-term curriculum planning**

Themes may include SEAL, ASDAN Pupil Progress, WRL and Careers Education (STRIDE). It will also be linked to FS/PLTS/ ECM					
	Autumn 1&2	Spring 3&4	Summer 5&6	Enterprise. WRL. Careers Ed'.	Choice of Termly activity or KS visit
	Myself & Others	My Community	My World		
Literacy	Nonsense rhymes and rhyming books	Myths - Australian - African	Modern. Flat Stanley Charlotte's Web	Journalism	
Numeracy	Measures and length	Weight and volume	Handling data		
Science	Humans as Org' (Healthy Lifestyles)	Maintenance of life.			Horticultural Project

## Case studies:

### Case Study: PMLD primary – typical day

Greeting, communication personal care

Physio program followed by hand skills group

Snack: offering social and sensory opportunities

Communication: intensive interaction and sensory story

Lunch: eating and drinking skills and social opportunities

Personal care followed by outside play and interaction with peers

Sensory and darkroom to promote visual and auditory skills as well as early cognitive concepts. On three occasions during the week this will also involve use of Eye-gaze technology developing cause and effect awareness, offering opportunity for the child to develop cause and effect awareness, exercise control of environment as well as an opportunity to enhance oculo-muscular stimulation.

Theme work with peers

Circle time

### Case Study: HFA KS3 typical day

9.00 Short sequence of independent learning tasks which are learning drills that are familiar and within the child's comfort zone. This is an opportunity to consolidate and to practice skills. While the children are undertaking these tasks, a range of sensory activities are also made available and each child has the opportunity to work through their own sensory circuit, helping them to frame up the day.

9:30 English learning is equivalent to mainstream provision in terms of content and delivery but with differentiation based on prior learning and LSA support to overcome specific difficulties. Much of the child's learning will take place in small groups but with the option of withdrawing to a workstation should the child require. With differentiation and adult support the activities should not be unduly stressful, but at all times the child is allowed to remove himself and use his own self-regulation techniques if the work is raising anxiety levels.

10.30 snack and playground

10.50: Mathematics: as with English the content will be similar to mainstream levels and with the same accommodations for differentiation and anxiety management. The class teachers interchange at this point as they have Maths or English specialism.

12.00 Lunch followed by outside activities or indoor interests. Access to ICT needs to be managed as many of these children have a particular fixation on computers.

1.00 On two afternoons per week the children will travel to a partner site to access subject specialist teaching. This also provides a valuable integration opportunity as we would expect these children to access College provision at the end of KS4. On the other 3 afternoons they will access the foundation curriculum through themes and these will be delivered by subject specialists, jointly recruited with partner special schools. Considerable focus will be given to enabling the children to pursue their own learning projects within these sessions.

3.00 Circle / reflection

## Post -16

There are 3 core components to the post-16 curriculum which together afford students a tailored personal pathway which is initially planned at the student's transition review in Year 9 and developed through the intervening years in key stage 4. Three components are:

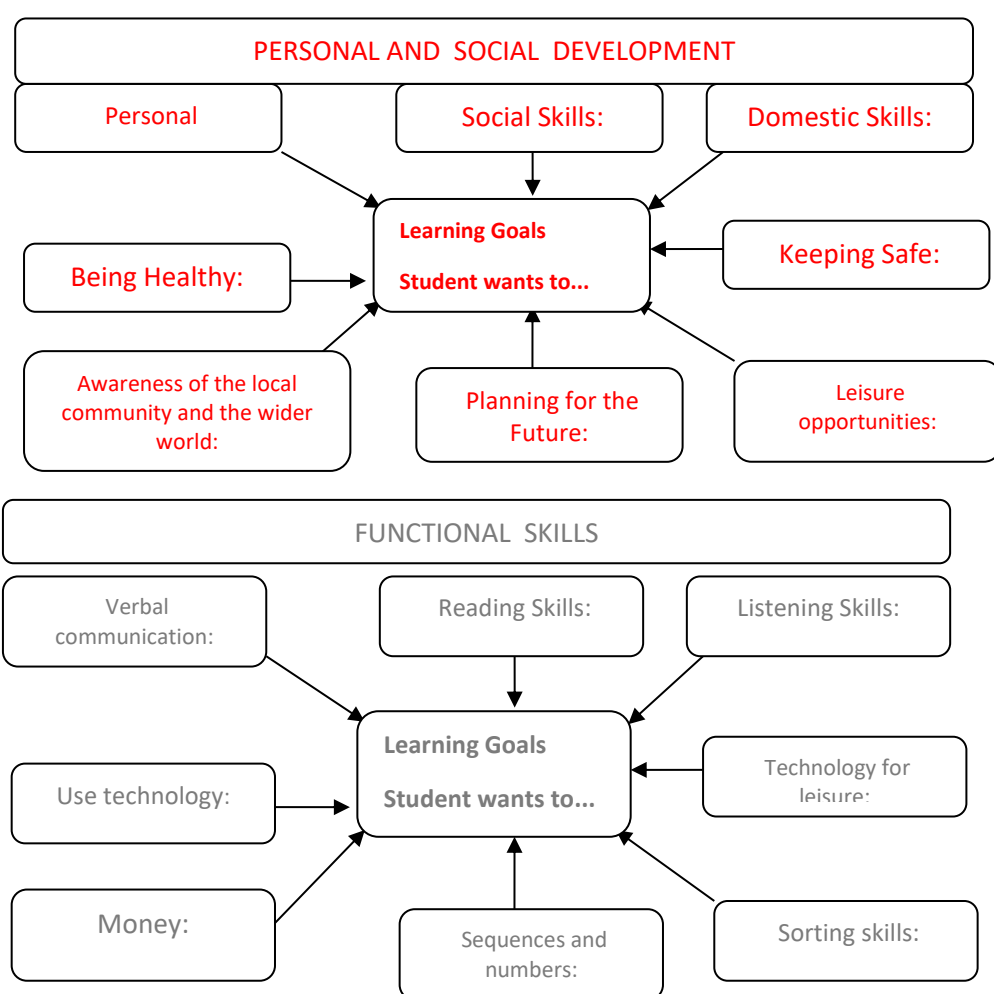
Functional skills: including English mathematics and ICT/computing

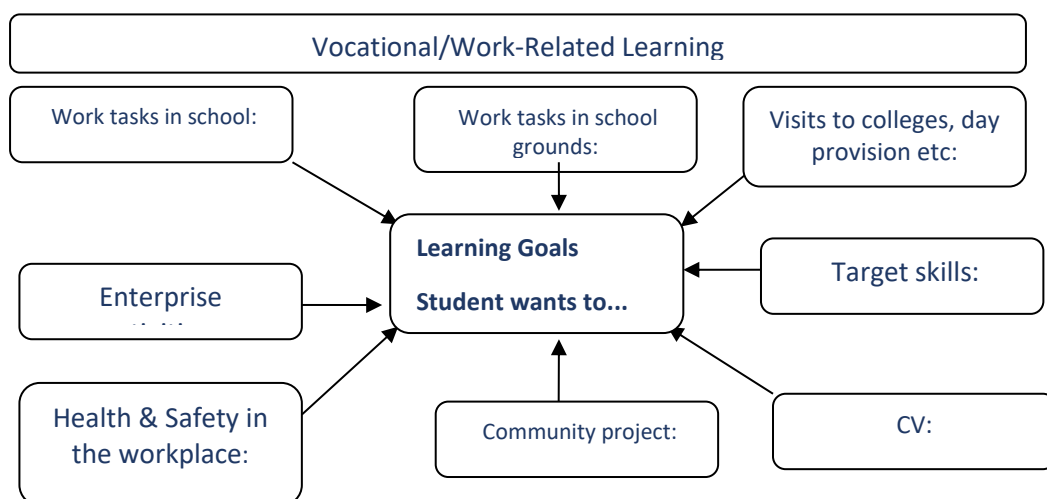
Life and living/personal and social development

Vocational skills-enterprise, transition, work-related learning

Accreditation is provided in respect of each of these facets of learning, ensuring that every young person has a balanced profile.

The diagrams below demonstrate how the individual student's needs are addressed across the three core components. The student's overall goals, developed at transition and subsequent annual reviews, signpost the outcomes for the end of key stage 5 and the curriculum is thereby structured to achieve these objectives. In each of the component areas 8 specific themes are identified and for each of these themes, learning objectives are matched to a set of experiences





The underlying strength of this curriculum model lies in the facility to offer a totally personalised learning experience to every student. The curriculum that is developed around the student's aspirations is directly focused on their life goals. The Northamptonshire post 16 special school conglomerate offers a broad and interchangeable set of experiences (including shop, his studio, mechanics workshop etc) and each of the settings offers a context for attaining personal goals and achieving specific learning milestones

### **Qualifications**

Typically, by the end of their time with us many pupils will be functioning above P8 but there are likely to be pupils still functioning at all levels within the P scales. The curriculum will develop an increasing formality and will have close links with the national curriculum subjects using the statutory programmes of study.

As for KS2 and KS3, wherever possible we will ensure access to the statutory programmes for subjects within the national curriculum. Therefore all pupils will have access to the core subjects of English mathematics and science as well as the foundation subjects.

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

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

As pupils progress to key stage four and into post 16 provision we offer experiences of a range of vocational courses which will include sports and leisure activities, retail, life skills, media and film, health and beauty, and design technology. These experiences will be designed to encourage students to think about the

choices they will need to make after their post 16 education. Several of these courses will be accessed by our students attending shared facilities at our partner schools e.g. auto mechanics at Maplefields, hair and beauty at Isebrook, work experience at Wren Spinney's shop and hair studio.

#### NOCN qualifications

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

#### ASDAN qualifications

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

- Literacy/ Numeracy / ICT
- Independent living skills
- Personal development:
- Community participation:
- Preparation for work:

#### Towards Independence (ASDAN).

This provides a framework of activities to reach personal, social and independence skills which can be developed and accredited for those with severe learning difficulties (SLD) and profound multiple learning difficulties (PMLD). Towards Independence offers formal recognition for small steps of achievement towards a larger goal. Modules can be used separately and accumulated to build a record of personal achievement. These modules cover a large number of aspects of learning based around literacy, numeracy, life skills, ICT

#### Transition Challenge.

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

- Knowing how
- Making choices
- Feeling good
- Moving forward
- Taking the lead

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

## ***Enrichment Activities***

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

In order to do this we will take full advantage of the proximity of partner schools and town's facilities.

Central to the enrichment programme will be the opportunity to enhance and develop social, communication and behavioural techniques in less formal, less structured, settings. Individual programmes which have been developed for use throughout the teaching day will continue to be applied in the extended enrichment programme.

Horticulture, sporting activities and expressive arts will be provided in semi-structured learning contexts based at the school. This will offer the opportunity for children to pursue their own interests and develop leisure skills, preparing them for life-long learning. Opportunities to attend events in the locality will be facilitated in the enrichment programme and these expeditions will afford opportunities for our young people to enhance their own independence.

Staffing for the extended school and enrichment programme will be led by members of the school teaching team with LSA contracts requiring participation in these events. This will ensure that there will be familiarity with techniques, programmes and ideology of the school and that the school shall retain accountability for the quality of the provision. Financing of the programme will be achieved through a service level agreement with Aiming High, the Northamptonshire funding stream to enable such provision for children and young people with disabilities.

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## ***Pupil Transition***

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

The Assistant Head for the Secondary department will develop procedures and policies to manage the transition processes into, and out of the school. They will liaise with the other Assistant Heads and the PSA to ensure that the transitions packages are fit-for-purpose, revising at necessary and will conduct annual surveys and evaluations to ensure that the processes are successfully achieving stated goals.

Each of the Assistant Heads, as detailed in the staffing structure, will take overall responsibility for the transition process for individuals including pupils entering into their particular phase of the school and leaving our school. The relevant team leader will work closely with the appropriate class teachers, LSAs, HLTAs, and appropriate therapist to ensure that the transition process is as smooth as possible. Where relevant, they will liaise with the child's previous provision (nursery or school) or with the Early Years support team and Portage service to ensure that families are supported through this process and there

that they have all information that they need. They will also collate information through the admissions process so that staff are aware and prepared for the child's entry to the school. From the outset we will use a person-centred approach so that provision can be tailored individually and to optimise the transition process.

The pupil affairs administrator will take responsibility for ensuring that information is transferred effectively and that the appropriate recording systems are in place throughout. They will ensure that the families have had adequate opportunity to familiarise themselves with the school through visits and pre-admission meetings and will also begin the process of networking or appropriate professionals so that problems can be effectively addressed.

The pupil affairs administrator will also ensure that the family has received key documentation including the schools prospectus, behaviour and motivation policy and contact details for our family support service. The family will also receive the 'Class Book', containing photographs and pen-pictures of the key people the child will meet and a photographic tour of the school highlighting key locations for specific activities. This will minimise anxieties for the child as they begin at school and move around our environment to access their learning. All families will be invited to share their 'best hopes' for their child's future and this will be re-visited with them to evaluate processes in every instance.

During peak periods of the school's growth, especially during the pre-opening period leading up to the first admissions, there will be a significant demand placed on the schools resources due to the number of new pupils entering the school. During these periods of time they will be resource planning in place to ensure that the process is equitable and positive for children and their families.

At the point at which the pupil starts at our school, there will be a meeting of the relevant staff (multidisciplinary) to plan and begin to implement an appropriate support and development programme. This programme is set out clearly and insignificant detail targets and strategies with regard to all areas of progress including academic progress and that related to the pupils well-being. In most instances this meeting will take prior to the first day of admission and always within one week of the people beginning at school.

Within six weeks of the child's admission to the school, we will hold a post-placement meeting which will draw on our baseline assessments and observations of the child in class to enable us to frame objectives both long- and short- term for the child. This meeting will also consider all aspects of provision and need denoted in the EHC plan. At this point we will have opportunities to discuss with parents any logistical concerns that have arisen and to plan how we may support the family going forward. We will ensure that this review process takes full account of transition-specific needs, including those associated with academic progress and in relation to the pupils' well-being. As a person-centred school, the child's views will be sought and where appropriate, they will be invited to attend all or part of these meetings to share their views.

