



Department
for Education

Free school application form 2015

Special (updated July 2015)

SUTTON NEW SCHOOL 2

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Completing and submitting your application

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

The free school application is made up of nine sections

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

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

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

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

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

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

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

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

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

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

Please include the name of your school in the file name for all word and excel templates.

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

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

Section I, ie the **Personal Information form**, is required for each member, director and principal designate that has not submitted forms within the past 365 days, together with a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days. These need to be submitted as hard copies with a copy of Section A (from the excel template) by a guaranteed method such as 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.

Data Protection

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

Application checklist

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

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

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

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

Section I of your application		
<p>10. Have you sent:</p> <ul style="list-style-type: none"> ▪ a copy of Section A (tab 1 of the Excel template); and ▪ copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and ▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days <p>by a guaranteed method such as 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? Emailed and delivered by hand</p> <p>(See guidance for dates and deadlines)</p>	✓	

Declaration

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

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

- the requirements outlined in the 'How to apply' guidance;
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (eg safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and
- for children with an education health and care plan ('EHCP') naming the school, the requirements pertaining to children with SEN within the special educational needs and disability (SEND) code of practice, including the duty to admit a child where the school is named in an EHCP;
- for schools where the Secretary of State agrees in the funding agreement that they can also admit non-statemented pupils with special needs, the school must, in respect of these pupils, comply with the School Admissions Code, the School Admissions Appeals Code and the admissions law as it applies to maintained schools. 16-19 applicants do not need to follow these codes but must have admissions arrangements and criteria which are fair, objective and transparent.

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

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

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

Signed:



Position:  (please delete as appropriate)

Print name:



Date: 5 October 2015

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

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

Section A: Applicant details

Please complete the excel application form.

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.

This section will need to be completed by both route 1 and 2 applicants.

Section B: Outline of the school

Please complete the excel application form.

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.

This section will need to be completed by both route 1 and 2 applicants.

Section C: Education vision

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.

This section will need to be completed by both route 1 and 2 applicants.

Section C1

Our application is for a Special Free School for pupils with needs identified in their statement or EHCP as 'ASD moderate.'

Mission statement

Our mission is to provide a high standard of personalised special education for our young people and to equip them with the knowledge, skills and confidence that enable them to be happy, active participants in their school life and that prepare them for the next stage of their lives, to enable them to be active citizens, to develop their potential, to grow in self-confidence and independence and to face the future with optimism.

For our new Special Free School, we have adopted this mission statement as a driver that is consistent with the mission statement of The Greenshaw Learning Trust, to which the new Special Free School will belong: *We are ambitious for our schools and their students. We believe that there is no ceiling on what can be achieved by anyone, regardless of their circumstances or background. We are committed to providing a supportive and inclusive learning environment, giving every young person the opportunity to fulfil their potential now, and in the future. We seek to realise the power of individuals and organisations working together in collaboration whilst retaining their individuality, and we recognise that we can always improve.*

We have read carefully the recent publication of the National Autistic Society - *School report 2015 A health check on how well the new Special Educational Needs and Disability (SEND) system is meeting the needs of children and young people on the autism spectrum* – and we are determined to be guided by the recommendations of this report, taking account of the observations and criticisms expressed by parents and other contributors.

Rationale

1. Response to local need

First and foremost, there will be insufficient provision for pupils with 'ASD moderate' statements/EHCPs in the Local Authority. At the same time, there is a growing number of such pupils moving towards secondary education. Between 2001 and 2012 the number of children with ASD statements (mild, moderate and severe) in Sutton increased by 185%. The LA has commissioned additional provision and, based on pupil place projections and on current proportions of particular need profiles within the overall pupil population, there is a compelling need for additional SEN provision for pupils with 'ASD Moderate' statements/EHCPs (Table 1). In general terms, whilst the number of pupils with statements in the Borough has increased moderately (around 5%

over the last ten years), the prevalence of pupils with ASD statements has increased significantly by about 70% in that same period (245% since the turn of the millennium).

Table 1 – Forecast of likely growth in ASD statements 2015-2020 NCY 7-11

	March 2015	March 2016	March 2017	March 2018	March 2019	March 2020
ASD -- Mild / As-	46	39	33	29	23	21
ASD -- Moderate	93	100	108	108	129	152
ASD -- Severe	13	13	8	5	5	2

The local authority currently uses a range of in-borough placements and expensive out-of-borough private provision to meet the needs of ASD students. Additional in-borough SEN provision would generate further, more efficient capacity to meet local need. Please see Annex 1 for the full report by [REDACTED].

2. Adding to the choice of provision locally

Other secondary schools in the LA have opportunity bases for pupils with autistic spectrum disorders, but they admit and cater for young people who can, with varying degrees of support, access the mainstream curriculum. These schools are Glenthorne, Greenshaw and Stanley Park High Schools. Stanley Park also admits pupils to Ignis, one of its opportunity bases for students whose prime need is 'moderate' Autism. 'These students will spend virtually all of their time in Horizon, although they may join selected mainstream lessons if it is felt to be appropriate' (<http://www.stanleyparkhigh.org.uk/253/horizon> accessed 14.9.15). Ignis admits 8 pupils per year up to Year 11, and there are no plans to expand its intake. Ignis provides no post-16 education. Therefore there is a clear shortfall in the number of places that will be available when our proposed Special Free School opens.

Given the lack of places in the LA for young people with ASD moderate statements/EHCPs, our Special Free School will offer parents in the local community more choices, and especially the chance to choose a place at a school run by a trusted provider, The Greenshaw Learning Trust, rather than have their children in inappropriate provision or forced to travel much further from home for suitable provision. Our provision of post-16 education is an important element of the additional choice we will offer parents and young people. Parents have told us that post-16 provision is a significant concern. In our preferred location, our Special Free School would add choice in the north of the Borough (Stanley Park High School is in the south) and would be near to an area of socio-economic deprivation.

In addition to filling a significant gap in provision, our Special Free School will give an excellent standard of education, enrichment and preparation for future life to pupils who are otherwise highly vulnerable. It will help them to become happy, confident young adults and it will give their families confidence. We note that the National Autistic Society recently published findings indicating that parental satisfaction was greatest where pupils were educated in a Special School. One third of families told the NAS they would prefer an autism-specific unit attached to a mainstream school (32%) and another third said they would prefer their child to be at an autism-specific special school

(31%). Our new Special Free School will offer the advantage of special education along with opportunities to benefit from the presence of the mainstream secondary school on the same site (Section D explains these opportunities).

Our students, whose condition is, as the NAS states, often misunderstood and neglected, will benefit from our commitment to caring for them and nurturing them. The curriculum will be flexible, personalized and rich in opportunity. It will offer many and varied activities in classrooms, practical areas, in outside spaces and in places beyond the School. There will be spaces for physical activity and a sensory room. The curriculum will include interventions whenever appropriate by speech, occupational, drama and music therapists, and there will be spaces and equipment for these interventions. The school will engage parents by being approachable, accessible, communicative and actively supportive. The Trust's existing schools have an acknowledged, consistent record for excellent relationships with pupils' families and the Special Free School will demonstrate the same qualities from the pre-opening stage.

3. Location

We plan for the Special Free School to be located on the same site as The Trust's Sutton Free School 1 (Wave 8 and currently in the pre-opening stage). The inclusion of the Special Free School in our project would make sense economically and represent better value for money than creating a separate special school at a later date. It is our belief that the existence of the Special School side by side with the main school will enhance provision in both. It will allow flexibility and good use of resources: pupils in the base who can benefit from using mainstream facilities or from attendance at particular mainstream classes (whether occasionally, for a short period or for the longer term) will have the opportunity to do so and this provision can be arranged very quickly; pupils in the main school who are identified as having needs on the autistic spectrum will have access, through the school's Director of Inclusion, to specialist support interventions in the Special School. By way of illustration, we suggest that a student enrolled in the Special School, who is particularly able in mathematics or science, could attend mainstream classes in those subjects with careful preparation and support, whilst a student enrolled in the main school who would benefit from speech therapy could have provision in the Special School.

The benefits to CPD of the presence of the Special School are also an important consideration: staff will provide advice and support to mainstream teachers so that mainstream teaching and learning for mainstream children with ASD is improved. At the same time, subject specialists can support the development of subject knowledge of staff in the Base in order to promote stretch and challenge for all pupils there.

Within the Trust, the Rainbow Unit at Green Wrythe Primary School has staff with importance experience and expertise in working with children with 'ASD moderate' needs. Also within the Trust, the Greenshaw High School Speech and Language Department staff are approved trainers of the Open College Network. Although the needs of our Special Free School pupils will be different from those in the Greenshaw S&L Department, we will have the possibility, based on this capacity in the Trust, to develop a network of specialist staff and trainers, who can promote understanding of ASD and S&L difficulties and support the best of practice. If ever a Special Free

School student should make sufficient progress to attend some mainstream classes, then the mainstream staff will be well supported.

These benefits will continue beyond Year 11: students at the Special Free School will have the opportunity to take appropriate post-16 courses at the school, supported by staff from the Special Free School. Where appropriate courses are provided elsewhere, students will benefit from the pooled resources of the Special and mainstream schools in the provision of guidance and transition support.

4. Date of opening

We wish the ASD Special School to open in September 2017. This will coincide with the opening of the Trust's Sutton Free School 1. We plan to co-ordinate the action plans for the pre-opening phase of the two new schools, so as to achieve maximum efficiency and to promote consistent implementation of the Trust's mission, vision and values. We have the energy and determination to undertake this important project. In addition, our capacity is strengthened by the following factors:

- The experience and expertise, within the Trust, of the [REDACTED]. She joined Green Wrythe to [REDACTED] with 'ASD moderate' statements. The Ofsted report on Green Wrythe (February 2014) confirmed that provision for the pupils in the Rainbow Unit is good, and inspectors observe 'Learning support assistants in the opportunity base for autistic pupils display a very clear awareness of the complex needs of the pupils and their calm manner enables them to support learning effectively. [...] Lessons observed in the opportunity base for autistic pupils showed that work was well planned and that teachers had a high level of expertise in autism. Pupils enjoyed their lessons and were interested in what they were doing. [...] Behaviour [...] was good [...] Attitudes to learning were also good as activities provided interest and fully engaged pupils.' Since this report the new Headteacher is further driving up standards in the main primary school and the Rainbow base.
- Elsewhere in the Trust, at Greenshaw High School, the standard of SEN work has been recognised by Ofsted (June 2012): 'All groups of students achieve well, including disabled students and those with special educational needs. For those in the specialist speech and language unit, achievement is outstanding because of the quality and effectiveness of the support that they receive as well as the rigour with which their progress is monitored.' The support and rigour mentioned here will be the benchmark for provision in the Special Free School. Two students with ASD at Greenshaw High School have recently gone to university, partly thanks to the ability and flexibility of the staff responsible for their care. We will be able to call on these staff to support the development of the Special Free School and its collaboration with Sutton New School 1.
- We have recruited [REDACTED] E to the lead group. [REDACTED] CV (attached) gives ample evidence of her extensive experience as [REDACTED] of special and mainstream schools and of her other contributions to education.
- We have the support of colleagues at Linden Bridge Special School in Surrey (Ofsted outstanding 2013), who have already provided advice to inform this application and who have agreed to give us further benefit of their experience later.