We will give priority, as our post-16 provision develops, to understanding the needs of our pupils as they become young adults aged and, working in partnership with providers of services, enable us to ensure the best possible transition to the adult sector. Key stage 4 and post-16 transitions are considered in detail at the student's transition review in Year 9 and also at every subsequent review. This ensures that the transition is aligned with the

young person's life goals and following a direct and developing pathway.

After a pupil has left school we will continue to liaise with the appropriate organisations to ensure that the pupil continues to thrive in her/his new environment. This liaison will involve a set timescale: the term before pupils are scheduled to leave, there will be a meeting of key staff within the school and those from organisations who might have an involvement in the pupil's development after leaving our school. This meeting will finalise the pupil's destination and three weeks before the pupil is scheduled to leave our school, there will again be a meeting of key staff within the school and from the receiving organisation to finalise the necessary details. Throughout the first six months of the pupil's time after leaving school there will be ongoing liaison between the two settings to support the young person in integrating to their new setting. We will of course, be happy to continue to liaise with families and support them in any regard relating to the young person subsequent to their departure from the school.

The pupil affairs administrator will once more play a key role in the transition away from our school. They will collate all appropriate information, including safeguarding, academic, family support and EHC / statement documentation, ensuring it is handed on in a timely manner.

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## Section D2

### ***Measuring Performance and setting targets***

#### ***Academic and Behaviour targets***

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

This ambitious and realistic approach to target-setting apply to the school as a whole and for all pupils as individuals. These outcomes are related to key elements of our vision and associated features of our school.

#### Pupils' academic achievement including qualifications:

- 90% of pupils will exceed or achieve their individual targets based on the DFE progression guidance. 40% of pupils will be in the upper quartile and 70% at median level.
- 80% of our post 16 pupils will achieve a recognised qualification (ASDAN, NOCN) related to their independent living skills

This relates to target 2 in section C, securing achievement that equates with an outstanding grading in SEN Progression Guidance.

#### Pupils' destinations after leaving school

- 100% of pupils leave school at the age of 16 17 or 18 move into further education and training which meets their needs, or appropriate employment with training
- 100% of pupils with a HFA presentation will successfully transfer to post-16 provision in a setting that will enable them to pursue their transition plan. This requires that they have adequate social and independence skills as well as sufficiently high levels of academic achievement

This relates to target 5 in section C, students being equipped with the learning and skills for the next phase of their learning.

#### Attendance

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

#### Behaviour

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

This aligns with our vision of behaviour management in section C and the proposed Behaviour and Motivation policy whereby children will be enabled to manage their own self-regulation and anxiety levels.

### Pastoral care and pupil well-being

- There are no reported incidents of bullying
- In parent / carer survey at least 95% of parents report that their children are happy and well looked after at school

This relates to target 4 in section C whereby we place a premium on the well-being of families.

### Quality of teaching

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

This relates to target 2 in section C, securing achievement that equates with an outstanding grading in SEN Progression Guidance.

### Pupil satisfaction

- Through the use of the appropriate methods of pupils communicating to us their views, 95% of pupils will judge the quality of provision in the school as at least good

### Parental satisfaction

- 95% of parents will judge the quality of provision in the school is at least good

This relates to target 4 in section C whereby we place a premium on the well-being of families.

### Staff morale, development and retention

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

### Pupil participation in various activities

- 100% of pupils will participate in community-based enrichment activities.

## **Assessment**

Assessment is essential in ensuring high-quality learning and teaching take place. Reflecting the complexity of the needs of the children we work with, our assessment models must address the breadth of presentation and must be tailored to the individual children as they progress through the school.

The assessment map below indicates the range of tools that will be used at the school but these do not reflect the totality of the systems that will be in place. Formative and informal

assessment (and in particular, observation of the children in social contexts, contribute a great deal to informing the work that we will be doing and are valued assessment tools. Assessment is also integrated to many of the procedures and processes in operation through the school and is particularly prevalent in our formal review processes: post statement planning meetings, statutory reviews of EHC plan and multidisciplinary meetings. There are also review cycles around our individual education plans (IEPs).

Assessment Map				
	Profound and Multiple Learning Difficulties	Severe Learning Difficulties	Autistic Spectrum Disorder	Higher Functioning Autism
<b>Early Years incl Reception</b>	ES Developmental Journal EYFS profile Routes for Learning Individual focus system 2 simple – video tracking	ES Developmental Journal EYFS profile Routes for Learning Individual focus system 2 simple – video tracking	ES Developmental Journal EYFS profile PECS developmental scales Individual focus system 2 simple – video tracking	We would not expect to admit children at a higher level of cognitive function before KS 2
<b>Key Stage 1</b>	P Scales # (mainly 1-4) ES Developmental Journal Routes for Learning Individual focus system @	P Scales Executive Functioning Skills scale Individual focus system	P Scales Executive Functioning Skills scale PECS developmental scales SCERTS table Individual focus system	
<b>Key Stage 2</b>	P Scales (mainly 1-4) Routes for Learning	P Scales Executive Functioning Skills scale Individual focus system	P Scales Executive Functioning Skills scale PECS developmental scales SCERTS table Individual focus system	P Scales / NC levels Executive Functioning Skills scale Individual focus system
<b>Key Stage 3</b>	P Scales (mainly 1-4) Routes for Learning	P Scales Executive Functioning Skills scale Individual focus system	P Scales Executive Functioning Skills scale PECS developmental scales	P Scales / NC levels Executive Functioning Skills scale Individual focus system

			SCERTS table Individual focus system	
<b>Key Stage 4 and post 16</b>	P Scales (mainly 1-4) Routes for Learning	P Scales / Milestones for post-16 Executive Functioning Skills scale PECS developmental scales SCERTS table Specific assessments relating to accreditations: <ul style="list-style-type: none"> <li>• NOCN</li> <li>• ASDAN</li> <li>• Duke of Edinburgh Awards</li> <li>• Food Hygiene</li> <li>• First Aid</li> <li>• Health and Safety at Work</li> </ul> GCSE's and option of A levels for Higher Functioning Autism. These would have to be delivered through partnership with other providers and might be more appropriate for the young person to transition to the new setting with Corby Free Special offering outreach support		

**#** P Scales are assessed in finer detail using 'Green files', a bespoke breakdown of each P scale descriptor into its constituent skills. A sample of this scale is enclosed earlier in this document. The scale includes the facility to measure progress both vertically and horizontally

**@**- Individual Focus: Each child in rotation is the subject of an individual focus week. This ensures that all facets of the child's school life is intensively reviewed periodically throughout the year and is not dependent on reporting and reviewing cycles. The individual focus process incorporates updates from therapists and Family support workers, updating of IEP / ILP, Behaviour Management Plans / Behaviour Intervention Plans, transport care plans, pupil communication passport. During an individual focus week the teacher is required to contact with parent either face-to face or by telephone, to share the updated plans and to take account of the family's views. All outcomes from the Individual focus week are shared with the multi-professional team.

## Assessment and data tracking system

We recognise that:

- High expectations are key to securing excellent progress
- Accurate assessment is essential to securing and measuring pupil progress
- Age and prior attainment are the starting point for developing expectations of pupil progress

We will use the national expectations and associated SEN Progression Guidance data to set ambitious and realistic targets for pupil performance based on P levels. Progress trajectories will be applied and targets set to ensure appropriate challenge and ambition across every Key Stage and this will be evaluated against the progression guidance and

against our expectations for the individual child. Every learner's progress will be evaluated three times per year with a comprehensive data analysis of the full school year used to inform strategic initiatives that will guarantee effective learning and teaching across the school.

One of the partner schools to the bid has developed a bespoke assessment tool for tracking the learning progress of pupils in the primary sector. In previous OFSTED inspections this tool has been graded 'outstanding'. The tool is based on analysis of the level descriptors P1 - P8 and levels 1 to 4 of the previous National Curriculum (as our pupils will be operating significantly below the levels of the chronological peers they require a curriculum that is developmental rather than content/age based so we will continue to use the developmental descriptors in this model). While the assessment process will be premised on developmental descriptors this does not exclude the use of content from National Curriculum 2014 and this content will be considered in planning learning programmes within the curriculum. We would not expect any of our pupils in the SLD/PMLD cohort to progress beyond level 4 so this framework will be valid for these pupils from key stage 1 to Key stage four in tracking their cognitive development. However pupils with a higher functioning ASD presentation may well progress in individual subjects to take GCSE and further qualifications and will require that their work be evaluated against the descriptors of National Curriculum 14. The staffing model, whereby teachers will be shared with partner schools (under SLA) will enable learners to validate that the work is being validly judged.

Sample of a P scale assessment record, demonstrating not only vertical (i.e. advancement of knowledge, skills and concepts) but also horizontal (tracking the growing independence of the child in using applying the learning content). Changes in colour of the font reflect the different Key Skills that are represented in the activity.

NC Level ( I can ref)	Attainment	Physical support	Verbal or visual prompt	Independ ent	In a variety of situations
P7 (SCE-P7.1)	I understand the use of simple scientific language.	date	date	date	date
P7	I understand and can communicate related ideas and observations using simple phrases (e.g. which food to give to which animal)				
P7 (SCE-P7.2)	I can demonstrate simple properties of light, sound and movement.				
P7 (SCE-P7.3)	I can make simple recordings of my findings. (e.g. pictorially)				
P7 (SCE-P7.4)	I can make suggestions for planning and evaluating my work.				
P7	I can actively join in scientific investigation involving:				

	Light, sound and forces				
	Materials				
	Living Things				
<b>P7</b> (SCE-P7.5)	<b>I can suggest what went right or wrong.</b>				

Moderation of assessment judgments (including work sampling and multimedia evidence) will be conducted for each subject throughout the year. The vehicle for this moderation is the Northamptonshire data network which enables us to ensure the integrity of judgments in the context of local and regional specialist settings.

In order to complete triangulation of our judgments and pupil progress we will also use CASPA (the Comparison and Analysis of special Pupil Attainment) to analyse and evaluate the attainment and progress of pupils in a broader national context. CASPA will provide us with comparative data to allow the benchmarking for both individual pupils and cohorts within the school and to present analysis to meet the needs of all those who require access to information including school leadership group, governors, school improvement consultant and external agencies. Such information then drives our self-evaluation process and school improvement planning.

## Executive functioning skills

Executive functioning skills are essential to enable learning. For a number of reasons related to diagnosis or social context many of our young people will manifest deficiency in these core metacognitive areas. Essentially these are 'learning to learn' skills and can be practiced and developed, working in tandem with the mainframe of the curriculum offer and the individual adaptations embedded in IEPs and ILPs. As pupils acquire mastery of the skills we tend to see acceleration in their cognitive progress so we place great value on targeting and tracking progress within the executive functioning skills. The new school will monitor progress against a five-tiered table for each of the core executive skills of Initiation, Inhibition, Shift (transition), Emotional Control, Working Memory, Plan / Organise, Organisation of materials and Monitor.

Example of five-tier assessment tool for Shift, an Executive Functioning Skill:

<b>Shift:</b>
Distressed at transitions (not self-initiated). Not able to respond to any transitional support. Rejects all transitions. Favoured activity to favoured activity.
Can make transitions with full adult support, sometimes making transitions for rewards (visual, verbal, physical prompts). Needs to be pre-warned with specific techniques (timers and visual cues) eg accepts 'first-then' card
Can make transitions with visual and verbal prompts within set routines, with reward on

completion of routine. Unfavoured to unfavoured
Can make transitions with an individual verbal prompt. may need reminding. Verbal praise given. Independently follows visual schedule (including prompt to 'check schedule')
Can move to next activity following verbal prompt aimed at whole class. This will include transition for changes in routine without advance warning. Favoured activity to unfavoured activity

### ***Monitoring and Improving the quality of Teaching***

Curriculum delivery will be regularly monitored, reviewed and evaluated in the light of best practice so that outstanding teaching and learning takes place and so that pupils reach their highest levels of attainment. The principal will have overall responsibility for monitoring and improving the quality of teaching in the classroom. As the school grows, while having this overall responsibility they will delegate specific areas of the school to key colleagues. For example, each of the assistant heads will take responsibility for key stage departments within the school.

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

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

- Regular lesson observations, using the Ofsted inspection criteria and using external consultancy support for verification of school judgments. These lesson observations would fit with the refinement of the schools performance management/appraisal process. The head of School and the assistant headteachers will also conduct daily learning walks as part of the process of monitoring and improving quality of teaching in the classroom.
- Peer observations involving teacher-teacher and SLG-teacher pairs, again using the OFSTED inspection criteria and external consultancy support
- Subject coordinator lesson observations leading to subject specific coaching and informing planning for subject development
- Regular work scrutiny from work samples across all year and ability groups and needs cohorts.
- Data analysis from individual pupil to hold school level, involving direct teacher accountability in the former pupil progress meetings with individual teachers to evaluate the impact of their teaching.
- 'Quality assurance weeks' which will use the OFSTED criteria including those for lesson observations
- Governors' scrutiny of outcomes of monitoring work and assessment outcomes. Lesson observations by governors will not attest to the quality of learning and

teaching but will be used to validate reports received by governing body and to inform governors in relation to their strategic work.

- Pupil voice opportunities as a way of providing feedback (usually integrated to lesson observation)
- Parent voice opportunities as a way of providing feedback

It is important that staff, leadership and governance have an accurate knowledge of the schools strengths and weaknesses in all aspects of its provision. Gaps are areas for further improvement can then be addressed through focused action plans and progress of these plans assessed. The identification of these gaps or areas for further improvement would be fed into the wider school improvement systems including construction of the School Improvement Plan so that there are in place clear action plan with associated criteria for success and identified professional development opportunities for individuals. To that end, information and data on pupils will be monitored by each individual teacher and analysed by SLG. Teachers would be able to access information to the management information system (MIS). As much as possible, and taking account of the pupils' cognitive development, pupils will be involved in knowing their attainment levels in reading writing and mathematics and all will be very clear about what targets they have in order to move their learning to the next level.

### ***Liaison with and reporting to parents / carers***

We regard engagement with parents and carers as crucial in securing high standards of provision and high-level outcomes for pupils. We are eager to take on board views from parents as, in all cases, their expertise on their own child offers insight that can greatly enhance provision. This is also a very valuable way of evaluating our own processes and securing improvement.

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

- The establishment of a strong partnership based on trust and good communication
- Active involvement of parents and carers in the education and progress of their children, recognising that the families of many of our pupils will live some distance away from the school and we will need to take full account of that in organising parents and events, including alternative opportunities for those families who find difficulty to be at school at particular times.
- The promotion of parental expertise as a key support in the learning journeys of our pupils; we recognise that the parents of children with special educational needs usually have a profound knowledge and understanding of their child and their needs which professional colleagues will need to take into account
- Through ongoing information for all parents and carers regarding the curriculum; this will include a manageable 'open door' policy where parents and carers will be able to liaise with the relevant member of staff on an informal basis and, to enable

this, we will make sure that there is available, at the beginning and end of the school day, designated staff to address parents' concerns.

- Enhanced understanding of parents and carers views and opinions through surveys.

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

- The Statutory Annual Review process provides a rich opportunity to share views and aspirations, ensuring that all of the requirements identified in the statement or EHC plan are being addressed while also enabling us to align the best hopes of the family with the provision in class. These reviews will be run on a person-centred planning basis and will also be attended by members of our family support team
- Running workshops to encourage parents' and carers' practical involvement and support in core learning areas. This will include engaging with partner agencies to offer training for parents in enuresis, sleep and behavioural challenges as well as training for parents in supporting their child's academic learning.
- Holding periodic surgeries - these will coincide with parents evenings to minimise overload of appointments.
- Facilitating partner professionals e.g. paediatrician, orthotics, therapist in holding clinic at school.
- Use of school facilities by parent partnership groups to host events
- Regular teacher consultation evenings on a termly basis where the class teacher will discuss the progress of the child in all curriculum areas and share any areas of concern. This will also provide a platform for parents and carers to ask questions about their children's progress.
- Ensuring the parental involvement in the children's learning is a recognised topic of staff activity and CPD
- Reinforcing the two-way nature of home-school communication and consultation via a bespoke parents and carers area of the school website which will give information about homework and other ideas for supporting children's learning
- The use of a text messaging service to send important messages including reminders about key school events and celebrations of children's efforts.
- Through our individual focus process there will be either face-to-face or telephone consultation with the parents to share updates on IEPs and learning programmes. In addition to this there will also be termly contact with a family support worker so the school can provide an assistive service in overcoming specific problems.

## Section D3

### Staffing Structure

#### For SLD /PMLD classes:

There will be one teacher for each group of 10 children. This will apply for all classes from year R to key stage 4.

There will be 4 LSAs for each of these classes, two of whom will be at CA3 or CA4 levels. This is in order to facilitate the physical management and care of children with profound and multiple learning difficulties.

#### For ASD classes

There will be one teacher for each group of seven pupils. This will apply for all classes from year R to key stage 4.

There will be 2 LSAs for each of these classes, one of whom will be CA3 or CA 4.

#### For ASD higher functioning classes

There will be one teacher (0.6) for eight children at both Key stage 2 and key stage 3. At key stage 3 the class teacher will be required to teach English and Mathematics. Subject specialist for foundation subjects will be provided through service level agreements with partner schools. As the school develops further we would expect to recruit jointly for these roles.

These classes will have 2 LSAs, one of whom will be at CA3 or CA 4 level.

As provision for post 16 emerges in the fourth year of opening we will have to explore with partner schools and Tresham College how we might share staffing in order to facilitate the range of accreditation and qualification that we will require. The Corby Free Special School will become a partner in the Northamptonshire Special Schools Post-16 conglomerate and through these relationships students will be able to access a wide range of work-based learning settings including sweetshop, hair studio and car mechanics' workshop. Elements of staffing will be shared with partner schools, with teacher / tutors based at the school itself.

We will appoint teachers with qualified teacher status and, preferably, SEN qualifications and experience. Similarly we will look to recruit support staff with experience and qualification in supporting children with special needs and we would expect to offer a comprehensive induction and CPD programme to further develop their practice.

As the bid is being driven by a group of special schools we would expect that the schools will assist us in addressing any specialist gaps that appear in the provision, either through secondment or through shared staffing initially and subsequently through supportive recruitment.

From the outset we would expect that viable senior leadership candidates would emerge from our partner schools. These schools have, over the years, developed their sustainability models to ensure succession of senior leaders. As much of the practice and procedures have been developed from the existing practice in these schools, the transition

of expertise would be facilitated in this way.

### Senior leadership team

This will consist of:

- Principal
- 3 assistant headteachers
- School business manager
- Parent support advisor

### Principal

As well as preparing for the opening generally, they will have a particular focus in recruiting and conducting staff with the appropriate expertise, working alongside the governing body. The principal will contribute to policy formulation and document development, such as the school improvement plan. The principal will also lead the development of processes such as school self-evaluation, together with project milestones following their appointment and evidence collation for the pre-opening OFSTED visit.

Once the school is open, the principal will have responsibility for the day-to-day operation of the school and, in collaboration with governors, determining the strategic direction of the school. The principal will be able to inspire staff, parents and pupils to the vision of the school. They will write and implement school policies, school self-evaluation plan and monitor school development plans. They must understand the process of work scrutiny measures and implement them in a fair and reasonable manner. We believe they should lead, develop and inspire all the elements of the school towards achieving its aims and goals.

The principal must have the drive to raise standards and sustained improvements, and have enough ambition to motivate young people and parents towards improving their life chances.

The principal will have responsibility for the following specific areas:

- ***Shaping the future***- which involves working with the governing body and others to create a shared ethos, vision and strategic plan, which inspires and motivate pupils, staff and all other members of the school community. The principal and will need to ensure that all aspects of the school are based upon the core principles as defined in our vision
- ***Leading learning and teaching***- the principal will have a central responsibility for raising the quality of teaching and learning and for pupils' achievement. This will involve setting high expectations and monitoring and evaluating the effectiveness of learning outcomes.
- ***Developing self and working with others***- the principal will be committed to their own continuing professional development and support all staff to achieve high standards through performance management/appraisal and effective continuing

professional development practice. The principal will be a torchbearer of the ethos of the school and actively seek to develop this ethos to further the principles of the school, and improve the experience and outcomes for all our pupils. They will regularly review their own practice, set personal targets and take responsibility for managing their own workload and that of others.

- ***Managing the organisation-*** the principal will provide effective organisation and management of the school and seek ways of improving organisational structures and functions. People and resources within the school will be organised to provide an efficient, effective and safe learning environment. The principal will create a structure which will reflect the values and enable the management systems, structures and processes to work both effectively and legally by producing and implementing clear, evidence-based improvement plans and policies for the development of the school and its facilities. They will work with the governors to manage the schools financial and human resources effectively and efficiently through recruitment and employing staff appropriately to achieve the schools vision and goals.
- ***Securing accountability-*** the principal will account for the efficiency and effectiveness of the school to the pupils, parents, carers, governing body, and the DfE. They will promote collective responsibility within the whole school community and contribute to the education service more widely.
- ***Strengthening community-*** the principal will collaborate with other schools in order to share expertise and bring positive benefits to our own and other schools. The principal will actively promote the partnership between school, family and community to ensure families are fully engaged in planning and supporting the learning journey of their children.

### The 3 Assistant Headteachers

There will be an assistant headteacher with specific leadership responsibility for each of the three departments:

- Primary (including SLD/PMLD and including the Early Years Foundation Stage )
- Secondary (SLD/ PMLD through to post 16.)
- ASD (including higher functioning autism)

The key responsibilities of learning and teaching, curriculum and assessment will be allocated to each of the assistant heads as coordinators for that particular discipline. For these duties their responsibility will be school-wide.

### School business manager

The school business manager will be responsible for five key areas including strategic leadership and management, finance and managing resources, human resources, estate management, and marketing. The SBM will oversee all strategies relating to risk management, resource management, personnel issues, contract administration, managing employment contracts, ICT management, health and safety management and promoting the school with links to other schools and agencies, including business, community and

volunteer organisations.

#### Parent support advisor

The parent support advisor will take a leading role in the development of all family services. They will be one of the designated safeguarding leads at the school and will support the principal in safeguarding, looked-after-children and child-in-need processes. The PSA will lead the work of family support workers (one per department) and will manage the delivery of family training and parent-based activities.

#### Class teacher

Class teachers will take overall responsibility for the development of a group of pupils, working closely with LSAs and taking responsibility for the practice of these colleagues. Class teachers will take the lead responsibility for planning and delivering the curriculum, including involved individual pupils programs, and assessment of pupils' progress against targets. Every class teacher will also be required to take Co-ordinator responsibility for a subject area. All class teachers will have qualified teacher status.

#### LSA -CA2 level

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

#### LSA - CA3 level

At CA3 level an LSA will undertake all of the responsibilities of CA2 but will also cover brief absences if the teacher is required to leave the classroom, support the induction of more junior colleagues and lead their appraisal process.

#### LSA- CA4 level

In addition to all of the duties described above the CA4 will take responsibility for a particular aspect of school life e.g. the development of communication aids and materials or fulfilling the role of family support worker for 50% of their contracted time.

#### Administrative staff:

Initially the school will require a receptionist/administrative officer. As admissions increase and the school grows the school is also likely to require a Pupil Affairs administrator who will receive paperwork relating to admissions, EHC plans and processes, and paperwork supporting children in need.

The school will also be served by a range of professionals who will work regularly after school but will not be employed by the school. These will include therapist (speech and language, physio and occupational) school nurses, educational psychologists and such other specialists that the school may require from time to time.

<b>Year of Operation</b>	<b>Number of pupils</b>	<b>School Leadership Group</b>	<b>Teaching</b>	<b>Pupil Support</b>	<b>Administration</b>	<b>Premises</b>
Year 1 – Sept 2017	42	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Head- Primary 0.4</li> <li>• Assistant Head – ASD 0.4</li> <li>• Parent Support Advisor</li> </ul>	<ul style="list-style-type: none"> <li>• Both assistant heads will teach 0.6 in Year 1 of opening</li> <li>• Plus 6.8 fte</li> </ul>	<ul style="list-style-type: none"> <li>• 2 Learning Support Assistants CA4</li> <li>• 5 Learning Support Assistants CA3</li> <li>• 9 Learning Support Assistants CA2</li> </ul>	<ul style="list-style-type: none"> <li>• 1 School Business Manager</li> <li>• 1 Receptionist /Admin assistant</li> <li>• Pupil affairs administrator</li> </ul>	<ul style="list-style-type: none"> <li>• 1 Site Supervisor</li> <li>• 3 Cleaners p/t</li> </ul>
Year 2 – Sept 2018	63	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Head- Primary</li> <li>• Assistant Head - Secondary</li> <li>• Assistant Head – ASD</li> <li>• Parent Support Advisor</li> </ul>	<ul style="list-style-type: none"> <li>• All assistant heads will teach 0.4 in Year 2 providing PPA cover</li> <li>• Plus 10 fte</li> </ul>	<ul style="list-style-type: none"> <li>• 3 Learning Support Assistants CA4</li> <li>• 8 Learning Support Assistants CA3</li> <li>• 12 Learning Support Assistants CA2</li> <li>• Family Support Worker</li> </ul>	<ul style="list-style-type: none"> <li>• School Business Manager</li> <li>• 2 Receptionist /Admin assistant</li> <li>• Pupil affairs administrator</li> </ul>	<ul style="list-style-type: none"> <li>• Site Supervisor</li> <li>• 4 Cleaners p/t</li> </ul>
Year 3 – Sept 2019	89	<ul style="list-style-type: none"> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• All assistant heads will</li> </ul>	<ul style="list-style-type: none"> <li>• 3 Learning Support</li> </ul>	<ul style="list-style-type: none"> <li>• School Business</li> </ul>	<ul style="list-style-type: none"> <li>• Site Supervisor</li> </ul>

		<ul style="list-style-type: none"> <li>• Assistant Head-Primary</li> <li>• Assistant Head - Secondary</li> <li>• Assistant Head – ASD</li> <li>• Parent Support Advisor</li> </ul>	teach 0.4 in providing PPA cover <ul style="list-style-type: none"> <li>• Plus 11 fte</li> </ul>	Assistants CA4 <ul style="list-style-type: none"> <li>• 9 Learning Support Assistants CA3</li> <li>• 19 Learning Support Assistants CA2</li> <li>• 2 Family Support Workers</li> </ul>	Manager <ul style="list-style-type: none"> <li>• 2 Receptionist /Admin assistant</li> <li>• Pupil affairs administrator</li> </ul>	<ul style="list-style-type: none"> <li>• 5 Cleaners p/t</li> </ul>
Year 4 – Sept 2020	100	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Head-Primary</li> <li>• Assistant Head - Secondary</li> <li>• Assistant Head – ASD</li> <li>• Parent Support Advisor</li> </ul>	<ul style="list-style-type: none"> <li>• All assistant heads will teach 0.4 providing PPA cover</li> <li>• Plus 12 fte</li> </ul>	<ul style="list-style-type: none"> <li>• 4 Learning Support Assistants CA4</li> <li>• 9 Learning Support Assistants CA3</li> <li>• 21 Learning Support Assistants CA2</li> <li>• Family Support Worker</li> </ul>	<ul style="list-style-type: none"> <li>• School Business Manager</li> <li>• 2 Receptionist /Admin assistant</li> <li>• Pupil affairs administrator</li> </ul>	<ul style="list-style-type: none"> <li>• Site Supervisor</li> <li>• 5 Cleaners p/t</li> </ul>

Year 1 – opening – 42 children		
Post 16 no admissions	Complex ASD no admissions	
Key stage 4 no admissions		Higher Functioning ASD – KS3 No admissions
Key Stage 3 Lower 5 young people		
Key Stage 2 10 children	Complex ASD Primary- 8 children	Higher Functioning ASD – KS2 4 children
EYFS 6 children	Complex ASD EYFS-4 children	