- We have the full support of the London Borough of Sutton ASD Service.
- Within the Trust, we have excellent relationships and experience of working with many other local agencies and support services which will be engaged during the pre-opening stage and after opening: Social Services, the Educational Psychology Service, the Speech, Language and Communication Service, the Speech and Language Therapy Service, the School Nursing Service, the Joint Adolescent Service, Sutton and District Training, the Skills and Integrated Learning Centre.

Vision

Our vision is of a school that will make a difference to the education and future life of its pupils. We will provide for our pupils to make outstanding progress and achieve challenging individual targets through learning opportunities and therapeutic interventions that are flexible, appropriate and tailored to the young person concerned, and based on a thorough understanding of the individual's needs. We further envisage that our provision will be made in close consultation with parents and will be delivered in a safe, secure environment that has been designed specifically to promote the welfare and progress of the children in the School. Our close partnership with outside agencies will further enrich the nature and scope of the opportunities we can offer. Because the School will be adjacent to the Greenshaw Learning Trust's new Sutton Free School 1 (Wave 8), we predict that pupils' progress and achievements, as well as the professional knowledge and practice of staff, will benefit from frequent and fruitful contact between the two schools. It is part of our vision that ultimately all of our young people will be prepared for adult life by achieving the highest possible level of numeracy and communication skills and the greatest possible range of skills for independent living. At the same time, we will provide a curriculum that will encourage individual achievements in traditional curriculum areas whenever that is appropriate for the pupil concerned. Our flexibility and resourcefulness will support the best of outcomes.

We know from parents of prospective pupils that transition and progression are matters of great concern to them. Therefore transfer to secondary school, points of transition within the school and progression beyond it will be thoroughly prepared in partnership with parents and pupils, so as to permit them to feel confident about these important milestones.

Vision and ethos

1. Ethos: A small, happy, specialist school

Our pupils will be happy to come to school. We will create a stimulating and caring environment where every child matters and his/her rights and responsibilities are promoted. Every pupil will know and be known by every member of staff, and this will promote excellent standards of behaviour and attitudes to work.

We will admit 8 pupils per year and reach capacity when 56 aged 11-19 are on roll. The small size of the school will promote the pupils' sense of security and this will be encouraged also by the nature of the building itself, where pupils will feel calm and able to work individually or in groups. Our school will have learning spaces designed for learners with ASD needs, and within them staff will create a positive, secure

environment. There will be a strong emphasis on social communication and emotional well-being.

Our staff will be specialists. They will be appropriately qualified as teachers, HLTAs, TAs or therapists in speech, OT, music or drama. We intend to recruit staff with successful experience of teaching autistic pupils, and will later support training and induction for less experienced staff. Our staff will be committed to making outstanding provision and between them they will be specialists in every strategy and intervention.

The staff will work effectively as a team and they will include parents in planning the individual's education and in training for implementing specialist strategies.

2. Personalised provision and high expectations:

Pupils learn best, and feel at their happiest and most confident, when learning activities are well planned for individual needs, when the right support is available and when there are strong links between home and school. Planning will be based on the pupil's developmental stage and strengths, family priorities and considerations, and the pupil's motivation and interests. Appropriate, meaningful and purposeful targets will be set and progress rigorously tracked. We will be ambitious for our pupils' progress and achievement and we will celebrate every milestone reached.

3. Curriculum priorities

Our pupils will experience a wide range of learning activities. The curriculum content will be decided on the basis of a modified National Curriculum, to include communication, numeracy, science and IT for all, with a thematic approach to science (KS3), DT, art, music, RE and humanities. There will be daily activity in PSHCE, and there will be a programme of sex education. Just as there will be individual targets for core curriculum progress and achievement, so too will we differentiate the amount of explicit subject-specific concepts and material in the treatment of the themes.

We will emphasise numeracy, communication, social and independent learning and living skills. Our pupils will leave school with the confidence, skills and strategies that will enable them to progress successfully to the next stage of their lives and to be optimistic about the future.

4. Team work and excellent teaching

At every stage, a team of adults will work to promote the progress and welfare of the individual. The team will consist of parents, teachers, teaching assistants and specialist therapists, and may also include advisors (eg from the LA ASD Service and/or the National Autistic Society and other partners such as colleges and employers) who will help to provide appropriate vocational learning and employment experiences for the pupils. Every point of transition will be considered by a multi-agency team and, importantly, the students themselves will also be involved so that they can express their needs, interests and ambitions.

The existing networks of the Greenshaw Learning Trust will provide a helpful and efficient starting point for our team work.

In lessons, we expect teaching to enable pupils to make clear and sustained progress. Staff will use well-judged and often imaginative strategies and interventions. They will

have a good understanding of autism-specific approaches to reduce barriers to learning, to engage all pupils and to enable them to learn exceptionally well.

Our aspirations:

Our pupils will be happy to come to school and will feel calm and secure.

Our pupils and their parents will be confident that the school understands the pupil's needs and is making excellent provision for them.

Our pupils will develop knowledge and skills and they will be aware of the progress they are making, so that they gain in confidence during their time at school.

The pupils' learning and skill acquisition will promote their confidence and happiness in their future life and empower them in their adult life, so that they can be active citizens with optimism about the future, independent living skills and confidence in their potential to continue to learn.

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.

This section will need to be completed by both route 1 and 2 applicants.

	Current number of pupils (if applicable)	2017	2018	2019	2020	2021	2022	2023
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7		8	8	8	8	8	8	8
Year 8			8	8	8	8	8	8
Year 9				8	8	8	8	8
Year 10					8	8	8	8
Year 11						8	8	8
Year 12							8	8
Year 13								8
Totals		8	16	24	32	40	48	56

Section D: Education plan – 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.

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.

This section must be completed by route 2 applicants.

KS3 – Indicative content and weightings

Subject/other activity (eg enrichment)	Hours per week	Mandatory/ Voluntary	Comments
Numeracy/maths	4 x 3 groups	Mandatory	Maths skills are developed/supported in all other lessons. Additional numeracy development through community experience
English	4 x 3 groups	Mandatory	English skills are developed/supported in all other lessons. Includes drama. Communication and language also provided
Understanding the world: Science Humanities ICT/Technology	3 x 3 groups	Mandatory	Carousel programme. Related to themes which link where possible to expressive arts and design (see below). Theme weeks and cultural events several times per year will develop KSU and enjoyment of these subjects. ICT skills also supported by iPads used in other lessons
Expressive Arts and Design	3 x 3 groups	Mandatory	Weekly sessions with specialist art teacher and weekly sessions with specialist music teacher. Theme weeks and cultural events several times per year will develop KSU and enjoyment of these subjects.
PE	3 x 3 groups	Mandatory	Includes daily sensory circuits Access to 1:1 OT if needed At least 2 hours per week of PE. Includes weekly swimming

			lesson. Range of other sport/PE options which will include dance.
PSED / PSHCE	3 x 3 groups	Mandatory	SoW include independent living; social communication; learning to learn; keeping safe. Content provides in addition citizenship and sex education.
Communication and language	3 x 3 groups	Mandatory	Includes small group speech therapy once per week. Access to 1:1 speech therapy if needed. Skills developed also in all other curriculum areas.
Tutorial/assembly	1.5 x 3 groups	Mandatory	Emphasis on well-being Recognition of achievement
Enrichment/clubs	Maximum 5 x 3 groups	Attendance on 2 days p.w. mandatory if and as appropriate for the individual	Restricted offering in the years building up to steady state.

KS4 – Indicative content and weightings

English	3 x 2 groups	Mandatory	KSU in these curriculum areas are developed also in all other curriculum components.
Maths	3 x 2 groups	Mandatory	
Science and IT	2 x 2 groups	Mandatory	
Skills for working life	4 x 2 groups	Mandatory	Vocational tasters including café, catering, gardening, woodwork and enterprise.
Social and communication skills	3 x 2 groups	Mandatory	Includes weekly small group speech therapy. Weekly social group afternoon. Short daily activities. Skills developed also in all other curriculum areas.
Skills for independent living	5 x 2 groups	Mandatory	Includes shopping, cooking, travel skills, personal care and hygiene, drugs and alcohol awareness, sex education, personal safety.
Physical and emotional well-being	4 x 2 groups	Mandatory	2 hours of PE per week Expressive arts – art, music, drama, dance, photography. Tutorial with emphasis on well-being.

Assembly	1 x 2 groups	Mandatory	Recognition of achievement.
Enrichment/clubs	Maximum 7 x 2 groups	Mandatory attendance at 2 chosen sessions p.w. Any more = voluntary	Restricted offering in the years building up to steady state. Possible access to mainstream enrichment programme
Post 16 – Indicative content and weightings			
English	2.5 x 2 groups	Mandatory	KSU in these curriculum areas are developed also in all other curriculum components.
Maths	2.5 x 2 groups	Mandatory	
Skills for working life	5 x 2 groups	Mandatory	College links, work experience, employability, travel training, careers awareness.
Social and communication skills	3 x 2 groups	Mandatory	Includes weekly small group speech therapy. Weekly social group afternoon. Short daily activities. Skills developed also in all other curriculum areas.
Skills for independent living	5 x 2 groups	Mandatory	Includes shopping, cooking, travel skills, personal care and hygiene, drugs and alcohol awareness, sex education, personal safety. Will include science for everyday life.
Physical and emotional well-being	5 x 2 groups	Mandatory	2 hours of keeping fit per week Expressive arts – art, music, drama, dance, photography. Tutorial with emphasis on well-being and preparation for adulthood.
Science and IT	2 x 2 groups	Optional	IT for all is cross-curricular and all students will have iPads. Science and/or IT option will be available when school reaches capacity and students will have a choice between science and/or IT and optional expressive arts.
Expressive arts	2 x 2 groups	Optional	This option will be available when school reaches capacity and students will have a choice between expressive arts extension work (beyond core

			indicated above).
Assembly/tutorial	0.5 x 2 groups	Mandatory	Recognition of achievement.
Enrichment/clubs	Maximum 7 x 2 groups	Mandatory attendance at 2 chosen sessions p.w. Any more = voluntary	Restricted offering in the years building up to steady state. Possible access to mainstream enrichment programme

Section D1

D1 Curriculum Plan

Curriculum principles

- The purpose of our curriculum is to provide students with a foundation of knowledge and skills that will prepare them for their future adult life and inclusion in the community, with the necessary skills to live independently whenever that is possible.
- We will provide all students with a broad, balanced, relevant and purposeful curriculum, taking account of students' differing abilities, experiences and needs in order to provide each individual with challenge and opportunity.
- Enrichment provision will extend the length of the normal school day in order to provide a variety of opportunities for learning activity in different settings.
- Our Special Free School will actively support the right of all students to equal access regardless age, culture, religion, ability or disability.
- CPD, rigorous processes for the assessment of pupil needs and progress and for the evaluation of teaching and learning as well as excellent communications will be crucial to our realization of our vision and our principles.
- The curriculum and lessons within it will be planned so that learning spaces feel safe and calm, so that pupils are happy to work and learn and will develop confidence and independence, and so that they develop knowledge and skills to take them into the next stages of their education and their life.
- Curriculum planning will be based on our staff's strong understanding of the needs of children with autism.
- The curriculum will be flexible so that it can respond to individual need.
- The KS3 curriculum will be based on the National Curriculum, but it will emphasise social and communication skills and literacy and numeracy development.
- Transition and progression are vitally important stages in education and we will resource them accordingly. In Year 7 transition will include carefully planned induction to build on the previous transition activities (Year 6 into Year 7). In KS4 and KS5, it will include individualised support for progression, whether to college or to post-16 provision at the Special Free School.
- The curriculum at KS4 and post-16 will place less emphasis on the subject-based structure of the National Curriculum: whilst continuing to give importance to the core skills of maths and English, it will focus less on foundation subjects and more on skills for living and adulthood.
- The curriculum will include components that would not be found in most mainstream settings: components such as activity in a sensory area that are vital to the welfare and progress of young people in our target group.
- The curriculum will take a thematic approach to foundation subjects and, especially at KS3, make use social story techniques.
- Part of pupils' entitlement at school will be sessions with specialist therapists in speech, music, OT and drama, wherever these are appropriate to their needs.
- Curriculum planning will take account of the importance of creative and physical activities to support the pupils' emotional development, expression and control and to support self-esteem.
- After the first year of the school's existence, KS3 pupils will be taught in 2 groups according to ability, and after the second year, in 3 groups according to ability, not

age. After the fourth year of the school's existence, KS4 pupils will be taught in 2 classes according to ability, not age.

- The KS4 curriculum will include some vocational education to allow pupils to experience aspects of the world of work and to help them to decide what they enjoy and may like to do in the future.
- The Post-16 curriculum will develop vocational experience and preparation for the world of work and independent living, at the same time as continuing to emphasise the functional skills of literacy, numeracy and IT.
- The pupils will be offered enrichment activities as a core entitlement, and their participation will be prepared and supported by members of staff.
- Opportunities for integration with pupils at the mainstream Sutton New School 1 will be sought out whenever appropriate, but also carefully scrutinized and supported to ensure that our pupils feel happy and can benefit.
- Parents will always be important partners in the support of our pupils' progress and as participants in special programmes and they will be kept informed and invited to contribute. We will train parents so that they can support special strategies at home.

We have arrived at these curriculum principles firstly by basing much of our thinking on the successful practice within the Trust at Greenshaw High School (in its opportunity base for students with speech, language and communication difficulties) and at the Rainbow Unit at Green Wrythe Primary School. We have visited these two schools and another, outstanding nearby special school for children with 'ASD moderate' needs – Linden Bridge School in Worcester Park, Surrey. Our visits, discussions and other research have informed us of the curriculum priorities that we need to express when planning for our target group of pupils and as we prepare to realise the vision that we express in Section C.

Expected pupil intake

All of our pupils will have statements/EHC plans for 'ASD moderate' needs. We will not admit pupils without statements/EHC plans. Many of our pupils are expected to come from the Rainbow Unit at Green Wrythe Primary School, but there is an increasing number across the LA of pupils with these needs, and we recognise that pupils may come from a wider geographical area.

ASD/autism can range from mild to severe along a continuum. Because we will admit pupils with moderate need does not mean that they will form a homogeneous group. Their difficulties will include impairments in imagination, social communication and social interaction, each in different degrees of severity and in varied combinations. We recognise that the difficulties experienced by our pupils can make them anxious, confused, angry or intolerant. They can find it difficult to concentrate. Our Special Free School environment must be one where negative triggers are avoided and where pupils feel calm and secure and can develop skills to help them to overcome their difficulties.

Our pupils will be working at P levels, rather than at (former) National Curriculum levels of attainment. Therefore they are most likely to spend all of their curriculum time in the Special Free School. However, this is not to exclude the possibility of careful

integration into classes in the mainstream Free School on the same site, if that is appropriate for the individual.

We will be alert to special interests and abilities in our students. Some may be talented singers, artists, chess players, coders It is inconsistent with our thinking to try to create an exhaustive list. The point is that we will be open-minded and we will listen to and watch young people, and we will help them to develop their strengths and interests.

For our planned intake, it will be important to provide the special therapies already mentioned and we will employ staff who are experienced autism practitioners in their particular field.

There will be a range of need within the pupils admitted to the school with a statement/EHC plan for 'ASD moderate' need. With that in mind, the targets set and the IEPs drawn up will be sharply focussed on individual achievement, need and interests. It is of paramount importance to us that communication with the pupil, with his/her parents and with all the adults in the multi-disciplinary team is clear and effective. Because of the range of needs in our expected pupil intake, we plan to divide pupils into groups by ability, in each key stage.

Given that the site for the Trust's Sutton New School 1 will, we hope, be in the north of the London Borough of Sutton, if the Special Free School application is successful, it will serve a socio-economically disadvantaged area. We will take account of the Pupil Premium and EAL as additional imperatives when we plan our curriculum and its delivery. We have some relevant statistics for pupils at Green Wrythe Primary School:

	Pupil premium	English as an additional language
Green Wrythe Primary School	48%	15%
Rainbow Unit at Green Wrythe	24%	20%

The following table shows local Special schools – secondary or all through – nearest to the proposed Special Free School location: (% have been rounded to the nearest whole number).

Name of school	Number of pupils	% of pupils eligible for PP	% of pupils with EAL	SEN catered for	Ofsted
Bensham Manor School,	185 aged 11-19	67	17	SEN incl ASD	2

Croydon					
Cricket Green, Mitcham	176 aged 4 - 19	54	26	SEN incl ASD	1
Garrett Park, Wandsworth	177 aged 11 - 19	66	22	MLD; ASD	1
Linden Bridge School, Surrey	124 aged 4 - 19	19	4	ASD	1
Perseid School, Morden	111 aged 2 - 19	35	46	PMLD	1
St Giles School, Croydon	105 aged 5 - 19	48	24	PMLD	2
Sherwood Park School, Sutton	81 aged 2 - 19	40	21	PMLD	2

This table is not included to make any observation about the standard of provision, other than to stress that it is good or outstanding in every case. However, the table demonstrates that in a 5 mile radius of the proposed Special Free School, there is only one other community special school solely for pupils with needs similar to those in our target group.

Curriculum Model

Our curriculum at KS3 will be based on the National Curriculum. It will be broad and balanced to include opportunities for pupils to encounter the different areas of human knowledge and experience. It will emphasise the basic skills in literacy, communication and numeracy so that pupils have the tools in these areas firstly to support access to the rest of the curriculum and secondly to function in the world beyond the school. At KS4 the thematic approach to foundation subjects in KS3 will shift to give greater time and emphasis to preparation for progression routes and independence. This preparation for work and adult life will be developed post-16. Of fundamental importance to our pupils will be the development of social and communication skills, to develop understanding of the self and others and to promote relationships and to foster self-esteem and confidence. We know from parents of prospective pupils that they want their children to develop basic life skills and we see these as centrally important to the preparation of young people for the future.

Curriculum Content

We highlight in these paragraphs the main distinguishing features of our curriculum. It is recognised that the National Curriculum is only part of the curriculum required by children and young people with autism. Many other skills are required to be taught to pupils at the school and the other areas specifically addressed in the curriculum include communication, social, behavioural, personal, citizenship and self-help skills. Therefore, as with many areas of the curriculum, these skills will be taught in a range of “real” situations, in order to make them more relevant to our pupils and to allow for generalisation from the school experience to life experience. The curriculum and pedagogy will be weighted towards physical, multisensory and practical activities to meet the widest range of learning needs and thus to maximise the learning opportunities.

We regard every experience of the student as part of the curriculum. The attitudes and relationships that are encountered and developed in school will be highly influential for our pupils. From our research and discussions, we have identified the SPELL priorities (Structure, Positive, Empathy, Low Arousal, Links) as one that will underpin curriculum and lesson planning and delivery.

We will use a number of autism-specific approaches, including the Picture Exchange Communication System (PECS), SCERTS (focussing on building Social Communication, Emotional Regulation and Transactional Support), Treatment and Education of Autistic and related Communication Handicapped Children (TEACCH), Applied Behavioural Analysis (ABA), visual timetables/schedules, Social Stories, Intensive Interaction and sensory integration. These approaches are applicable to teaching and learning for pupils with autism, to promote communication and language understanding, encouraging attention and minimising distraction, supporting the acquisition of new skills, promoting social understanding and social interaction, and minimising behaviour difficulties and anxiety. Flexibility will be of paramount importance: we will use techniques and approaches in ways that are appropriate to the individual learner.

Social and communication skills will be a major emphasis in the whole school.

They will be developed across the curriculum and will be the focus of specific targets set for every pupil. There will also be discrete sessions including small group speech therapy, 1:1 speech therapy where needed, a weekly social group/friends afternoon, and short daily activities with a focus on friendship and communication skills. Other specialist therapies (occupational, drama and music therapies) will be available according to need. In the early years of the Special Free School, we will be able to employ special therapies staff already working part-time in the Trust.

English, maths and science: These three subjects will be taught in ability groups at each key stage. In all three, the emphasis will be on the application of learning to the life of the student, and vice-versa.

English: Throughout the school, the areas of reading, writing, speaking and listening will be developed, with the specific activities planned for individual students being designed to present learning which is accessible at the same time as being developmental. Our significant focus on speaking, listening and communication will be guided by our speech and language therapists. Our social communication curriculum focuses on skills such as starting a conversation and turn-taking that people with autism can find difficult. In order to engage students and make English accessible, we will focus on familiar stories, songs and poems, stories where people's actions and movement will be explored, and letters to families and friends. In order to develop students' understanding and control of their emotions, and their ability to express their feelings, we will study stories and poems where the affective domain is a central dimension.