Year 2 – 63		
Post 16 no admissions	Complex ASD no admissions	Higher Functioning ASD – KS3 4 young people
Key stage 4 4 young people		
Key Stage 3 Lower 5 young people	Complex ASD Secondary 7 young people	
Key Stage 2 Upper 7 children	Complex ASD Primary- 7 children	Higher Functioning ASD – KS2 8 children
Key Stage 2 Lower 7 children		
EYFS 10 children	Complex ASD Primary- 4 children	

Year 3 - 89		
Post 16 no admissions	Complex ASD 4 admissions	Higher Functioning ASD – KS3 8 young people
Key stage 4 8 young people		
Key Stage 3 Lower 10 young people		
Key Stage 2 10 children	Complex ASD Primary- 7 children	Higher Functioning ASD – KS2 8 children
Key Stage 2 Lower 10 children		
EYFS 10 children	Complex ASD Primary- 7 children	

Year 4 – 100		
Post 16 6 young people	Complex ASD Secondary 7 young people	
Key stage 4 10 young people		Higher Functioning ASD – KS3 8 young people
Key Stage 3 Lower 10 young people	Complex ASD Secondary 7 young people	
Key Stage 2 Upper 10 children	Complex ASD Primary- 7 children	Higher Functioning ASD – KS2 8 children
Key stage 2 Lower 10 children		
EYFS 10 children	Complex ASD Primary- 7 children	

## Section D4 –

### ***Expected pupil intake –***

#### Overall picture

Corby Free Special School will offer provision for three distinct cohorts (PMLD/SLD, ASD and HFA). The cohorts have in common significant degrees of learning difficulty which is their identified primary need, although their secondary, highly specific needs require distinctive and specialised provision. These needs are described below:

#### Pupils with profound and multiple learning difficulties

These pupils will have complex learning needs. In addition to very severe learning difficulties pupils will have other significant difficulties such as physical disabilities, sensory impairment or a severe medical condition. Pupils will require a high-level adult support, both for their learning needs and also for their personal care. They are very likely to need sensory stimulation and the curriculum broken down into very small steps. Some pupils will communicate by gesture, eye-pointing or symbols, others by very simple language. Their attainments are likely to remain within the range of P1 to P4.

Key to our overall approach will be the development and implementation of an experiential curriculum with an emphasis on the use of sensory stimulation to help pupils to learn and develop. For example, a session with one or more pupils might focus upon pupils developing body awareness, responsiveness and pre-intentional communication through, in particular, developing their responses to different stimuli. This sensory approach promotes opportunities for young people to influence their own environment and the rich responses of supporting adults stimulate engagement.

#### Pupils with severe learning difficulties

These pupils will have very significant intellectual and cognitive impairments. The cognitive and / or attainment levels are normally at below the 0.1 percentile. This will have a major effect on their ability to participate in the school curriculum without support. Pupils with SLD may also have difficulties in mobility and coordination, communication and perception and the acquisition of self-help skills. They will need support in all areas of the curriculum. They may also require teaching of self-help, independence and social skills. The majority will remain dependent on adults for all aspects of their care. Some pupils may communicate through use of sign and symbols but most will be able to hold simple conversations, some requiring pictorial or symbolic scaffolding to facilitate their communication. Their attainment levels may be expected to remain at below level 1 of the National curriculum for much of their school careers typically within the P4 to P8 levels of the P scales.

#### Pupils with autistic spectrum disorders (ASD)

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

## **Gender**

We would expect approximately 70% of the pupils to be male. This is broadly in line with data from special schools. The percentage of male pupils will be higher still for ASD where diagnosis levels for girls is considerably lower. Our experience tells us that there is little requirement for girls with a higher functioning autism diagnosis in particular. The reasons for this are unclear although there is abundant evidence that this is the case. Particular consideration would need to be given if the school were to admit a single girl to this cohort to ensure adequate social opportunities.

## **Initial and On-going Assessment**

Prior to admission to the school all children will have been assessed by a range of professionals and these supporting papers will provide valuable baseline information regarding the child. Medical diagnosis will have been confirmed and the receiving teacher and classroom staff will have had an opportunity to identify appropriate methodologies to address the individual facets of the child's condition and presentation. Prior to the child being admitted a preadmission meeting will be held to introduce parents to class staff and discuss immediate needs for the child first days at the school. Appropriate additional professionals will be invited to attend, having first been briefed using the child's statement or EHC plan and supporting papers. At this point parents would be given the opportunity to share their aspirations and to identify any concerns they may have.

Following admission the child's academic profile will be determined using baseline assessment tools in line with the school's assessment procedures (as discussed in section D1). Over the succeeding weeks the child will be seen and assessed by the various professionals working at the school, including (as appropriate) speech and language therapist, physiotherapist, occupational therapist. Educational psychology reports that were developed as part of the statement or EHC process provide a valuable initial resource and the school will engage with our own educational psychologist to refine this information and tailor a program for the individual child's needs.

Within six weeks of the first day of admission, a post-placement planning meeting will be held to afford parents and professionals the opportunity to identify any difficulties that have arisen and to share medium and long-term objectives for the child. At this point parents will be updated with the information gathered from the various assessment processes. Individual education plan (IEP) priorities will be identified along with the strategies to be used to attain these objectives.

The school will maintain a fairly typical routine of parent consultations and formal annual reviews to evaluate the progress that is made. These meetings will all be conducted using a person-centred planning approach, ensuring that the voice of the child is heard at all times. Monitoring between former meetings will be maintained through the individual focus process. This process involves the allocation of a week to each child in the class in rotation and during the course of that week all aspects of the child's provision are evaluated and updated with new priorities established as necessary. Views are sought from parents and from all engaged professionals and outcomes shared with the entire professional and family team.

### **Additional expertise**

In addition to the differentiated and personalised provision provided by the educational staff, the school will offer a range of related expertise. Some of these services will be provided as part of the commissioning arrangements between the NHS and Northamptonshire County Council. Additionally the school will seek to commission from a number of specialist professions to enhance outcomes for individual children.

#### **Services commissioned from NHS:**

Speech Language and Communication Therapy, Physiotherapy and Occupational Therapy: as many of the children will have significant physical and communication needs associated with their medical conditions, we would expect that provision proportionate to these needs would be in place. A minimum of one day per week directed at assessment and programme development would be expected. The model that we would employ was based on blocks of therapy delivered over 5 to 6 weeks with every session attended by a member of the schools support staff. This staff member would then be able to take the lead role in routine delivery of the development program throughout the week and between blocks of therapeutic intervention. The therapists will liaise with class teachers to ensure integration of professional skills and to optimise the current development in complementary aspects of the pupil's life. Furthermore therapists will participate in the schools termly multi-professional conferences which consider the needs of every child in the school. These conferences enable effective coordination and communication with families in order to maintain a balance of provision for the individual child.

Community Paediatrician and school nursing service: special schools in Northamptonshire have worked very effectively in developing the roles and impact of medical professions in the day-to-day life of the school. We would expect to employ similar models in the emerging Corby Free Special School. The nurses played a key role in safeguarding and training in addition to the work supporting schools staff in addressing complex needs. Nurses and paediatrician also attend the termly conferences working closely with all of the associated professionals, and in particular with the school's family support service.

#### **School-commissioned services**

As an aspect of the schools strategic planning to address the needs of the entire cohort the school will commission specific interventions which address the needs of

individuals. This is likely to include Occupational Therapy (with a particular focus on sensory integration), additional speech language and communication therapy and music therapy. This list is not definitive and it is likely that at various times other specialisms will be commissioned.

Furthermore the school would seek to engage with an educational psychologist using an approach defined as embedded psychology. In this model of working, the educational psychologist attends to school routinely (usually one day per week) to develop relationships with staff and children and to deepen their understanding of the approaches and practice of the school. Rather than calling on an educational psychologist to complete a specific piece of work in isolation, the psychologist, a familiar face, assesses the child in an unknown context, a program in tandem with educational staff, and monitors the effectiveness of this program over a period of time.

### **Safeguarding**

Safeguarding is a major priority in any educational system and statistically we are aware of the elevated levels of risk associated with children with disabilities. Consequently all senior leaders at the school will be designated senior leads for safeguarding and will maintain their training bi-annually. The school's pupil affairs administrator will also be a designated safeguarding lead and will be charged with the maintenance of detailed records in respect of safeguarding. Whole-school safeguarding training will be delivered every second year and safeguarding training will be an essential aspect of induction training for all new staff. The school will be compliant with all of the requirements of safer recruitment and disclosure and barring. The headteacher, through the headteacher's report to governors, will annually report to governors on the quality and effectiveness of the schools safeguarding procedures. The school will also complete a section 11 safeguarding audit annually in the summer term.

### **Behaviour**

The approach to behaviour at Corby Free Special School will be premised on the school's behaviour and motivation policy. Behaviour will, in general, be interpreted as being communicative in nature and it will be the obligation of every staff member to attend and respond to the behavioural conversation. Incidents of challenging and disruptive behaviour will be seen as communication of unmet needs and frustrated expectations and these incidents will be used to deepen our learning about the individual child, thereby reducing the likelihood of repeated incidents. There will be an intense focus on the enablement of children to develop their own techniques for self-regulation and emotional repair so that they can develop the skills to manage anxiety and social challenge with minimal disruption to their learning. Children will be encouraged to choose option that promote positive learning outcomes and that remove the barriers to their own achievement. We see a role for all of our associated professionals in supporting positive behaviour and partnership with families is at the very heart of this process.

### **Attendance**

Corby Free Special School recognises that attendance is absolutely necessary in order to affect optimal learning outcomes. We will strive to promote high levels of attendance and to encourage families in overcoming barriers to the child's

attendance. The school will set annual targets for attendance and these will be ambitious and challenging. However, in setting targets and in striving to promote raised levels of attendance, the school will remain sensitive to the needs of the children and their families. We recognise that the complex medical needs of children attending the school may impact greatly on their absence levels. While the school will, through its medical provision and health and safety approaches, endeavour to maintain children's health to the greatest possible extent, we must be sympathetic when more complex medical considerations apply.

The school will discourage families from removing the child for holidays during term time, but unlike our mainstream peers, we must adopt a more accommodating and understanding position. The families of children with complex needs face levels of stress and disruption that can lead to significant deterioration in the quality of life for adults and children. Consequently we acknowledge the value of a restful and appropriate holiday for our families and will sympathetically on holiday requests from families facing extreme challenges. Difficulty in acquiring appropriate accommodation for such complex children and further difficulties in terms of managing anxiety of the children (crowds, noisy environments etc) may mean that the only appropriate and safe time for a family holiday might be during school time. In such circumstances, the school will look sympathetically at the request and consider each request on its own merits.

### ***Specific Curricular Access for Pupils with ASD diagnosis***

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

#### **Structure**

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

#### **Positive (approaches and expectations)**

This important that a program of sensitive but persistent intervention is in place to engage the individual pupil, minimise aggression and discover and develop potential. In this respect it is important that expectations are high but realistic and based on careful assessment. This will include the strengths and individual needs of the pupil, their level of functioning and an assessment of the support they will need. We will seek to establish and reinforce self-confidence and self-esteem by building on

natural strengths, interests and abilities.

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

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

### Empathy

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

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

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

### Low arousal

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

Some pupils may be under-responsive to sensory experiences and actually seek additional sensory sensations. Again this would be best achieved with an approach for the input can be regulated. Some pupils may be over responsive (hypersensitive) to certain stimuli and the distress visited upon them as a consequence of this can lead to extreme distress and aggression.

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

#### Links

Strong links between the various components of the pupil's life and therapeutic programme will promote and sustain essential consistency. Open links and communications between people (e.g. parents/carers and teachers) would provide a holistic approach and reduce the possibility of unhelpful misunderstanding or confusion or the adoption of fragmented, piecemeal approaches.

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

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

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

- TEACCH: treatment and education of autistic and related communication handicapped children. The primary aim of TEACCH is to use structured approaches to help to prepare pupils with ASD to live or work more effectively at home, at school and in the community. Routines and structure based around workstations and visual timetables create predictability and opportunities for over-learning of core skills.
- SCERTS: social communication, emotional regulation, transactional support: this methodology plugs into the functionality of language used in context in order to enrich and empower the students. In a managed and structured environment children are assisted to identify their own techniques to regulate themselves and to repair themselves emotionally when they have been exposed to anxiety and distress. The methodology guides the types of intervention and support, i.e. transactional support, which create the learning context.
- PECS: picture exchange communication system. This is a tried and tested approach that uses pictures to develop communication skills. Building from the core concept of understanding the fundamental function of communication (the understanding that the use of communication allows me to exert choice and influence my environment) a structured syllabus of language development promotes communication in a number of modes using the visual strengths that are often associated with ASD.

- Social stories and comic-strip conversations will assist a person with ASD to understand a particular situation, skill, or concept in terms of relevant social cues, perspectives and common responses in a specifically defined style and format. These precision tools can be used to target particular distressors, equipping the child with a narrative jig to enable them to overcome a specific social barrier.
- This is not an exhaustive list and all approaches will be applied to individuals and groups according to the needs identified through their baseline assessment.

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

### **Use of ICT across the curriculum**

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

For example, many of our pupils with physical disabilities. This may mean that they have restricted movement may only have control over certain parts of their bodies. Access to this which will mean interaction with many other activities and the best switch position will be insured e.g. having the switch flat on a table or wheelchair tray at a comfortable height will help the user to reach the switch relatively easily. A Velcro board or Dycem mat can be used to stop it moving around. The switch can be positioned at an angle on a switch mounted on a Velcro board on the tray table. It could also be mounted on an arm attached to the side of the chair to the tray within easy reach. This is particularly useful for pupils with athetoid cerebral palsy who may have very large movements. It might also be mounted on the side of the peoples head. Some pupils find moving ahead much easier than moving their hands. The switch will need to be positioned underside that people do not lean towards the sun is only activated by deliberate movement.