At Key Stage 4, students will work on a class reading book, use of a reading scheme, and there will be emphasis on spelling, punctuation and grammar. Drama including role play will be used to develop ideas encountered in lessons and to prepare for real-life situations. The English curriculum will be linked to preparation for life beyond

school and beyond the home (career awareness, independent living and safety, leisure and hobbies) and news locally and around the world. It is important to emphasise that the functionality of the English curriculum will not diminish opportunities for young people to express their own creativity through performance and/or writing, stimulated by their reading, listening or observation.

Post-16 English lessons will work on the themes of independent living, career awareness, 'out and about', healthy lifestyles. There will be continuing work on spelling, punctuation and grammar. Throughout the scheme of work, there will be the core elements of a reading scheme, the study of fiction and poetry, participation in drama and creative writing. Therefore the functional elements of the curriculum will be enriched by the creative use of language.

Mathematics: The National Curriculum framework will be adapted to give students experience of number, space/shape/measures and data handling according to their ability. Lessons will be linked to their experience, and reference to prior knowledge will support the introduction of a new topic. Lessons will emphasise the practical application of the learning gained. The challenge of new concepts will be presented enthusiastically so that students are interested. Visual aids will support the development of knowledge and skills. We recognise that some students with autism have excellent logical reasoning and problem solving skills; however they can have difficulty transferring and applying this knowledge in different contexts. Our curriculum focuses on ensuring this ability is translated into functional skills in the community, such as handling money and budgeting, necessary for independence in adulthood. As pupils progress, therefore, the application of skills will take place increasingly in vocational and community settings, and this will be carefully mapped, planned and tracked by teams of staff.

Science: At KS3, science will be learnt in the context of a topic-based approach to 'Understanding the World.' The topics will allow students to base their learning on their own experiences and observations. The topic-based approach will introduce key elements of biology, physics and chemistry and these will be developed in discrete KS4 science lessons, where the aims will focus on the development of increasingly high-level scientific skills. Science will emphasise practical work and application and will therefore be linked explicitly to other curriculum areas, such as vocational work and independent living (eg drug and alcohol awareness).

Computing and ICT: Some students with autism have significant strengths in computing, and developing these strengths is central to successful learning, living and working in a rapidly changing world. We are therefore committed to the innovative use of ICT. As well as regular ICT sessions, students will use iPads across many aspects of the curriculum. All students will have their own iPad as a communication and research tool. Pupils will be taught about different types of equipment, software, e-safety, how computers work, coding, computer applications in daily life. Across the curriculum, ICT will be a tool to enhance learning: it will support pupils' access to curriculum content and their expression of what they have learnt. Subject-specific software will enhance their knowledge, skills and understanding and their opportunities to give expression to their own ideas and feelings (eg digital media in art; digital music technologies).

Expressive Arts: Expressive arts subjects will make an important contribution to the development of creative intent, communication skills, the understanding of other people's needs, thoughts, ideas and feelings and pupils' expression of their own, pupils' spiritual, moral, social and cultural development, self-esteem and a positive self-image and their critical and appraisal faculties.

Art: The content of our art curriculum will begin by considering the pupil's own experience and his/her observations of the environment. Pupils will learn about visual and tactile elements, materials and processes, artists, craftspeople and designers. In KS4 they will learn about textiles and ceramics as well as kinetic art and 3D constructions. Post-16 they will learn about digital imagery and mixed media. Throughout the school they will learn actively and create their own artefacts.

Music: Students will explore music from other cultures. They will learn to express their reaction to different styles and genres and will create their own compositions. Schemes of work will link music to the visual arts. As students move through the school, they will have the opportunity to introduce digital music and sound effects into their work.

Drama: will be part of the English curriculum and available as a specialist therapy, where appropriate, and as an enrichment activity. It will promote pupils' expression of their needs and feelings and their understanding of those of others.

Technology: Technology can help promote flexibility of thought and is an important part of the curriculum for young people with autism. Beyond KS3, technology skills will be included in the vocational curriculum.

Vocational curriculum: Skills for Working Life at KS4 and 5 will include vocational taster courses based in the school. Students will set up and run a café; they will learn about catering, gardening, woodwork and enterprise. There will also be Career Awareness Days. Post-16 students will have employment placements, with an amount of support that reflects the needs of the individual, travel training and college link courses (South Thames College at Merton has an ASD base, and good working relationships already present between the Trust and the College will enable us to negotiate appropriate provision). Vocational experience will include enterprise challenges.

PE We recognise the benefits that exercise has for increasing self-esteem and reducing anxiety in young people with autism as well as helping students lead a healthy lifestyle. Students will participate in daily sensory circuits as well as PE sessions. The PE curriculum will include a range of different activities to develop students' confidence in dance, movement, games and sports. The PE curriculum will make an important contribution to preparation for physical well-being during adult life.

Personal, Social and Emotional Development There will be emphasis on supporting each student to understand his or her autism and his or her own strengths and weaknesses. This programme includes learning to learn skills such as attention, following instructions, turn-taking, choice-making. We will also put significant

emphasis on SEAL, keeping safe, sex and relationships. All KS4 and post-16 students will have a weekly tutorial to focus on emotional well-being and preparation for adulthood. The careers curriculum will develop PSD learning and link it to experiences in the vocational curriculum.

Skills for independent living will be developed as a discrete programme as well as through other aspects of the curriculum. The independent living curriculum will include cooking, shopping, travel skills, personal care and hygiene, drugs and alcohol awareness, sex education and personal safety. We intend to offer home-from-home living experience for post-16 students. The importance of this has been stressed by parents of prospective pupils.

Themed weeks: We will provide a themed week each term (eg sports week, creativity week, or cultural week). Some aspects of the curriculum, such as RE, will be delivered through theme weeks and assembly. Themed weeks will also provide time for career awareness days for students at KS4 and 5.

The timetable will include rest breaks and snacks, in order to provide the opportunity for calm and for social communication.

Qualifications

Our pupils are unlikely to take GCSE examinations. However, we will support them with teaching in the mainstream school and whatever additional intervention is necessary if they have a particular aptitude for a particular subject. We anticipate that such a situation will be exceptional.

Pupil will be able to achieve a number of qualifications, mostly at Entry Level 2/3. Here is an indicative list:

Functional skills or its successor certification in English, maths and IT

Entry level Science certification eg AQA

LASER Independent Living Skills Certificate

LASER Exploring Art

LASER Exploring Music

Employability skills

Vocational units/certification based on school curriculum and college link courses

Enrichment : The school will provide a range of enrichment activities including lunchtime and after-school clubs (such as chess, music, drama, cooking clubs). Our after-school clubs will focus on areas of interest for students with autism and provide an opportunity to develop social communication skills as well as provide short breaks for parents. Enterprise skills will be developed in the enrichment curriculum and, for students who choose to take part, it will build on elements of the 14-19 curriculum. The enrichment curriculum options open to students will be limited during the years that the school takes to build up to capacity. At the same time, however, it will be possible for young people to join in with enrichment activities in the mainstream Free School, with support and if that is an appropriate option for the individual concerned. Each pupil's attendance at enrichment activities will be monitored, observed and progress in a range of areas will be recorded. It can be used as evidence for various forms of certification, and it will be very important as part of the pupil's development, enjoyment

of school and preparation for adult life. Some enrichment activities will take place out of school to give pupils confidence in different settings and to encourage them to apply core subject knowledge in real-life situations.

Integration with the adjacent mainstream Free School: We consider it unlikely that integration will be appropriate for pupils at the Special Free School, but we will always be mindful of the possibility, and will facilitate participation in mainstream school learning by means of thorough preparation, support, debriefing of the pupil and evaluation by the staff concerned. Integration into the enrichment programme of the mainstream school will be encouraged, if it is appropriate, and depending on the individual's interests, social skills and confidence. There will be a rich variety of clubs and activities, as we illustrated in our Sutton New School 1 application (Wave 8). Students who take part in activities in the mainstream school will experience a different environment and different people. They will be able to develop new interests and find out what they enjoy doing.

There will be significant opportunity for carefully managed reverse integration. With appropriate training and supervision, mainstream students may be playground and dining room buddies, older students may give voluntary support in Special Free School lessons, on trips and during off-site visits; Junior Sports Leaders can help with physical activities and clubs; mainstream pupils can support pupils with autism during any discrete or integrated enrichment activity. Students from the mainstream school involved in these activities will have their work recorded and it can contribute towards certification such as ASDAN's CoPE or PiXL's The Edge.

Pupil transition

- 1. Transition to high school.** We know from parents that transition is a matter of profound concern. We will therefore plan and prepare thoroughly and keep parents involved and in touch. If there is a preferred secondary school for the individual, then a contact from that school will be invited to the annual review that takes place in Year 6. Following the annual review and the identification of the most appropriate secondary school, a transition plan will be set up, in discussion with parents. There will be a meeting between primary and secondary school members of staff to discuss the child's needs. The child will visit the secondary school during the summer term before transfer, and will be accompanied and supported by a member of staff from the primary school. During the summer holidays, there will be a short induction programme at the secondary Special Free School for pupils and their parents. When the autumn term begins, there will be specific transition activities included in the curriculum for new pupils so that they are familiar and at ease with the new people and their new environment. This programme will include meeting pupils in other year-groups in the Special Free School as the latter grows.
- 2. Progression beyond Year 11:** This is another matter that causes pupils and parents anxiety, so we will foster excellent communication about options and pathways. We anticipate that most of our pupils will remain at the Special Free School until they are 18. However, the Year 11 curriculum will, through careers and PSD, as well as through the vocational sessions, explore other routes and

options. Each pupil will have individual tutorial support so that s/he can discuss preferences and possibilities. The annual review will widen the discussion to include parents and staff from other agencies. There will be a progression plan for students who decide to go to college, into employment with training or into special provision. This will be drawn up after the annual review, in consultation with the young person and his/her parents. The plan will include visits to the college or other destination and discussion of the progression plan between staff there and staff at the school. We hope to be able to use Project Search to support the progression of our students to work placements (St George's Hospital, Tooting, is near to our preferred site and it is a Project Search centre).

There will be a parallel process for students who decide to stay at the Special Free School for post-16 education: tutorial support, annual review, progression plan. There will be post-16 taster lessons and, when the Special Free School is established, existing students can meet and support members of the new post-16 groups.

When they have left the Special Free School, the young people will be contacted by staff to confirm their destination and to speak about their experiences. This will give the school staff the opportunity to glean information either that is positive or that gives rise to concern, and in either case to share it with the family and other professionals.

We would like to do some further work to develop possible post-16 provision: (i) by exploring whether we could increase post-16 numbers to improve local provision and choice and (ii) by exploring post-18/19 provision to extend the support we can give to students for their transition into the world beyond school.

Summary

Our curriculum puts emphasis on addressing the needs that are recognised as being more prominent in people with autism: functional skills, personal and social development and vocational and life skills. There will be significant opportunities for community-based education, to develop pupils' understanding of and confidence in the world beyond the home and school. We will include learning of functional skills in community settings so that money, reading and communication can be applied in real-life settings. Part of students' entitlement will be enrichment opportunities that will help them to widen their experience, identify what they enjoy and gain skills. Some enrichment activities will also take place in community settings in order to provide the opportunity to maximise community experience and confidence to function in the world beyond school.

Section D2

Key Performance Indicators and targets:

1. Academic achievement: 84% (7 of 8 pupils in every cohort) of all pupils will achieve expected levels of progress. We recognize that 84% seems low, but this is because of the small number of pupils involved. The figure is based on targets set elsewhere in the Trust, at the Rainbow Unit of Green Wrythe Primary School.
2. Academic achievement: KS4 students, if appropriate for the individual, and Post-16 students will achieve at least 5 qualifications appropriate to their needs.
3. Attendance: Pupil attendance will be 95% or higher; the target for persistent absence will be below the DfE threshold.
4. Behaviour: 84% of pupils (ie 7 out of every 8 pupils) will achieve all relevant targets expressed in their IEP, EHCP and SCERTS objectives; 100% of pupils will have a diminishing number of behavioural concerns electronically recorded, year on year; 90% of lesson observations will record that behaviour for learning is good or better.
5. Pastoral care and pupil well-being: 95% of pupils and parents will express their satisfaction with the care and support that young people receive at school.
6. Staff morale, development and retention: 100% of staff will indicate that morale is high; 100% will confirm that their CPD opportunities have been relevant and worthwhile and that their CPD needs are taken actively into account; retention: once the school is at steady state, staff retention will be 85%; our aims for our staff development programme mean that colleagues will be well-prepared for career development and may therefore leave for promotion elsewhere, and that new members of staff will have a thorough and effective induction, so that staff turnover will be well managed.

Academic targets

1. **Whole School Targets will be** set annually by the whole school team as part of the **School Development Plan (SDP)** and part of School's annual cycle. The targets will relate to the achievement of individual pupil targets, to the development of the curriculum and to benchmarking the whole school's outcomes against those of similar schools that achieve outstanding performance. Within the Trust, SEN outcomes of statemented pupils at Greenshaw High School consistently outperform national averages. (Greenshaw SEN statemented GCSE 5 A*-C including En and ma 2012: 42.86%; 2013: 22.22%; 2014: 20% cf national averages 8.4%; 9.5%; 8% respectively). Although we do not anticipate setting targets for GCSE, these measures in relation to national averages are consistent with our aspirations for the Special Free School.
2. **Pupil targets: It is unlikely that GCSE and GCE or the equivalent qualifications will be appropriate for our pupils, therefore we have not set targets relating to Progress 8 or other national accountability measures.** Individual education plans involve all members of staff, including specialist therapists, and families. Targets expressed in IEPs, in ECHPs and annual reviews and as formal national curriculum P level outcomes will be child and family-centred and will be SMART. In general terms of P levels, we will target 3 levels of progress over the period of Year 7 to Year 11 inclusive. However we recognize that pupils may sometimes demonstrate lateral progress that means they are widening their experience and the application of their knowledge, rather than vertical progress. Post-16 students may have targets relating to former NC levels, but the majority will have targets relating to

NQF Entry Levels.

Not all curriculum-based targets will be academic. It will be of central importance to our pupils to develop social communication and emotional regulation, and with that in mind, we shall use the SCERTS framework to set goals that will be designed to meet the specific needs of the learner, based on the developmental stages of the pupil, her/his motivations and interests and family priorities.

Because of the relatively high level of need in our pupils, flight paths and expectations of outcome will be individual and unique. We will use National Autistic Society comparators and other specialist benchmarking tools to set targets.

3. **Pupils in groups tending to be at additional risk of underperformance:** 100% of our pupils for whom we receive the pupil premium will progress as well as or better than all pupils in similar settings. 100% of pupils for whom English is an additional language will achieve the targets set in their IEPs, ECHPS and P level targets; their progress will be equivalent to or better than that for all pupils.

Behaviour targets

Attendance: Our target above of 95% is aspirational, because we recognise that some pupils will have authorised absences, for example for medical appointments. Our target for persistent absence will be below the DfE threshold.

Our aim is that all pupils will achieve the SCERTS targets for social communication and emotional regulation. These targets will be monitored continuously and further support and intervention will be put in place if the pupil is finding the relevant behaviours difficult. Concerns about behaviour for learning will be recorded electronically on the school's information management system, and one of our targets will be related to monitoring the number of concerns each year in each pupil's record: our target is that 100% of pupils will achieve a numerical reduction year on year in the number of concerns recorded.

Individual Education Plans: IEP targets will be agreed at each student's Annual Review by the student, parent, teacher, specialist therapists and team members. The targets will be reviewed at least termly in partnership with parents and adjusted as needed. The targets will be cross-curricular and will relate to the following autism-specific areas: flexibility of thought, problem solving, communication, independence, social interaction.

Assessment and data tracking

For every lesson, sharply focussed learning objectives will be planned, and assessment of and for learning by teachers, therapists and teaching assistants will inform planning of subsequent lessons. Every six weeks, recorded assessments will be collated, reviewed and evaluated against targets for individual pupils in all areas of the curriculum, and for groups. If progress towards targets is not achieved at these review points, then interventions will be put in place to support teaching and learning.

Methods of assessment of pupil progress will depend on the nature of the objectives concerned and the individual pupil. For some objectives, we will use small, moderated tests. Otherwise the evidence in their work and behaviour will be used.

Monitoring and evaluation systems

Systems will be used to collate, manage and monitor pupil progress data. They will then inform assessment of learning and inform future teaching and assessment for learning. **B-Squared** will be used for assessment for learning and to link pupil progress to P level and NC descriptors.

CASPA Comparison Analysis of Special Pupil Attainment will enable more detailed tracking of progress and learning over time and the benchmarking of progress and attainment across similar settings in other classes, special schools, colleges, etc. Assessment data from B-Squared will be migrated into CASPA at least twice per year.

Liaising with and reporting to parents

Parents' support is of central importance to their children's progress, and we will ensure that parents are directly involved in discussing, planning and evaluating learning strategies for their child. This will sometimes involve special training for strategies to be used at home.

We will welcome at all times questions and comments from parents by phone or email. We will run a weekly parents' surgery when a member of staff will be available to meet with parents and hear their concerns and discuss what the parent would like to happen. The member of staff will give an undertaking as to when the school will contact the parent to report upon how the matter has been followed up.

We will put learning resources on the school's website, but we recognise that some parents will be happier with face to face support. Each year, individual pupil targets will be shared with parents. In the Special Free School calendar there will be a parents' evening each year, there will be an annual interim assessment meeting to share information about the pupil's progress towards targets and there will be a formal written report recording progress towards targets, describing achievements and outlining areas for development. Parents will be a central part of the annual review process. We propose to employ a family support worker from September 2019 and this member of staff will contribute to working with families during all the processes outlined above and will deal with problems and concerns expressed by families on an ad-hoc basis. S/he will visit families if necessary and will also act as a conduit for information about relevant specialist organisations and charities.

Summary

We are ambitious for our students and will set targets that challenge them and us. We aspire to the characteristics identified in *What is Good Practice in Autism Education?* (Autism Education Trust, 2011)

[...] high expectations for [...] pupils with autism: [...] multiple assessments beyond those statutorily required to monitor progress in order to monitor children's progress in terms of attainments and also social and behavioural outcomes; [...] well versed in individualising and adapting the curriculum for each pupil acknowledging that pupils with

autism have unique needs and unique approaches to learning and the broad autism curriculum reflected these needs; [...] effective and sustainable relationships with specialist health and social care practitioners , in particular SALTs, OTs and CAMHS; [...] expert highly motivated staff for whom training was a priority both inside and outside the schools gates; [...] high levels of communication with parents and carers, both about approaches to learning and on strategies to promoting positive social and behavioural outcomes and wellbeing; [...]strong leadership and vision, which saw their school as fully inclusive and deeply embedded within the local community, taking on ambassadorial role to raise awareness about autism and [working] hard at developing fully reciprocal relationships with families –parents and carers and children and young people.

Section D3

D3: Staffing Structure

The proposed staffing structure reflects the targeted pupil intake and the phased growth plan is designed to ensure delivery of the curriculum principles from opening to steady state. The structure at full capacity reflects the opportunities brought by the multi-academy trust. The Special Free School will be supported with specialist areas such as catering, premises, finance and HR through the shared services available from the multi-academy trust. The shared services permit important economies of scale. The key thought processes behind the strategy are:

- Leadership and management support/coaching from senior staff within the multi-academy trust
- Continue to promote sharing of good practice and staff development through effective CPD
- Ring fence pupil premium funding to develop strategies to narrow the gap and raise attainment of the FSM/CLA cohort. The strategies will be determined each year based on an assessment of the needs of the students. Provision of iPads, staffing for intervention groups, subsidising trips, funding breakfast and snacks, funding resource are all likely activities to be included
- Delivery within budget. In the budget plan, years 2017– 2019 are planned to deliver a higher in-year surplus. This allows more flexibility on spending decisions to reflect the needs of the students and school at that time.

Phased growth:

Staff/Year	Sept 17	Sept 18	Sept 19	Sept 20	Sept 21	Sept 22	Sept 23
Students on Roll	8	16	24	32	40	48	56
Year Groups on Roll	7	7,8	7-9	7-10	7-11	7-12	7-13
Leadership Team							
Leader	0.4	0.6	1	1	1	1	1
Deputy Leader				0.5	0.5	1	1
Total Leadership	0.4	0.6	1	1.5	1.5	2	2
Classroom Staff							
Teacher	1	2	3	4	5	6	7
Teaching Assistant	3	6	9	12	15	18	21
Technician		0.25	0.5	1	1	1	1
Total Classroom	4	8.25	12.5	17	21	25	29
Support Staff							
Family Support Worker			1	1	1	1	1
Careers Advisor					0.25	0.25	0.25
Outreach Worker						1	1
Lunchtime Supervisors	0.2	0.4	0.6	0.8	1	1.2	1.4
Office Administrator	0.25	0.5	1	1	1	1	1
Site Assistant	0.25	0.25	0.25	0.25	0.5	0.5	0.5

Total Support Staff	0.7	1.15	2.85	3.05	3.75	4.95	5.15
Total Staff	5.1	10.00	16.35	21.55	26.25	31.95	36.15

Specialist staff will be needed and bought in dependent on the student need. These are likely to include occupational therapist, speech and language therapist, drama therapist and music therapist. In the early years, some savings can be achieved by paying for additional hours from specialist staff already working in the Trust.