We recognise the value of ICT to motivate and engage visual learners, in particular those with presentations on the autistic spectrum. We recognise the value of tablet and large touchscreen displays to facilitate access and give immediacy of feedback to children who required that level of engagement to be successful in their learning.

In facilitating communication, which is core to the process of learning, we recognise the value of specialist augmentative and adaptive communication technologies and are experienced in their use in our existing schools. The use of voice technology (VOCAs) to support expression (Go-talk, Barry box etc) provides an essential means of access the children with complicated medical and cognitive difficulties. The use of Eye-gaze technology gives a voice to children who would otherwise have none, opening avenues of learning in all areas of their living.

## Section E - Evidence of need – part 1

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

Please complete the table on the next page, using the information below to assist you.

If your school is new provision:

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

	Year 1				Year 2			
Reception	10	10	12		14	15	12 – Yr R pupils not known yet	
Year 1								
Year 2	22	22	22		15	15	15	
Year 3								
Year 4								
Year 5								
Year 6	10	10	14		11	11	11	
Year 7								
Year 8								
Year 9					9	9	5	
Year 10								
Year 11								
Year 12								
Year 13								
Totals	42	42	46		63	65	58	

## Table 2: For pupils without statements of SEN or EHC plans

- There will be no pupils without SEN statements or EHC plans

## Section E: Evidence of need – part 2

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

### Section E1

Throughout the process of composing the bid for Corby Free Special School we have engaged with local authority officers. Once a decision had been taken by members of the steering group that we would consider bidding to open a free special school we consulted with those officers responsible for commissioning places in the special schools. Operationally there had been routine consultation on the scale of the demand as the authority sought to place ever more children within the existing special schools and it was clear that further capacity was needed. Such was the authority's commitment to the project that a senior officer attended our selection interview with the New Schools Network and this level of engagement has been retained through the process. Being aware of the possible existence of competing bids, the authority were obliged to retain some distance and to share information equally while acknowledging the extent of the need.

Early drafts of the vision for Corby Free Special School were shared with a senior SEN officer and several officers were invited to attend our consultation with some attending. The publicity materials associated with that event and the PowerPoint presentation was also shared with officers. Officers identified a potential site and have provided the necessary information for the purposes of the bid.

We wrote to the LA seeking their commitment to commission places at our proposed school and the correspondence is reproduced below. This demonstrates that the officers are aware of the key characteristics of the school and that they are prepared to commission the requisite number of spaces at the school in the first two years of operation

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Dear [REDACTED]

Support for **Corby Free Special School**

I am writing on behalf of the steering group in charge of setting up the proposed Special Free School **Corby Free Special School**. The school, which we hope to open in Corby [REDACTED] in September 2017 will offer provision for three distinct cohorts of children:

- SLD / PMLD – severe / profound and multiple learning difficulties
- ASD – Autistic spectrum disorder
- HFA – Higher Functioning Autism

I have enclosed a class structure map to indicate the planned capacity of the school at opening, Year 2 and year 4 of operation (full capacity)

In order to complete our application to the Department for Education to open the Special Free School we need to show evidence of demand. Part of this includes showing the support of the Local Authority and it's commitment *in principle* to name our school in Statements of Special Education Needs / Education Health and Care Plans for pupils with the types of SEN for which our school will be designated. We are writing to you to obtain your confirmation that you would be happy to name our school in pupils' statements and approximately what number we might expect.

We plan to offer these children a Special Free School that addresses the specific needs of the children through a range of methodologies and adopts a 'families first' approach, operating as an independent member school of the wider family of Northamptonshire special schools. In order to offer this education we would expect there will be a cost for local authorities commissioning individual placements in line with the **matrix** funding mechanism that is used throughout the Northamptonshire special schools funding system per Full Time Equivalent pupil, after taking into account the [REDACTED] per place base level of funding provided by the Education Funding Agency to special free schools.

We believe that this free school is necessary in this area because of increased demand for special school places in this area of the county.

Please would you confirm your support for our plans by completing the attached support letter and returning it to us signed so that we may include it in our application papers to the Department for Education. We would be grateful if you could return your letter to us by 5<sup>th</sup> May so that we can meet the deadline to submit our application.

Please do not hesitate to contact me at [REDACTED], by email or on [REDACTED] if you have any further queries regarding our plans or the process to open the Free School.

Yours faithfully,

[REDACTED]

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**(The letter below was written at a time when two separate bids were being considered to establish a special free school in Corby. Northamptonshire County Council were supportive of the idea of creating such a school but needed to maintain a neutral position between the two bids. Subsequently the groups have merged and Northamptonshire fully support this proposal as the only bid being brought forward. Northamptonshire County Council officers have indicated their preparedness to back the proposal with attendance at any interview that forms part of the process. This the current proposal can now be seen as a strong partnership between [REDACTED].)**

**Northamptonshire County Council**

Free Schools Applications Team

Department for Education

3<sup>rd</sup> Floor

Sanctuary Buildings

Great Smith Street  
London SW1P 3BT

Please ask for: [REDACTED]  
Tel: [REDACTED]  
Our ref: [REDACTED]  
Your ref: [REDACTED]

Dear Sir/Madam

### **Confirmation of support for a free special school in Corby**

We confirm that the Local Authority of Northamptonshire supports an application for a free school in Corby. We understand that this is an application for a special school for children between 4 and 18 (EYFS to KS5), offering provision for children with SLD / PMLD, ASD and HFA presentations in Corby which is proposed to open in September 2017.

We confirm that we agree there is a need for the type of proposed provision in the local area, the number of children accessing special schools in Northamptonshire has increased over the past four years from 1037 to 1296. Projections indicate an increase in the county's population of approximately 15% (100,000) between 2009 and 2019; indicators suggest that there is likely to be an increase in the population across all age groups. Current special provision within the county is at full capacity.

The Local Authority will consider naming a Free Special School in Corby in line with our statutory duties in appropriate pupils' statements of SEN. We anticipate naming A Free Special School in Corby on the Statement of Special Education Needs / Education Health and Care Plans of approximately 42 pupils for the first academic year following the school's opening and of 65 in the second year. Top up funding will be allocated based on the mechanism that is used throughout Northamptonshire special schools, after taking into account the [REDACTED] place funding provided by the Education Funding Agency to special free schools.

Yours sincerely

Education, Health and Care Team

Children, Families and Education

[REDACTED]

[REDACTED]

[www.northamptonshire.gov.uk](http://www.northamptonshire.gov.uk)



Much of the publicity relating to our bid has been generated by word of mouth. The schools have substantial links through parent groups and community support ventures which has enabled us to speak directly with those families who are most likely to avail of the school's services. Additionally, direct contact with SENCOs at mainstream schools, Children's Centres and through headteacher representative groups enabled us to further raise the profile of our bid.

Maplefield Teaching School Alliance has hosted an enquiries page as have several of the member schools. We used Survey Monkey in order to elicit views from the wider community and to engage with families who might wish to express interest in an admission for their child.

To publicise our consultation two press releases were published by Northamptonshire Evening Telegraph, Corby and representatives of the group spoke

on both Corby local radio and BBC Northamptonshire.

Corby Councillors were invited to attend the consultations and this invitation was taken up by a small number. Considerable correspondence was conducted with a number of councillors, many expressing political concerns about the nature of free schools. Clarification of the level of demand saw many of the councillors offer their support for the project.

The consultation was attended by over 100 stakeholders and potential stakeholders consisting of parents, education professionals and councillors. It took the form of a PowerPoint presentation and Question and Answer session, together about 90 mins in duration. The PowerPoint and publicity materials are reproduced in the following pages.

### Who Are We?

- Maplefields Teaching School Alliance is led by the Special Schools in North Northamptonshire.
- The Alliance is dedicated to improving provision for children with special needs in our own schools and in mainstream schools in the area.
- We do this by offering training, leadership support and advice to all of our partner schools
- Most of our schools have been graded outstanding over several inspections
- In our schools we cater for special educational needs across all levels and ages from pre-school to 18

### The Vision for Corby Free Special School

- A local special school to support families – families at the heart of our provision
- An independent academy that is free to respond to its own community and grow within it.
- A Corby school for Corby children – no Corby children having to travel to school
- A partner school within the network of Northamptonshire special schools
  - A specialist school that is 'born outstanding' using the experience and expertise of the existing partners.

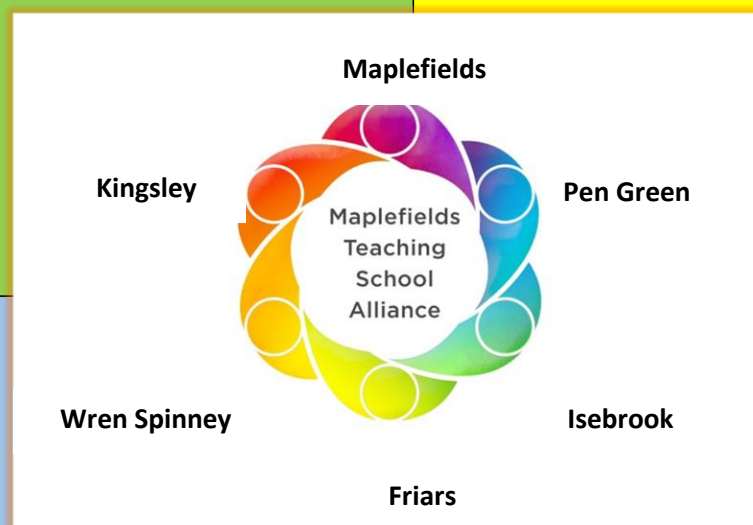
Corby Free Special School

Corby Free Special School

### The Need

- Corby is the 'growing-est' town in the entire country and the demand for specialist placements is increasing at a great rate.
- For several years Corby families have been obliged to transport their children to special schools in Kettering and elsewhere.
- All of our schools are already over-subscribed and admissions are being refused due to over-demand.
- We have campaigned with the authority for over 3 years to create this opportunity

Corby Free Special School



### Our pupils:

**PMLD:** Children and young people with profound and multiple learning disabilities. This includes complex medical and physical conditions.

Children and young people with severe learning difficulties

**ASD:** Children and young people with an autism diagnosis and a related learning disability

**HFA:** Children and young people with higher functioning autism who might previously have been successful at mainstream but whose anxieties and sensory needs have led to learning difficulties and delays

**Assessment:** In consultation with Northamptonshire County Council the school will offer provision and assessment placements for children who are being assessed for an EHC plan.

Corby Free Special School

## Comments

We would welcome your views on any aspect of our proposal to open Corby Free special School and will try to take account of all stakeholders' views in our bid. If you would like a member of the bidding team to contact please add your phone number or email.

Name:

Phone:

e-mail:

## Admissions

If you are a parent or carer of a child who might wish to attend Corby Free Special School please complete below. And submit to any of the partner schools. Alternatively this form can be completed on the Maplefields and Kingsley websites.

---

Your name:

Child's name:

Child's diagnosis:

Statement ☐ EHC plan ☐ awaiting EHC plan ☐

Preferred admission date:

Sept 2017 ☐ Sept 2018 ☐ Sept 2019 ☐

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If you are requesting a placement at Corby Free Special School we will contact you to discuss your child's needs and to keep you updated on progress. We will keep your personal data securely and will not share with any other agency or provider.

Address:

Post Code:

Telephone:

e-mail:

Powerpoint text from consultation:

### **The need**

- ▶ Growing population
- ▶ Special schools over-subscribed
- ▶ Out-of-county and independent schools
- ▶ Planned developments in Corby and Kettering
- ▶ Families commuting daily

### **The History**

- ▶ Special school in Corby until early 90s
- ▶ DSP model
- ▶ Growing numbers travelling to school
- ▶ Special schools submitted planned free school 3 years ago

### **The Team**

Representatives from each of the settings on the steering group introduced themselves and spoke of their own settings and their involvement with the proposed free school.

### **The Vision**

**Corby:** a school to meet Corby's needs for Corby families and to reflect Corby priorities

**Free:** autonomous and independent. Growing its own strategy, building its own partnerships. Responding to opportunities and priorities that emerge from serving its own community. Free to network to the schools own benefit

**Special:** a specialist facility drawing on the existing expertise in its special school partners. The leadership recruited and staffing supported by secondments and training from special school department partners. Born outstanding with proven specialised curricula, methodologies and systems transferred from partner schools

**School:** with its own governance and leadership, an independent Academy

### **The Values**

**Families:** recognising the impact that these children and young people have on parents siblings and extended families and seeking to improve life for families, not just individuals

**Learning for life:** functional skills based development is a priority, accessing vocational and SEN qualifications through to post-16 in partnership with the other special schools

**Achievement:** to the same outstanding standards achieved in the existing special schools and beyond

**Choice and voice:** equipping our young people to make good choices and cherishing their individual decisions and opinions

**Partnership:** working as an equal partner, sharing staffing, training, kit and facilities (especially through its growing phase)

### **The Support – how can you help?**

- ▶ Positive feedback on our sites
- ▶ Raise profile with families

- ▶ Linking us with our children
- ▶ Governors and members

## Provision in the local area

### 1. Provision in the area that are represented on the steering group of the current bid:

There is one special school currently located in Corby. This is the Maplefields Academy, a special school designated for provision for children and young people with social, emotional and mental health difficulties (SEMH). The school currently operates at full capacity but does not cater for the needs identified in the proposed free school bid. This school has been graded outstanding in its two previous inspections.

Wren Spinney: this is a secondary special school working with young people with PMLD and complex SLD presentation at Key stages 3, 4 and 5. The school is based on its own site in Kettering and operates a Sweetshop and hair studio in the centre of town to offer vocational and work-based learning to students. This school has been graded outstanding in its last two inspections.

Isebrook SEN College: this is a secondary special school offering provision for children with SLD and MLD presentations including provision for ASD. The school is based in Kettering and offers a comprehensive purpose-built post 16 provision. The school, currently graded good, was previously graded outstanding by OFSTED.

Kingsley School: this is a primary special school which incorporates a mainstream neighbourhood nursery. It offers provision for children with PMLD, SLD and ASD presentations and has capacity for 110 children (+ 60 more in the nursery). The school has been graded outstanding in its last two OFSTED inspections.