Prior to opening, we will second the Leader of the Rainbow Unit at Green Wrythe Primary School to be the Acting Principal of the Special Free School, and will appoint a substantive principal with effect from the start of the third year of the school's existence (2019). This will provide for excellent continuity from primary to secondary education and leadership from the outset by a successful professional with experience of teaching children with autism.

In year 1 the Special Free School Principal will undertake a number of roles and responsibilities which will transfer as the school grows. These include safeguarding, curriculum planning, pastoral support, liaison with parents, primary liaison and transition, the enrichment curriculum, deployment of the two Teaching Assistants and 1 HLTA, and line management of the class teacher. The Deputy Leader when appointed will assume specific responsibility for some of these areas. Further delegation will be possible as more teachers and support staff are appointed.

All contracts for staff recruited to the new school will reflect the extended school day including supervision of enrichment activities at the end of each day. The key initial activity for all staff will be to settle the pupils in, keep their needs under review and put in place the extra support for pupils not making the expected progress against their aspirational targets.

The planned recruitment for year 1 is of an experienced ASD teacher appointed at UPS3. S/he may be primary trained, to reflect her/his responsibility for teaching across the curriculum at the level needed by our intake of pupils. Later we will recruit some full time teachers who will have a specialist subject – with English, maths and science being priorities. Within the Trust, Greenshaw High School is a teaching school within the SSTSA and working closely with Roehampton University and there will be the opportunity to develop relationships to identify and attract new teachers wishing to develop experience in teaching pupils with ASD needs.

We expect to recruit our second teacher on UPS1, and our third on M5 or thereabouts. We will continue, as the school builds up, to recruit a mix of UPS and M5 teachers. Thus there will be opportunities for professional and career development for less experienced teachers who can progress to the UPS and take on additional responsibility. Each Key Stage will be led by a teacher on UPS.

The recruitment of a HLTA per Key Stage provides in-house support to teachers and cover for teacher absences and PPA time. The HLTA will be a familiar figure to the pupils, so they will not feel anxious to have him/her taking their lessons.

The Family support worker to be appointed for 2019 will develop home/school partnership and will reinforce any training shared with families to help them work at home with their children. Once in post, the Family Support Worker will co-operate with the Outreach Worker and Senior Leaders to plan primary-secondary transition and post-16 and post-18 progression routes.

The Outreach worker we hope to appoint for 2022 will be involved in liaison with primary schools and in autism awareness raising and advocacy in the community and amongst employers. S/he will work with the Senior Leaders to develop off-site CPD opportunities for staff, liaison with specialist autism charities and community-based learning opportunities for students. S/he will plan and organise the days when the specialist therapists and staff of other agencies are working at the school, in consultation with class teachers. S/he will be co-ordinate all transition and progression activities, in consultation with Senior Leaders. Until this member of staff is appointed, these responsibilities will be shared amongst existing members of staff.

Section D4

Not applicable

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.

This section will need to be completed by both route 1 and 2 applicants.

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

If your school is an existing independent school or non-maintained special school applying to become a free school:

- In **column A** please provide the proposed number of places in each year group
- In **column B** please provide the number of children already on roll at your school with statements of SEN or EHC plans
- In **column C** please provide the number of children with statements of SEN or EHC plans of the relevant ages, who are not currently on roll but local authorities anticipate naming your school in their statements
- In **column D** please provide the number of children with statements of SEN or EHC plans of the relevant ages, who are not currently on roll but whose parents have indicated they would want your school to be named in their child's statement

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

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

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

This section will need to be completed by both route 1 and 2 applicants.

If your school is new provision:

- In **column A** please provide the proposed number of places for children without statements or EHC plans in each year group.
- In **column B** please provide the number of children of the relevant ages whose parents have indicated that they will choose the proposed school as their first choice.
- Leave **column C** blank.
- In **column D** please express the demand (column B) as a percentage of the places available for pupils without statements or EHC plans (column A). *ie* $D = (B/A) \times 100$.

If your school is an existing independent school or non-maintained special school applying to become a free school:

- In **column A** please provide the proposed number of places in each year group for pupils without statements or EHC plans
- Leave **column B** blank
- In **column C** please provide the number of children of the relevant ages, who are not currently on roll but whose parents have indicated that they will choose the proposed school as their first choice.
- In **column D** please express the total demand (column B + column C) as a percentage of the places available (column A). *ie* $D = ((B+C)/A) \times 100$.

Not applicable

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

Section E: Evidence of 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.

This section will need to be completed by both route 1 and 2 applicants.

Section E1

The decision to make this application arose from our proposal that the Greenshaw Learning Trust should add a base for SEN pupils with ASD moderate needs to the Sutton New School 1 that is currently in the pre-opening phase. A written proposal was submitted in July 2015 and was considered by the Department and the Schools Commissioner over the summer. Since then, we have been advised that a full, formal application for a school, rather than a base or unit, is the appropriate way forward and we have been working on this for the month prior to submission. We recognise that, because of the short lead time, we cannot yet include all of the evidence that we wish to produce to support our application. However, we submit that there is sufficient evidence at this stage to demonstrate the need for places in the LA and the support of parents for our application. We mention later further consultation and canvassing of support that we will undertake.

FORECAST SHORTAGE OF PLACES IN THE LOCAL AUTHORITY: The London Borough of Sutton SEN Budget Review (Schools Forum 17th September 2015) supports the case for the new Special Free School:

Because of a change in the needs profile, there are fairly substantial vacancies against primary [opportunity] bases, *with the ASD bases having higher than forecast numbers* while MLD and speech and language bases being (sic) undersubscribed.

Our italics emphasise the numbers, higher than forecast, of children with ASD needs coming through the primary sector and approaching secondary education.

The London Borough of Sutton has projected a significant increase in the number of pupils in its schools. The LA notes the prevalence of ASD statements in the SEN sector and acknowledges the need for increased capacity in the ASD sector gives further evidence of the need for secondary places for young people with ASD moderate needs.

We have included at Annex 1 the full report by [REDACTED]. The report was written at a time when we were discussing opening a base for ASD moderate needs, rather than the Special Free School that is the subject of this application. However, the information about the need for places remains accurate. We would emphasise that the greatest area of need identified in the report is in the category 'ASD moderate', which is where we propose to make our provision in the Special Free School.

For ASD moderate needs, the pattern of provision in several local high schools, including Raynes Park High School in the neighbouring Borough of Merton¹, is inappropriate, because it emphasises participation with support in mainstream classes. The pupils for whom we seek to provide will be unable to access the mainstream curriculum, in the vast majority of cases.

Letter of support from the LA

Please see Annex 2: we attach at annex 2 the email sent by [REDACTED]
[REDACTED], on July 14th 2015, expressing the support of the LA for the proposed Special Free School (although it was at that stage being considered as a special unit within Sutton New School 1).

Local authorities have made an informed decision: Discussions with the LA have made it clear that the Special Free School will be for statemented pupils or students with EHCPs only and that the needs of the pupils will have been identified as ASD moderate. Further, the Trust has confirmed to the LA that the provision for the pupils on roll will be in the Free School with little or no provision in mainstream classes, unless in an exceptional circumstance, and then to a limited extent.

Neighbouring authorities: We have not approached LAs other than Sutton, because the information we have indicates that all our places will be filled by Sutton pupils.

DEMAND FROM PARENTS:

Material used to collect evidence of demand: The following text was used in a flyer given to parents of children at the Rainbow Unit at a meeting at Green Wrythe Primary School Sutton, with a presentation by [REDACTED]
[REDACTED] The same text will be used when presentations are made to other stakeholders whom we mention later in Section E.

The Greenshaw Learning Trust is opening a new secondary school in Sutton in September 2017. As part of the proposals the Trust is planning to include an ASD provision as part of the overall secondary provision. It is intended to be a relatively high needs provision with specialist therapeutic support for students. There will be a particular focus on life skills and successful transition to and from the base. The provision will also benefit from the specialist facilities of the new school as it will be on the same site.

Details of the provision are being developed in conjunction with the DfE and the local authority.

¹ The SEND Base at Raynes Park High School is Merton LEA's specialist, secondary provision for students with learning needs some of whom are on the Autistic Spectrum. Its purpose is to support students to participate in the broad range of curricular activities of the main school with the appropriate level of support, whilst providing a place and staff expertise for some very specific and individual needs.
<http://www.rphs.org.uk/128/send-base> accessed 25/9/15

Presentation by [REDACTED] to parents at Green Wrythe Primary School and to be used at future presentations to primary school parents:

NB What follows is a summary of the key points made, because written notes were not made for the presentation:

The Greenshaw Learning Trust seeks to open a special school for pupils with moderate autism. Children in the special unit at this school have moderate autism. We want to provide a secondary education for your children. We know from conversations we have had with their primary teachers that these young people need special provision in small groups and 1:1. We also know that they will probably not be able to cope in mainstream classes. Our new school will help children to develop social and communication skills and to prepare for adult life. We will teach literacy, numeracy, science and IT, but we will do so in ways that are appropriate for the pupils in the school. We will aim to give them independent living skills and we will have a sixth form in the special school so that they can stay until they are 18. We would like to hear your views about our new provision.

Feedback to date from parent consultation:

100% of parents at the meeting expressed support for the Special Free School.

Parents of children in the Rainbow Unit have told us that what they would like is for the kind of provision they have now to continue seamlessly beyond KS2. This desire highlights the importance of close partnership in preparing for pupils' transition to secondary school. Furthermore, it demonstrates the value of the existence of the primary school and the secondary school within the same Trust, so that vision, values and pedagogy may be consistent and therefore reassuring for pupils and parents.

Our contact with primary school parents has been affirmative and has confirmed that skills for life are of great importance. This reflects our vision for our school and confirms our belief in the value of skills for independent living that are built into our curriculum. We will help pupils to develop these skills in a number of settings, including on-site facilities with appropriate equipment to simulate daily life, and off-site in the community. One priority for parents is that their children be prepared for living outside the home.

Parents told us that they would like to see provision made for young people aged 18-21. We regard this as an appropriate possibility for the Trust in the future, subject to approval from the appropriate body. We anticipate therefore that we would begin to consider what we could offer, and where, once the Special Free School has opened and recruited its first intakes of pupils.