Friars Academy: based in Wellingborough, this is a secondary special school offering provision for young people with SLD and ASD presentations. The school is operating above full capacity and has been judged good in its last two Ofsted inspections.

All of the above schools are special schools and all bar one are currently at full capacity or above the designated maximum number. An increase over the past four years of 30% planned residential developments (5000 homes in Corby and 5500 homes in Kettering) suggest that this level of demand will increase in coming years. The only school that is not currently at maximum capacity is Wren Spinney and the projected intake from the primary special schools will bring that school to full capacity in the next two years.

In addition to this collective of special schools the steering group is further represented by three other settings.

Pen Green: the Pen Green children's centre and professional base is at the heart of Corby's preschool and SEN provision. Their practice, judged outstanding over several inspections, has led to the creation of a professional base facilitating tertiary and postgraduate level professional training for careers in education.

Hall Meadow: Hall Meadow primary school is one of the leading primary schools in the country, at one point in the last few years being rated as the second most successful primary school in terms of attainment nationally. The school is now leading a teaching school alliance while also serving on the strategic board of the Maplefields Teaching School Alliance and is therefore a party to the Corby Free Special School bid.

Woodnewton: a learning community: this unique partnership is focused on enhancing primary school provision in Corby. Woodnewton is also represented on the strategic board of the Maplefields Teaching School Alliance and is a full partner in this bid.

2. Provision that is not aligned to the steering group of the proposed bid:

There are two unit-based Designated Special Provisions operating in Corby, aligned to mainstream schools. Both of these are currently part of the Brooke Weston Multi-Academy Trust. :

Beanfield DSP offers provision for 20 primary age children with a wide range of special needs. This includes PMLD SLD and ASD. The DSP is inspected as part of the overall Beanfield Primary School provision and the school currently has a grading of 3, requires improvement. The most recent inspection highlighted concerns about provision in the DSP.

Corby Business Academy DSP offers provision for 35 secondary age children. These children have a wide range of needs including PMLD, SLD and ASD. Overall the school has achieved an OFSTED grading up to and practice in the DSP was very highly regarded, possibly outstanding.

## Section F: Capacity and capability

### 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)
<i>The input from all of the people named below is offered on a voluntary basis through pre-opening with continued voluntary support of the Principal Designate, Governors and Leadership team following opening working through the Maplefields and Pen Green Teaching School Alliances. There is potential weakness in the fact that all are senior leaders in their existing settings and their time is heavily committed, but, as skilled and experienced leaders and managers, they are able to deploy the resources of their organisations to create capacity to achieve our goals.</i>					
<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	Y	[REDACTED]	<p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	12 hours
<p>[REDACTED]</p>	Y	[REDACTED]	[REDACTED]	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	8 hours





## **Pre-Opening Phase:**

Throughout the pre-opening phase the functions of the school will be carried out by a number of panels. These panels will be constituted primarily from within the steering group but will also draw on external expertise (in most instances from partner organisations). Each panel will develop its own timeline and will report periodically to meetings of the full steering group.

Recruitment panel: this panel will draw from the experience and expertise of headteachers and business managers on the steering group. They will develop selection procedures specific to each recruitment area e.g. teachers, learning support assistants etc and establish timelines to effect the recruitment process. This panel will have access to materials and processes that already exist within the partner schools but will be charged with creating a distinct recruitment ethos aligned with the Corby Free Special School Provision.

Principal recruitment panel: although this panel will primarily be populated by members of the recruitment panel, the group will seek further external expertise including the involvement of the school improvement consultant and the local authority. Recognising the importance of this particular appointment, a separate timeline will be instituted to facilitate the new principal assuming their role two terms before the opening of the school.

Curriculum development panel: led by members of the steering group, this panel will call on the various specialisms and expertise within the member schools in order to plot the detailed structure of the school's curriculum offer. Specialist teachers will be called upon at various times to consider the methodological implications of curriculum delivery in their specific area, while the oversight of the panel will ensure fidelity to the vision of the school.

Administration panel: overseen by members of the steering group this panel will primarily consist of administration managers from the partner schools. They will be charged with the development of systems and the procurement of office software and materials. The administrative functions of the school will be required to be operative for at least two terms in advance of the school opening. This is in order to facilitate the admissions process and to ensure that financial, safeguarding and recordkeeping structures are sound from the outset.

Liaisons panel: this panel will be charged with the marketing of the school and the maintenance of key strategic relationships. They will oversee the integrity of communications and practice across the other panels and ensure that the ethos of the school is maintained at all times. This panel will also operate to protect the interests of the constituent member organisations, ensuring that the implications of decisions on the emergent school are aligned with the collaborative aspirations of the steering group.

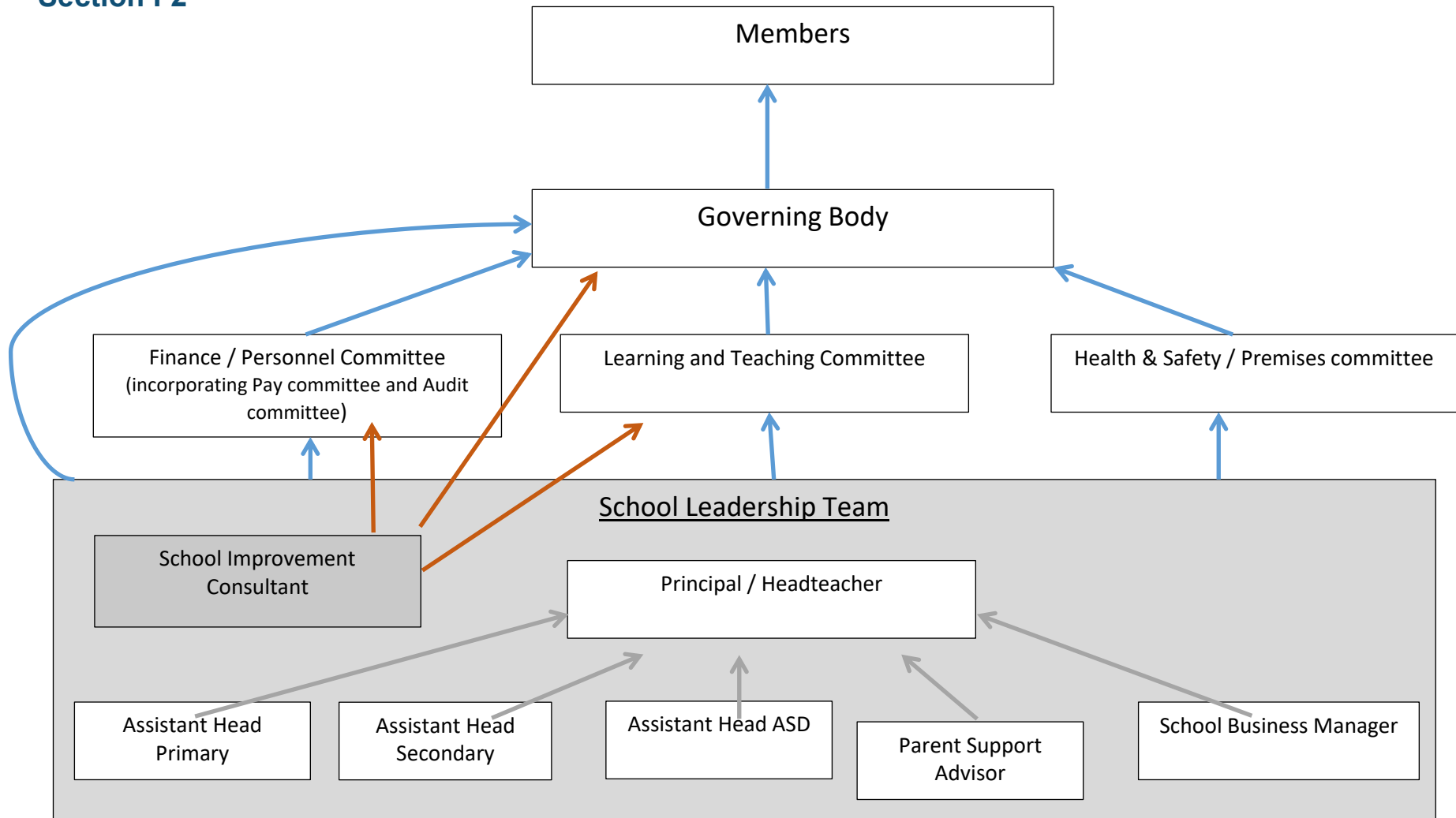
## F1 (b) Skills gap in pre-opening

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

Skills/experience missing	How you plan to fill the gap
Legal	<p>Although most of the headteachers involved in the application have already managed academy conversions we feel that there is a need for involvement from legal professionals. We will expect to address this gap in our skills profile by engaging solicitors and are likely to use either [REDACTED] who are familiar with our settings. Such a company as these are well-versed in educational matters and will be engaged for the formal legal processes associated with establishing the free school. In recruiting governors we will also be seeking to identify legal expertise and experience. Although we cannot guarantee that we will be able to recruit somebody from the legal profession we would hope that someone with legal knowledge through their work in commerce or similar would be available to us.</p>
Accountancy / Auditing	<p>As this bid is being driven by successful schools there exists within each setting a great deal of expertise in managing the financial affairs of medium to large enterprises. We can draw on the abilities and resources of 7 School Business Managers and within each of the governing bodies there exists considerable financial qualification and experience, mainly drawn from business contexts. Some of the schools have engaged with accountants working 'pro bono' who act in the role of responsible officer for the academies. Each of the Academies has also contracted with accountants and auditors to ensure the probity of their affairs and to discharge the reporting requirements of the Education Funding Agency. The emerging free school will be ideally placed to benefit from extension of these contractual relationships as well as being able to plug into the expertise of the School Business Managers in the early stages, including the recruitment of a School Business Manager to the new school.</p>
Marketing	<p>This is the aspect in which we have, as headteachers, least experience. As special schools our admissions and not dependent on the public profile of the school but on the placement procedures of the Local Authority so we have not had great involvement with marketing. Amongst our governors there will be a degree of experience in this area and we are aware that further expertise may be required through the process of consultation in particular. We would hope to draw upon our network, in particular links with local media (newspapers and radio in particular) and we would also hope to be able to draw on some expertise from the officers of the Local Authority, given that they are equally keen to see an increase in special school capacity.</p>

Skills/experience missing	How you plan to fill the gap
Site acquisition and build	As headteachers we have all managed projects to develop facets of our premises including the addition of many new buildings from scratch. This does not compare with the process of securing a complete school build but we are fortunate enough to have amongst our number the headteacher who oversaw the design and build of Maplefields Academy in Corby. Discussions with the Local Authority have provisionally identified as site adjacent to this school and, subsequent to a successful bid, we are confident that we would have the support of the Northamptonshire county council estate managers in securing a successful build.

## Section F2



## **Members**

There will be five trust members, three of whom will be signatories to the memorandum at the outset of the free school. The [REDACTED] will always be a member. The [REDACTED] will also serve as chair of members' meetings and [REDACTED] will also serve as directors / governors. Maplefields Teaching School Alliance will act as a corporate member and will appoint a representative to attend members' meetings. All members will sign the register of members on assuming the role. An annual general meeting will be held and general meetings will be convened as determined by the members.

The audited accounts for the school will be received and ratified annually by the members.

All minutes and supporting documents of the Governing Body and its committees will be received by the members and used to ensure that the Governing Body is held to account.

The roles of the members will include:

- Overseeing the achievement of the objectives of the trust.
- Taking part in annual and extraordinary general meetings.
- Appointing some of the governors.
- Signing off the company's financial accounts and annual report.
- Power to amend the Articles of the company and, ultimately, to remove the governors/directors.

## **Governing Body**

The Governing Body will be constituted by 12 director/governors. This allows sufficient membership to populate the committees and allow them to function effectively without over-reliance on individual governors serving on multiple committees. Furthermore, having 12 governors allows for representation from partner organisations who have developed the proposal to create Corby Free Special School. The principal will serve as an [REDACTED] governor and there will be two further staff members of the Governing Body, one to represent teachers and one to represent support staff including admin and premises. There will be three parent governors, each elected to serve a four-year term. One governor will be appointed by the Maplefields Teaching School Alliance and the Local Authority (who will commission places at the free school) will be invited to appoint one member. The remaining governors will be appointed by the members and will be community representatives on the Governing Body, appointed to help address any skills gap or provide additional expertise to the governors and school leadership group. The Governing Body will set 3 objectives annually relating to its own performance and review progress at every full Governing Body meeting throughout the year. The school improvement consultant will also be commissioned to annually audit the effectiveness of the governing body, and the governing body will routinely self-evaluate using the

services and tools of the Northamptonshire Governors Association and the National Governors association. These will ensure that an objective and external perspective will be maintained regarding the effectiveness of governance.

## **Conflict of Interest**

Upon appointment each Director / governor will make a full, written disclosure of interests, such as relationships, and posts held, that could potentially result in a conflict of interest. This written disclosure will be kept on file and will be updated annually or as appropriate.

In the course of meetings or activities, Directors / governors will disclose any interests in a transaction or decision where there may be a conflict between the organisations' best interests and the Director's best interests or a conflict between the best interests of two organisations that the Director is involved with. If in doubt the potential conflict must be declared anyway and clarification sought.

In the case of a conflict of interests arising for a Director because of a duty of loyalty owed to another organisation or person and the conflict is not authorised by virtue of any other provision in the memorandum or the articles, the unconflicted directors may authorise such a conflict of interests where the following conditions apply:

1. The Charity Commission's permission is sought before a benefit for a trustee may be authorised that isn't otherwise authorised in the Memorandum of Articles or already authorised in writing from the Commission.
2. the Director who has declared the conflict of interest withdraws from the part of the meeting at which there is discussion of any arrangement or transaction affecting that other organisation or person;
3. the Director who has the conflict of interest does not vote on any such matter and is not to be counted when considering whether a quorum of Directors is present at the meeting;
4. the other Directors who have no conflict of interest in this matter consider it is in the interests of the charity to authorise the conflict of interest in the circumstances applying.
5. Any such disclosure and the subsequent actions taken will be noted in the minutes.