Engagement with the local community:

Foresters Primary School and Bandon Hill Primary School Oak Field: Foresters has an Opportunity Base for children with Autistic Spectrum Disorders. All children attending the Opportunity Base have a Statement or Education Health Care Plan and are placed here by the Local Authority. Children attending the Opportunity Base are educated in separate classes. Children do not transfer between the mainstream and the opportunity, although there are sometimes opportunities for reverse integration

depending on need. The Oak Field School in the Bandon Hill Primary group is for children with autistic spectrum disorders. The curriculum emphasis is similar to the nature of the curriculum we intend to provide at the Special Free School.

(http://localoffer.sutton.gov.uk/site/scripts/directory_record.aspx?recordID=61 accessed 26.9.15)

Because of the similarity of the needs of a good number of the children in these 2 primary schools, we have contacted their Headteachers for support and they have given us permission to meet with parents. These meetings are planned to take place in October 2015.

Trust websites: We will place on the websites of Greenshaw High School and Green Wrythe Primary School information about our proposed new special school. In addition to the information, there will be a link that parents and others may use in order to give a response to the proposal.

London Borough of Sutton ASD Service: we have had discussions with the Head of the Service, and she has expressed her support for our plans.

Secondary Headteachers: We have had discussions with a number of secondary headteachers, who express their support for a special school and mention particularly that the opportunity-base provision in mainstream high schools (other than the Ignis base at Stanley Park High School) is not appropriate for pupils with ASD moderate needs, who cannot access the mainstream curriculum. They highlight the increase in the number of statements for 'ASD moderate' needs cited above and the resulting need for special school placements in the coming years. Please see annex 4: letter of support from Maria Noone, Headteacher of St Philomena's High School for Girls, and Chair of the Partnership of Sutton Secondary Schools.

Sutton Branch of the National Autistic Society: We have contacted the Sutton NAS Chair and we hope to hear from her in the near future that the group is supportive of our proposals. We intend to request an opportunity to address a local branch meeting in order to tell members more about our plans and to hear their responses.

National Autistic Society: We have approached the consultancy service of the NAS, in order to obtain advice about the detail of a suitable curriculum for the pupils of our proposed school. Unfortunately, although the consultancy service undertook to pass on our request, we did not hear further from the NAS. However, we have researched curriculum information on its website and have had the support of schools which have close contact with the NAS. We intend to use the NAS for help with planning and preparation in our pre-opening phases.

Section E2

Not applicable

Section F: Capacity and capability

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.

All applicants must complete sections F1-F8 as set out in the table below:

Type of applicant	Which sections to complete
Route 1 applicants (both single and multiple)	F1-F6*
Route 2 applicants applying for one free school in this round	F1-F4*
Route 2 applicants applying for more than one free school in this round	F1-F6*
Route 2 applicants applying for one free school in this round who already have an open academy	F1-F6*
Independent schools wishing to 'sponsor' a new free school	F1-F6*
Independent schools wishing to become free schools	F1-F4 and F7-F8

* If you are an approved academy sponsor the department will already hold material that would be relevant to your free school application and will therefore not expect you to provide this information for a second time. As a result at this point do not fill in sections F5 and F6 of the application relating to your educational track record until we have assessed whether we already have enough information on these aspects of your performance. If required, we will make sure that we give you sufficient time to provide any clarification or additional material to help us take a view in regard to these factors. In addition if you are not an approved academy sponsors but are interested in finding out more about this role and potentially apply to become a sponsor please make contact with the department's [Sponsor Approval team](#).

It is important to make clear that approval as an academy sponsor will not guarantee a free school application is approved. Each free school application is considered against the criteria set out in the assessment criteria booklet. Similarly, approval to deliver a free school project does not mean that you would be automatically chosen to deliver a specific academy project. All projects are carefully considered on a case-by-case basis. It is the role of the department to consider which of our sponsors will provide the best possible solution for a particular school(s), and Ministers will make a final decision as to whether the proposed sponsor should take forward a specific project, based on that advice.

There are some tables below which you must also complete. These relate to F1, F3 and F6. Please feel free to add additional lines to these tables as required.

F1 (a) Pre-opening skills and experience

Complete table and provide a short commentary on your plans.

You must complete a separate line for each member, trustee 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)
██████████	Y	Sutton	██████████ ██████	██████████ ██████████, education, school leadership	20
██████████	Y	Sutton	██████████ ██████████ ██████████ ██████████	██████████ ██████████ ██████████ ██████████ ██████████ ██████████ ██████████	15
██████████	Y	Teddington	██████████ ██████████ ██████	finance, premises, business management	6

██████████	Y	Ashtead	██████████ ██████████ ██████████ ██████████ other relevant organisations.	Special education and school leadership. ██████████ ██████████ ██████████ ██████████. Previous successful experience as leader of this base. ██████████ Safeguarding.	7
██████████	Y	Redhill	██████████ ██████████ ██████████ ██████████ and providing links with agencies that will support the development of the new special school.	██████████ ██████████ ██████████ ██████████. Current leader of this base. Base strengths identified by Ofsted 2014. Excellent practice in deploying other adults to support children. Safeguarding.	5
██████████ ██████████	Y	Wimbledon	██████████ ██████████ ██████████	██████████, expertise in school leadership, pedagogy, curriculum	12
██████████ ██████████	Y	Epsom	██████████ ██████████ ██████████	██████████, expertise in marketing, communications, PR and community engagement in private and voluntary sector. ██████████.	6
██████████ ██████████	Y	Sutton	██████████ ██████████	██████████, expertise in school leadership, pedagogy, curriculum, qualifications and	12

				examinations with [REDACTED] [REDACTED] [REDACTED] [REDACTED].	
[REDACTED] [REDACTED]	Y	Sutton	[REDACTED] [REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED]. Expertise in finance and audit, human resources, recruitment, risk management, financial monitoring, organisational development. [REDACTED] [REDACTED].	6
[REDACTED]	Y	Sutton	[REDACTED] [REDACTED]	[REDACTED] [REDACTED], expertise in HR, recruitment, strategic workforce planning. [REDACTED] [REDACTED] [REDACTED]	6
[REDACTED]	N	Coulsdon	[REDACTED] [REDACTED]	[REDACTED], curriculum, timetabling etc.	As required
[REDACTED]	N	Lingfield	[REDACTED] [REDACTED] [REDACTED]	[REDACTED], expertise in education, school leadership, pedagogy and curriculum	
[REDACTED]	N	Hammersmith	[REDACTED] [REDACTED]	[REDACTED], expertise in recruitment	

- **New Special School Curriculum and Policy Committee** - to oversee the development of curriculum and pedagogy at the new school up to the point that an LGB is appointed when the school is in operation; made up of: [REDACTED]
[REDACTED]
- **New Special School Appointments Committee** - to appoint the Headteacher and oversee the recruitment of the school leadership team; made up of: [REDACTED]
[REDACTED]

We have recently carried out a review and skills audit of the Project Group, including the Directors listed above, that has given us a detailed and up-to-date understanding of the skills available. It has been used in the appointment of the current directors and in identifying any further skills that we need to bring to the project 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
Skills/experience missing	How you plan to fill the gap
Legal advice	We will take advice from Stone King, who provides legal advice to the Trust.
Additional architect and building project expertise including project management	We will bring in further expertise from our architect and building project partners, Fraser Brown MacKenna
Additional HR expertise	We will bring in further expertise from our HR partners, Stone King
Additional audit and financial control expertise	We will call on advice and support as necessary from the Trust's Auditors, Buzzacotts
Additional audit and financial control expertise	We will seek an additional member of the Trust Audit Committee by taking advice from local partner secondary schools and the Trust's Auditors, Buzzacotts
The voice of parents	We consult and engage parents from Green Wrythe Primary School and, through the Sutton Branch of the National Autistic Society and the respective Headteachers, from local primary schools and secondary schools where provision is made for young people with ASD moderate needs. We will consult and involve parents in working groups on specific aspects of the establishment of the new school.
The voice of staff	We will consult and engage teachers, teaching assistants and specialist therapists already working in the trust with children with ASD moderate needs on specific aspects of the establishment of the new school.
The voice of young people	We will consult and engage young people with ASD moderate needs at Green

Skills/experience missing	How you plan to fill the gap
	Wrythe Primary School and, through the Sutton Branch of the National Autistic Society and the respective Headteachers, at local primary schools and secondary schools where provision is made for young people with ASD moderate needs.
Secondary education for ASD moderate needs	We will continue to benefit from the support and excellent practice of Linden Bridge Special School and we will seek the advice of the staff at Ignis at Stanley Park High School and of the London Borough of Sutton ASD service and the National Autistic Society.
Other stakeholders	We will consult and engage local primary and secondary schools through the local partnership bodies; we will work with local colleges through our established links, local businesses through the local business and trade associations, including the Sutton Education and Business Partnership and the Career Academy, and the local authority. We intend to contact Project Search and other organisations who promote employment for people with a disability. We will work with other progression providers, for example special provision for ASD young adults.

Section F2

F2 – Accountability and decision-making

1 Introduction The Greenshaw Learning Trust will grow a community or ‘family’ of schools that has shared values consistent with the Trust’s vision for education and learning. Schools in the Trust will operate on the principles of collaboration and mutual support between like-minded institutions, working together in a spirit of cooperation and common purpose, sharing good practice, supporting and learning from each other, and benefitting from joint activity. The Trust will facilitate and promote the sharing of good practice and joint/Trust services and policies. Each school in the Trust will have its own distinctive character.

The Trust governance arrangements are depicted in the diagrams on the next two pages and are described in more detail in the paragraphs below.

2 Members The Members are the individuals appointed to hold the property of the charity or trust. We see them as the ‘guardians’ of the purpose and values of the Trust, and as an element of stability. Members are appointed in a personal capacity and do not have a term of office. Most of the powers and responsibilities of the Members are delegated to the Board of Directors. The Members appoint (and can remove and replace) the majority of Directors (Members appoint up to 7 Directors; the Directors may appoint up to 2 additional Directors and the CEO is a Director). The Members must approve the Trust’s annual accounts. Whilst some overlap between the Members and the Directors can be beneficial, to ensure good governance, we will always maintain an element of separation, with Members who are not Directors and Directors who are not Members.