For all other potential conflicts of interest the advice of the Charity Commission will be sought and the advice recorded in the minutes. All steps taken to follow the advice will be recorded.

## **The roles of the Governing Body will include:**

- Ensuring the quality of educational provision through school visits and through the work of the Learning and Teaching Committee.

- Challenge and monitor the performance of the school, including analysis of achievement and target data (presented by headteacher), attendance data, performance management and pupil premium reports.
- Generation and review of the School Improvement Plan and self-evaluation framework (SEF).
- Manage the Academy Trust's finances and property including the management of all staff.
- Hold the headteacher/principal to account including receipt of termly headteacher's report and thrice yearly reports from the School Improvement Consultant.
- Ensure that the Academy Trust complies with charity and company law and that all statutory obligations of the school are discharged.
- Operate the academy in accordance with the Funding Agreement that has been signed with the secretary of state.
- Delegation of responsibilities to the Principal and School Leadership Team.

### **Committees**

Corby Free Special School will have three standing committees (with the Finance / Personnel committee subsuming the pay committee and audit committee within its structure). This model provides sufficient focus on the key strategic and operational functions of the school. There will be some overlap of remit between committees (eg educational visits would be equally under the remit of the Health and Safety and Curriculum / policies committees) and this strengthens the effectiveness of procedures with an element of dual membership for some governors and the ability to defer to full governors when there is any disparity in the views of committees.

Each of the committees of the Governing Body will meet six times per annum. Membership of the committees will be established at the first full meeting of the Governing Body in each academic year. This meeting will also designate areas of responsibility for governors including the naming of the safeguarding governor, SEN governor and appeals committees. Each committee will have at least five governors and the Principal (or a designated substitute from the school leadership group) will attend all committees. The School Business Manager will attend all finance and personnel committee meetings in an advisory and reporting role. Any committee will be authorised to invite specialist input (from staff of the school or beyond) to inform and support the work of the committee. The Governing Body will delegate levels of authority to committees, allowing routine matters to be addressed directly by committees while more serious matters are referred by recommendation to the full body.

**Finance /Personnel Committee:** This committee will oversee the financial management of the school taking an active role in the setting of the school's budget and receiving budget updates throughout the year. They will manage quotations and tendering processes, making recommendations to Governing Body. The committee will

oversee all issues relating to staffing and personnel (excluding disciplinary procedures) and monitor the staffing structure of the school with particular responsibility for recruitment. The Finance and Personnel committee will receive the audited accounts of the trust and recommend ratification by the full Governing Body. The **pay committee** will function as a subcommittee of the finance and personnel committee and will be made up of three members of the finance and personnel committee. None of these will be staff governors. The pay committee will receive reports and make recommendations to the full Governing Body on pay progressions of all staff in the school.

**Learning and Teaching Committee:** The learning and teaching committee will oversee the effectiveness of all aspects of teaching provision across the school. They will, under advice from the school leadership team and curriculum leaders, evaluate the effectiveness of the curriculum offered and specialist elements that are in place to address individual needs. This committee will review all policies relating to learning and teaching and assess the impact of school improvement initiatives on pupil outcomes. This committee will also be charged with ensuring prospectus and website are up-to-date.

**Health & Safety / Premises Committee:** This committee will oversee all issues pertaining to health and safety including risk assessments, critical incident procedures, accident reporting, hygiene and site management systems. They will oversee premises projects receiving site reports and evaluating the impact of these initiatives, prioritising the activities to ensure that impact on the daily life of the school is minimised. Routine maintenance reports from the site supervisor will be reviewed by this committee on the committee will make recommendations to full Governing Body in relation to areas under their remit.

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**School Leadership Team:** The School Leadership Team will consist of the Principal (headteacher), three Assistant Headteachers and the School Business Manager. Each Assistant Headteacher will take leadership responsibility for one of the school's departments, overseeing all aspects of provision within the department and collating information to inform the strategy of the school. The Assistant Headteachers will also be allocated the key coordinator roles of curriculum, assessment, and learning and teaching, developing each of these facets with school-wide responsibility. Middle leaders, taking responsibility for specific subject areas, will report to the assistant headteachers directly.

**School Improvement Consultant:** The school improvement consultant will visit termly and evaluate the effectiveness of the school. They will assess the validity of the data analysis and ensure that appropriate priorities have been embedded in the school improvement plan. They will ensure that school self-assessment is robust and that challenge is maintained at every level of school operation. Joint observations of lessons will be conducted to validate judgements on the quality of learning and teaching throughout the school. The school improvement consultant will assist the Principal in ensuring that the school is well-prepared for inspection and that information

is being made available to Governing Body in a timely manner to enable governors to carry out their duties. The school improvement consultant will lead the Principal's performance management, conducting the process in collaboration with three designated governors from the finance and personnel committee. All school improvement consultant reports will be submitted directly to the Principal and to the chair of governors with key information subsequently presented to the full Governing Body.

The school improvement consultant will also be commissioned to annually audit the effectiveness of the governing body.

### **Financial Integrity:**

Corby Free Special School will operate within the framework of its Scheme of Financial Delegation, which will be reviewed by committee annually and ratified by Governing Body. The Scheme of Delegation defines the school's procedures for ordering goods and services, petty cash, quotes and tenders, virements and inventories. The scheme also determines the procedures for the budget planning cycle and the associated monitoring arrangements through the year. This document creates the framework for segregation of duties within the financial management systems and contains the school's policy regarding balances and contingencies in the budget.

### F3 (a) Proposed governors

You must complete a separate line for each person that will be on the Governing Body, including your proposed chair of governors if you have one. If this application is for a free school that will form part of a multi-academy trust you must provide information for the individuals on the MAT board and the individuals on any local Governing Body or advisory group, and ensure that you have shown clearly on which board each individual will sit. 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	Where live (town/city)	Role on Governing Body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
On 20 <sup>th</sup> May 2015 the bid was merged with that of the Brook Weston Academy Trust with Brook Weston agreeing to support this bid. Brook Weston will therefore be identifying up to two governors to be appointed by the members of Corby Free Special School Trust. They will also contribute to the steering group of this bid.					
██████████	██████	██████	██████	██████████████████ ██████████████	6 hours
██████████	██████████	██████████	██████████	██████████████████	12 hours
██████████	██████████	██████████	██████████	██████████████████	6 hours
██████████	██████████	██████████	██████████	██████████████████	8 hours
██████████	██████	██████████	██████████	██████████████████ ██████████████	4 hours
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██████████	██████	██████████	██████████████████ ██████████████████	██████████████████ ██████████████████	4 hours
1. After opening we will look to appoint parent governors elected by the families of the children attending the school					

### 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
Legal	<p>Although most of the headteachers involved in the application have already managed academy conversions we feel that there is a need for involvement from legal professionals. We will expect to address this gap in our skills profile by engaging solicitors and are likely to use either [REDACTED] who are familiar with our settings. Such a company as these are well-versed in educational matters and will be engaged for the formal legal processes associated with establishing the free school. In recruiting governors we will also be seeking to identify legal expertise and experience. Although we cannot guarantee that we will be able to recruit somebody from the legal profession we would hope that someone with legal knowledge through their work in commerce or similar would be available to us.</p>
Accountancy / Auditing	<p>As this bid is being driven by successful schools there exists within each setting a great deal of expertise in managing the financial affairs of medium to large enterprises. We can draw on the abilities and resources of 7 School Business Managers and within each of the governing bodies there exists considerable financial qualification and experience, mainly drawn from business contexts. Some of the schools have engaged with accountants working 'pro bono' who act in the role of responsible officer for the academies. Each of the Academies has also contracted with accountants and auditors to ensure the probity of their affairs and to discharge the reporting requirements of the Education Funding Agency. The emerging free school will be ideally placed to benefit from extension of these contractual relationships as well as being able to plug into the expertise of the School Business Managers in the early stages, including the recruitment of a School Business Manager to the new school.</p>
Marketing	<p>This is the aspect in which we have, as headteachers, least experience. As special schools our admissions and not dependent on the public profile of the school but on the placement procedures of the Local Authority so we have not had great involvement with marketing. Amongst our governors there will be a degree of experience in this area and we are aware that further expertise may be required through the process of consultation in particular. We would hope to draw upon our network, in particular links with local media (newspapers and radio in particular) and we would also hope to be able to draw on some expertise from the officers of the Local Authority, given that they are equally keen to see an increase in special school capacity.</p>

Skills/experience missing	How you plan to fill the gap
Site acquisition and build	As headteachers we have all managed projects to develop facets of our premises including the addition of many new buildings from scratch. This does not compare with the process of securing a complete school build but we are fortunate enough to have amongst our number the headteacher who oversaw the design and build of Maplefields Academy in Corby. Discussions with the Local Authority have provisionally identified as site adjacent to this school and, subsequent to a successful bid, we are confident that we would have the support of the Northamptonshire county council estate managers in securing a successful build.

## Section F4

The role of the principal will be to lead and manage the school, ensure the achievement of excellent educational standards promote and safeguard the welfare of children. The Principal will, in consultation with governors, staff and key stakeholders, develop the vision and ethos of the school and oversee the implementation of School Development Planning. They will lead the creation of a broad and balanced curriculum which will engage and motivate children and young people and secure positive outcomes for each young person as they move to the next phase of their learning. They will lead the staffing of the school, promoting excellence of practice in all aspects of the school's work. They will develop monitoring, reporting and accountability systems within the school and generate networking collaboration with strategic partners and commissioners. They will oversee the financial probity of the school, creating and implementing budgetary plans to secure effective operation.

### Recruitment

As the bid is being driven by a teaching school alliance we have been looking at sustainability and succession planning for leadership across our member schools. This is likely to provide a reservoir of talented senior leaders who will be potential applicants. In order to ensure equality of opportunity and to optimise our ability to appoint an outstanding principle we would also advertise nationally to the Times Educational Supplement jobs section and on the Northamptonshire County Council website. The post would also be advertised within our networks including Northamptonshire Special School Headteachers' Association, East Midlands Leadership Consortium and the WELL trust. We would also propose to publicise the post through e-mail contact with identified outstanding special schools.

### Recruitment timeline:

Jan-March 2016	Finalising job description and person specification and remuneration package. This is likely to L18-25, reflecting school numbers.  Define selection tasks and presentation details including roles and composition of the selection panel for the various aspects under consideration.  Create advertising campaign and prepare publicity materials and applicant packs
April 2016	Advertising campaign. Closing date of 30 <sup>th</sup> April
May 2016	Shortlisting and references
June 2016	Interview selection process:  This will include performance evaluation (including ability to engage staff and children) using the existing partner school settings.  There will be a series of tasks based on the strategic and

	<p>operational facets of the role including financial, leading learning and teaching and curriculum development.</p> <p>Presentation based on the vision for the school. This will include question and answer session involving school staff and parents.</p> <p>Interview: likely to take the form of three or more separate interviews focusing on different aspects of the role.</p>
Jan 2017	Principal in post.

## Job Description:

### *Principal*

**Reports to:** Corby Special Free School Governing Body

**Responsible for:** Leadership and management of the school

### *Main Purpose of the Job*

To provide leadership for the school which ensures high achievement and pupil well-being, supports improvements in standards of learning and personal development over time, and ensures that the school meets all relevant statutory requirements.

### *Duties and Key Responsibilities*

#### **Leadership**

- Be responsible for School operations day-to-day and be a designated safeguarding lead
- Develop and ensure effective implementation of the School's strategic and operational plans (including the School Development Plan and School Self Evaluation Form, SEF)
- Monitor appraise and report on the performance of the school to the Trust and relevant external bodies including DfE and EFA.
- Provide leadership which identifies, promotes, encourages and rewards the highest standards of educational, behavioural and health practice at the School.
- Support the School's Chair of Governors and Governing Body in executing their role, particularly in terms of supporting statutory compliance
- Recruit and lead the School's leadership and other staff to deliver plans effectively
- Develop the School's policies and processes for ratification by the Governing Body, maintaining consistency with all education and other relevant legislation and best practice guidance, with particular regard to safeguarding children and young people plus the Equalities Act 2010 and Children & Families Act 2014

#### **Learning Environment**

- Ensure that the individual needs, experience, interests and abilities of each pupil are met and provide the best environment to ensure that each pupil is learning according to their needs, based on best practice and developed in accordance with national standards and pupils' assessed needs and capabilities
- Ensure that attainment and achievement are systematically recorded, appraised and reported

and used to plan individual objectives

### **Pupil Welfare**

- Ensure that the School meets its statutory and best practice guidance on obligations for safeguarding and promoting the welfare of all children and young people particularly those with specific individual needs relevant to DSA
- Ensure that the health and care needs of each pupil are assessed and met through effective systems and appropriately trained and qualified staff
- Monitor the welfare of pupils, preparing regular reports to the Governing Body, and, ensuring that appropriate communication and liaison exists with families and carers, education, health and social care organisations and other professionals involved in pupils' welfare
- Ensure that all staff and others working with pupils are properly appointed and monitored in accordance with school policies, conform to legal requirements from safeguarding procedures including Safer Recruitment, and receive induction training and support to meet the welfare needs of pupils

### **Staff Leadership and Management**

- Review the leadership structures in the school, making recommendations to the Governing Body as required
- Support the school leadership team to fulfil their operational responsibilities by providing the professional leadership and organisational support, personal and professional development, and the staffing and financial resources to allow the leadership team to carry out their duties
- Ensure that staff resources and all other school resources are effectively and efficiently managed to benefit pupils and to maximise the educational experience of every pupil and that the School attracts and retains high quality staff from trainees to teachers and specialists
- Support opportunities for staff development and encourage innovation and imaginative solutions to staffing needs in the school
- Establish procedures to allow the efficient operational deployment of staff
- Together with the Trust, monitor staffing indicators and specific staff needs, respond to trends and changes in staff performance and ensure that staff welfare remains paramount for the School

### **Resource Management**

- Develop, propose, manage, monitor and report on the School's income and expenditure budget
- Ensure school produces and annual report and accounts meet its statutory financial legal reporting requirements
- Ensure that the school's commissioning activities are carried out to meet the school's and statutory requirements and are best value
- Ensure the efficient use of financial resources, spending these against priorities agreed
- Ensure the school complies with all health and safety requirements
- Ensure effective management of the schools premises and compliance with statutory and School policy requirements

### **Educational development**

- Develop, monitor and report on the School Development Plan and the School Self-Evaluation Form
- Ensure pupil progress is tracked including at the levels of whole-school, relevant pupil subgroups and individual pupils
- Identify opportunities within the school for new developments and support a climate of

appropriate creativity activity within the School and community.

### Stakeholder management

- Develop and manage the School's communication and marketing plans with key stakeholders
- Ensure effective plans and resources are in place to empower pupils, families and carers to communicate their needs and views
- Act as the principal conduit of the relationship between the School and families of pupils, particularly at times of transition and other times of difficulty, as well as prospective families and pupils
- Support the appropriate professionals in the case of cared-for children.
- Work strategically with Local Authorities and other commissioners to support the development of the school and organisation

### Admissions

- Working with the Commissioning Authorities to manage the process of admissions to the school, including support for Appeals in keeping with due process and all Admissions codes and law
- Manage all activities related to SEN and Tribunal appeals, including co-ordinating the school's response and representing the school at hearings, or deciding on representation

### Develop and manage a personal work programme

- Actively participate in the Academy's performance management processes including the performance management, competency and capability processes and the induction process
- Proactively maintain the knowledge, skills & networks needed to deliver their role
- Support the School's core values and carry out all responsibilities with due regard to Safeguarding Children and Equality policies and procedures

### Pre-opening Phase

- Work with the Trust and Proposer team to recruit teaching and support staff
- Liaise with contractors and EFA/DfE including in terms of site and buildings development, ICT procurement and ongoing financial planning
- Participate in consultation and marketing activities involving commissioners, prospective parents and carers, pupils, community members, and other stakeholders
- Develop pre-opening documentation including education planning and the SCR
- Assist fully with preparation for, and participation in, free school processes including Pre-opening Ofsted visit and the DfE Readiness to Open Meeting

### Person Specification

	Essential / Desirable	How measured (Application Form, Interview, Test, Presentation)
Knowledge/Qualifications		
Qualified Teacher Status	Essential	Application

A relevant honours degree or an equivalent professional qualification	Essential	Application
Masters Degree or higher qualification in education	Desirable	Application
Specialist SEN qualification	Essential	Application
National Professional Qualification for School Leadership (NPQH) or relevant previous headship or deputy or assistant headship in a maintained or non maintained special school	Essential	Application
Qualification or previous senior leadership experience either in maintained, non-maintained or independent special school	Essential	Application/Interview
Knowledge and awareness of current developments and forthcoming changes in education in general and SEN in particular, including Children & Families Act 2014	Essential	Application/Interview
Knowledge, awareness, interest and passion for best practice regarding SEN provision for children with profound and multiple learning difficulties (PMLD), severe learning difficulties (SLD), and autistic spectrum disorders (ASD)	Essential	Application/Interview
Knowledge and understanding of national education developments in terms of special education	Essential	Application/Interview
Knowledge of national developments in meeting the needs of children and young people with a diagnosis of PMLD / SLD / ASD	Essential	Application/Interview
Knowledge of how local authorities manage SEN resources and meet needs of PMLD, SLD and ASD children	Essential	Application/Interview
Understanding and awareness of the needs, aspirations and concerns of families of children with PMLD, SLD or ASD	Essential	Application/Interview
Knowledge and commitment to the principles of evidence based practice in special education	Essential	Application/Interview
Experience		
Experience of working with children with relevant special needs	Essential	Application /Interview
Evidence of relevant professional development	Essential	Application /Interview
Experience of leading and managing multidisciplinary teams to provide first class operational capacity in a school / equivalent setting	Essential	Application / Interview
Successfully shaped and led teams in an environment responsible for providing a range of special needs education	Essential	Application / Interview
Experience of working as an assessor and/or evaluator of performance	Desirable	Application/Interview
Experience in working effectively with a range of school partners including parents, external professionals and local authorities	Essential	Application/Interview

Experience of curriculum development within SEN provision	Essential	Application/Interview
Experience of curriculum development for pupils with SEN	Desirable	Application/Interview
Successful experience of curriculum planning, assessment and evaluation of SEN pupil progress	Essential	Application/Interview
Experience of and commitment to promoting and safeguarding the welfare of children and young people	Essential	Application/Interview
Experience of leading or deputising for the Safeguarding lead	Essential	Application/Interview
Experience of partnership working at a strategic level	Essential	Application/Interview
Experience of developing innovative and responsive services	Desirable	Application/Interview
Experience of working with a wide range of external audiences in the context of SEN provision	Desirable	Application/Interview
Experience of working at executive level with multi-agency professional colleagues	Desirable	Application/Interview
Experience of managing a school budget or SLT responsibility for significant delegated element(s)	Essential	Application/Interview
Experience of managing commissioning of providers within a special school environment.	Desirable	Application/Interview
Experience of working within the governance structure of academy, independent or NMSS special school	Desirable	Application/Interview
<b>Skills &amp; Attributes</b>		
A personal commitment to working to the highest professional standard promoting a culture of continuous improvement to support the delivery of innovative and responsive services for children, young people and families	Essential	Application / Interview
Able to relate and communicate with a range of different audiences	Essential	Application / Interview
Able to communicate with enthusiasm, integrity, resilience, sensitivity, good humour and energy	Essential	Interview
Able to inspire motivate and support pupils, parents and staff	Essential	Application / Interview
Able to build and develop teams capable of achieving excellence in goals and objectives	Essential	Application / Interview
Financial and resource management skills	Essential	Application / Interview
Effective skills for leading and managing staff of the School and in building the capacity of the School team	Essential	Application / Interview
Able to work effectively with staff colleagues, Governors and Trustees	Essential	Application / Interview

## Section G: Budget planning and affordability

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

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

In addition you should complete the Excel budget templates.

### Sections G1

In devising our proposed budget we recognise that the safety and personal care of children must be our primary consideration – without these secured the children cannot begin to access their learning. Therefore our budgetary keystone has been the staffing of the school, ensuring adequate specialist support to enable the children and young people to make the most of the learning day. We also recognise that high levels of adult support are required for individuals to engage with the curriculum and social activities of the school.

Throughout the budget proposal we have utilised the National Benchmarking tools, cross-referencing with the established and verified practice within the partner schools (this allows us a perspective that encompasses national expectations as well as local, and specifically, special school practice). We have also accessed the section 52 documentation for Northamptonshire to ensure that our figures are in line with similar schools.

The levels which we have identified for staff remuneration are consistent with those used throughout Northamptonshire special schools and special academies. We can therefore expect to be able to recruit staff of a similar level of ability. Our pay progression for teachers will be informed by Teachers Pay and Conditions and will also take account of specialist qualifications of staff.

**Lines 11-42:** Northamptonshire's SEN funding matrix is based around three bands (ABC) which denote the individual child's degree of learning difficulty and the expected staffing ratio to accommodate such a need. Building on the three bands there is then applied a five-level numerical designation based on the child's specific needs in relation to such areas as communication, behaviour, medical needs etc. This creates a continuum of funding from A1 (least degree of need) to C5 (greatest degree of need).

In estimating the needs-driven funding for Corby Free Special School we recognise that there will be children with presentations across many points of this funding matrix. Consequently we have developed ratios using two points on the matrix for each of the aspects of need. The per capita total is therefore very similar to the equivalent in the existing special schools and is the fairest application of the matrix in a new setting.

In application to our proposed budget structure this emerges as follows (all sums are likely to vary when tracked directly to the matrix moderation of the individual children

on the school's register):

SLD primary: six children at B3 and 15 at C3 which would trigger a top-up payment of [REDACTED] per-pupil.

PMLD primary: four children at C5 and 13 at C4 triggering a top-up payment of [REDACTED] per pupil.

HFA primary: two children at B3 and two at B4 triggering a top-up payment of [REDACTED] per pupil.

Similar equations for the remaining pupils arrive at the following top-up totals:

PMLD secondary: [REDACTED] per pupil; SLD secondary [REDACTED] per pupil; HFA secondary: [REDACTED] per pupil; post 16 provision: [REDACTED] per student.

**Line 78:** The figures we applied in relation to pupil premium are informed by using the percentages from each of the special schools in the area. We feel that this is a realistic expectation based on our knowledge of the area.

**Line 79:** We made no calculation in relation to universal free school meals as this money is directly transferred to the catering contractor and does not affect the budget structure of the school.

**Line 80:** Calculations related to the PE and sports grant follow national guidance and are based on the expected number of children on the register at school.

**Line 88:** The calculations related to the application of the leadership grant have taken account of our expected numbers on roll over the first three years of operation.

**Line 111:** In budgeting for supply staff numbers have been informed by actual data in relation to Kingsley school. At Kingsley absence insurance is taken out which helps considerably in reducing the school's exposure to staff absence, while also giving staff access to a number of resources (e.g. access to counselling and therapies) to support the return to work and minimise the effect of absence.

**Line 112:** Payroll and HR figures are again informed by Kingsley's contractual relationship with Strictly Education payroll and HR providers and we would seek to institute a similar contract for Corby Free Special School.

**Line 113:** The commitment for staff training is based on equivalent commitment in existing special schools in the area. The sum arrived at is the mean figure from the partner schools. We would expect that the demand on training would be greatly increased in the early years of operation, however, much of this training will be provided pro bono from the resources of the partner schools (in particular, induction programmes and basic training).

**Line 114:** Recruitment in year 1 of operation will be funded from the development grant. Thereafter an allocation of [REDACTED] per annum would allow for a TES recruitment package, NCC advertising and for clearances (DBS and medical).

**Line 115:** The provision for insurance uses the RPA (Risk Protection) from the EFA which is ■■■ per pupil and uses the pupils on register.

**Line 127:** Provision for building maintenance is informed on a per capita basis, reduced by ■■■ as a brand-new premises is likely to require less.

**Line 128:** The allocation for grounds maintenance is, of necessity, a speculative amount as we cannot at this stage know the extent of the grounds of the school nor how it is to be landscaped.

**Line 129:** Figures for cleaning and caretaking, water and sewage, and energy will be dictated by the site and scale of the building. Estimates here are based national benchmarking.

**Line 140-1:** Learning resources including ICT resources are based on an amount per child and again this figure is driven by comparative figures from the partner schools.

**Line 142:** There is no requirement to make provision for exam fees until year at five of the schools operation.

**Line 143:** Administrative supplies: in this area there is scope for some collective-bargaining using the framework of the partnership schools to secure best value.

**Line 144:** Licenses and buyback agreements: these services are usually offered based on banding e.g. 0 to 100 100 to 200 etc. Given the number expected to attend the new school it is likely that we would fall in the lowest band and costings have been devised based on this assumption.

**Line 145:** Occupational therapist: the expertise of the occupational therapist, particularly in the realm of sensory integration, is of enormous value in securing the well-being of many children with complex presentations. In Northamptonshire this particular specialism has not been available through the commissioned NHS provision so we would need to source this externally. The costings in this entry are based on those of Thrive OT Services who operate in the area.

**Line 146:** Educational psychologist: almost all admissions to the new school will have had their statements or EHC plans updated in preparation for admission. Therefore this facet of an educational psychologist work may not be necessary. Nonetheless we would seek to engage an educational psychologist who would operate routinely within the structures of the school, familiarising themselves with the demands and methodologies and offering specialist advice, working in close collaboration with the various professionals who serve the school.

**Line 151:** Legal fees: year one fees will come out of the development grant and subsequently legal fees are likely to be significantly reduced as most contracts will have been established.

**Line 152:** Auditing: annual fee to be agreed. Cost indicators from partner schools.

**Line 154:** Leadership support and headteacher's performance management (including school improvement consultant): this is to address statutory obligations as

well as sustaining the leadership repertoire and ethos of the school.

**Line159:** Contingency: (based on [REDACTED] of income)

**Line 160:** Depreciation: this would be reduced at the items will be bought in the course of the year and depreciation calculated accordingly.

Land and buildings: [REDACTED]

Office equipment/furniture [REDACTED]

Motor vehicles [REDACTED]

ICT [REDACTED]

## Section G2

[REDACTED] budget

In a situation where we were being funded at [REDACTED] of our projected budget this would have a significant implication for staffing. In order to effect the reduction we would re-organise the class structure of the school operating with a smaller number of classes. In Year 1 we would operate with only three classes which would then require 3.6 FTE teachers (to allow for PPA). In this instance the 0.6 would be provided by the assistant headteacher. In a fully budgeted Year 1 there would have been 7 classes (although not all of these classes would have been at full capacity).

At [REDACTED] budget we would operate with one assistant head instead of two during the first two years of opening and subsequently with two assistant heads instead of three.

In other budgeting heads (insurance, energy etc.) we would expect figures to reduce proportionately to the reduction in staffing or pupil numbers as per national benchmarking.

These measures would secure the financial integrity of the school operating at [REDACTED] funding.

### G3 Financial resilience to reductions in income

You should include an overview explanation of how you approached making 30% savings and your rationale for suggesting the changes that you have. You must show how you made 30% savings for each year up to and including the year your school reaches steady state. As part of this, you should explain how your amended plans would continue to support delivery of your education vision and plan.

Please add additional lines as required. The boxes will expand as you enter text.

In the table below you should explain in detail the actions you would take to reduce costs, the reasons for these and the approximate savings that would result.

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
		[e.g. 2015 to 2017)	[e.g. £k (2015) £k (2016) £k (2014)]
101	Reduce assistant heads (through non-recruitment)	2017- 2020	
102	Reduce teachers (through non-recruitment)	2017-2020	
103	Reduce support staff (through non-recruitment)	2017-2020	
111	Supply staff		
105	Premises staff	2017-2020	
112	HR, payroll, staffing expenses	2017-2020	
113	Staff training	2017-2020	
<b>TOTAL</b>			