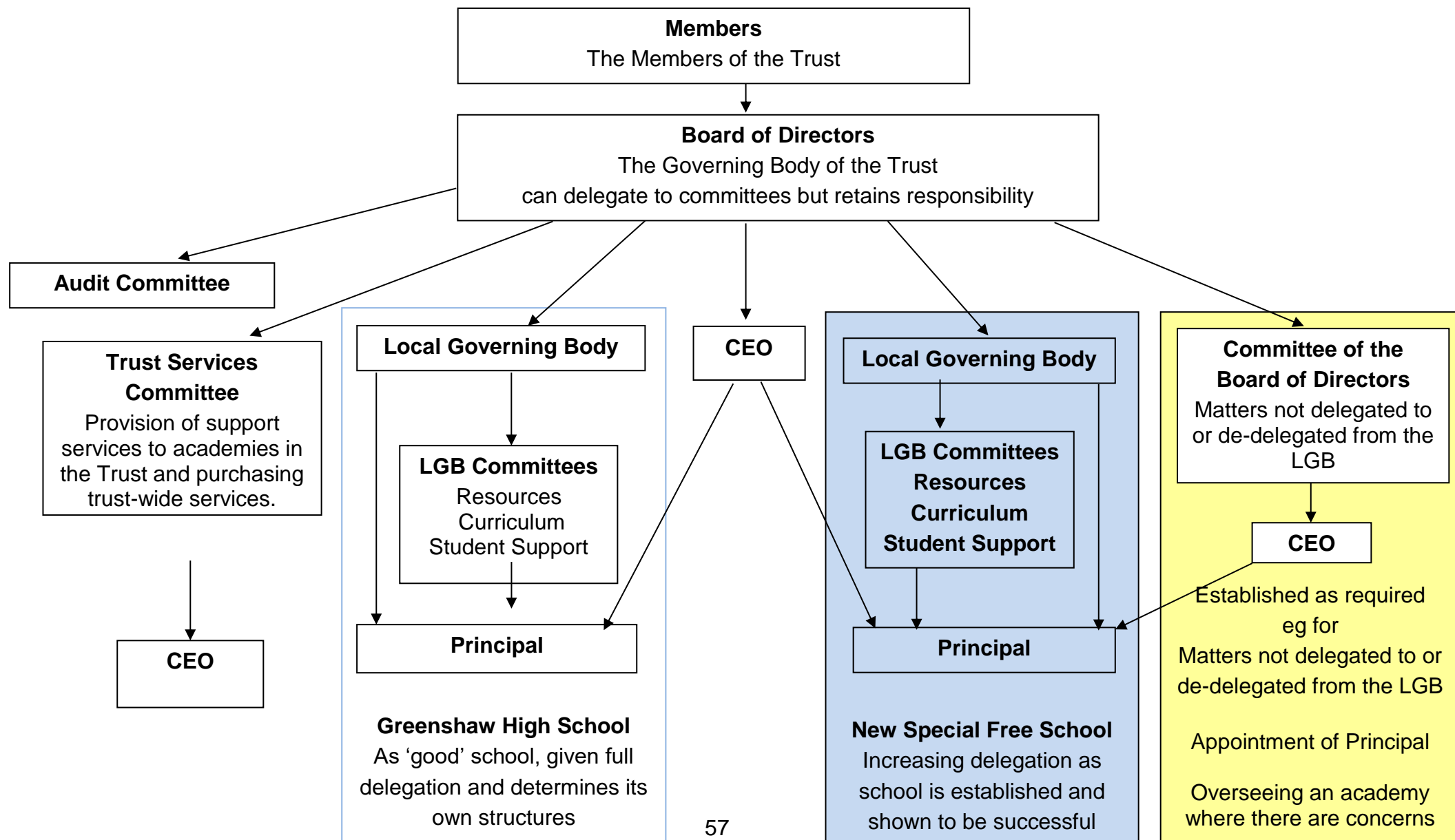
The Members consist of:

- [REDACTED].
- The Chair of the Board of Directors (ex-officio).
- The Members may also appoint additional Members (eg to appoint a member with specific skills and/or experience relevant to the development of the Trust).

There are currently [REDACTED]
[REDACTED]
[REDACTED]
[REDACTED].

The Members will meet annually, following the December Directors’ meeting to approve the annual accounts and may meet additionally as required, for example to appoint / reappoint Directors.

Trust Governance 1 – accountability and scrutiny across the MAT



3 Board of Directors The Directors are the governors of the Trust (to avoid confusion we will describe the governing body of the Trust as the 'Board of Directors' and the members of the Board as 'Directors' and we will describe members of a local governing body as 'governors').

Directors will be appointed on the basis that they will uphold the values of the Trust and provide the range of skills and experience the Board needs to fulfill its legal responsibilities. The Board of Directors will be kept small; this will enable prompt and effective communication and decision-making, focused on the identified priorities of the Trust, allowing consensus to be reached quickly and decisive action to be taken.

The Directors will oversee the operation of the Trust on behalf of the Members and hold and exercise all the responsibilities and powers of the Trust, although they may delegate those responsibilities to committees including local governing bodies. The Board of Directors will act collectively to provide strategic oversight of the Trust and its academies, and to ensure high standards of educational achievement and to take responsibility for financial and educational performance in all academies in the Trust.

The Board of Directors will ensure clarity of vision, ethos and strategic direction across the Trust, oversee financial performance and ensure value for money, and hold the CEO and the Local Governing Bodies and Headteachers of each academy to account for the educational performance of their academy and its pupils. They will not normally get involved in the day-to-day running of an academy, unless the performance of the academy indicates a need for them to intervene.

The Board will focus on:

- a) running the 'business' of the Trust as a whole.
- b) maintaining high-level monitoring of the educational and financial performance of each academy in the Trust
- c) maintaining procedures to intervene in an academy where required and taking decisions on what level of intervention is required and when.
- d) directly overseeing (via a committee) aspects of an academy that have not been delegated or that have been de-delegated.
- e) directly overseeing (via a standing committee) certain Trust-wide and shared functions, services and contracts.

The Board of Directors may carry out their business as they see fit, subject to the Articles of Association, and may delegate any of their powers and functions to a committee, including to a LGB, but the Directors remain responsible for any delegated decisions and for the performance of all the academies in the Trust.

The Board will not include direct representation of LGBs; its role is to oversee the academies and their LGBs, and not to 'represent' them. In addition to formal reporting via the minutes of LGB meetings, close communication will be maintained between the Board and LGBs to ensure that the Board knows what is happening in its schools and

hears the voice of stakeholders (see 'engagement' below). The Board will establish and oversee systems to monitor accurately the financial and educational performance of the academies in the Trust, to support schools in ensuring standards are maintained, and to take action to provide specific support and/or intervene quickly and effectively if needed (see 'effective support and challenge' below).

The Board of Directors is made up of The CEO of the Trust, up to 7 Directors appointed by the Members and up to 2 further Directors appointed by the Board to provide specific skills and/or experience.

There are currently 6 Directors:

[REDACTED]

The Members and the Board will review the makeup of the Board as planning for the new special school progresses and will use the facility to appoint further Directors if required.

The Board has a scheduled annual cycle of meetings requiring it to meet at least 4 times per year, with an AGM at the start of the autumn term and a meeting at the end of each term. The proposed cycle for this schedule of meetings is as follows:

- Early Sept - AGM; receive Secondary school annual performance report.
- End of autumn term: termly performance and financial monitoring report, receive audit committee report and Trust accounts.
- End of spring term: termly performance and financial monitoring report; agree directional policy/strategy and intervention policy for coming year.
- End of summer term: termly performance and financial monitoring report, Primary annual performance report; consider outline future directional themes on which to consult.

Each Board meeting will be able to decide on support and intervention and withdrawal of delegated authority for any LGB/academy.

The end-of-term Board meetings are scheduled so they follow a termly cycle of LGB meetings and receive the minutes of each LGB. The Board will hold additional meetings and establish committees and working groups as required to address properly matters in more detail and more urgently between the scheduled meetings and specifically to oversee aspects of the establishment of the new school.

4 Committees The Board may delegate any of its functions and powers to a committee including to a Local Governing Body (LGB). Any committees must report to the next meeting of the Board and the Board remains responsible for any decisions taken. The

Board may appoint non-Directors to be voting members of a committee, but the majority of members of any committee (apart from an LGB) must be Directors. The chair of each committee will be appointed by the Board of Directors.

The Trust has an Audit Committee, a standing committee of the Board. The role of the Committee is to advise the Board on matters of financial control, including to review the risks to internal financial control, and agree a programme of work that will address these risks, inform the governance statement and provide assurance to the external auditors.

The Audit Committee will be made up of 2 Directors (not the CEO or Chair) and one additional person appointed for their skills and experience of audit and financial control. The Committee will be chaired by [REDACTED].

The Trust will have a standing Trust Services Committee to oversee the provision and performance of central and Trust-wide services, including the Trust executive team, the provision of support services to academies in the Trust and purchasing Trust-wide services.

The Board will also establish permanent standing committees or time-limited committees, as required to enable more detailed consideration of specific matters, for example to appoint a Headteacher, monitor performance of an academy, or to take responsibility for specific functions with respect to an academy that are not delegated to a Local Governing Body (LGB) or that have been de-delegated from an LGB.

5 Local Governing Body Each academy within the Trust will have its own Local Governing Body (LGB). The LGBs will be committees of the Board; their members will be termed 'governors' of their academy; membership of an LGB does not make a person a director of the Trust. The procedures and structures of the LGB will be varied based on the size, capacity and performance of the academy and the degree of delegation of responsibilities from the Board. The LGB will focus on teaching and learning and the performance of its academy and will need to maintain processes and structures to ensure it can carry out and account for its delegated responsibilities.

At steady state, the LGB of the new special school will be constituted as follows:

- Academy Headteacher (ex officio)
- Up to 6 Trust Governors appointed by the Directors
- 2 parent governors (elected by parents)
- 1 teaching staff governor (elected by teaching staff)
- 1 non-teaching staff governor (elected by non teaching staff)
- Up to 2 Academy governors, appointed by the LGB

As the school grows, the size and structure of the LGB will reflect the size of the school.

The LGB will have Sub-Committees to encompass and ensure it has the necessary focus of attention on the full range of responsibilities delegated to it (based on the successful structure and operation of the governing body at Greenshaw High School):

- Resources Committee: oversight of all matters relating to the school's budget and its assets and to support services and staffing.
- Curriculum Committee: oversight of all matters relating to the curriculum and to teaching and teaching support staff
- Student Support Committee: oversight of matters relating to students' welfare and behaviour.
- In addition, the LGB will be able to establish panels and sub-committees for considering individual cases such as pay and complaints and for recruiting senior staff.

The Chair of the LGB will be appointed by the Board of Directors. The chair of each sub-committee will be appointed by the LGB.

6 Executive The senior Trust executive and accounting officer will be the Chief Executive Officer (CEO) of the Trust. The CEO will be an ex-officio member of, and advise and report directly to, the Board of Directors. The CEO will have responsibility for ensuring strong lines of accountability between the Headteacher/Principal of each academy and the Trust Board. The CEO will provide support and challenge to the Headteacher and the academy's leadership team.

The CEO will lead a small Trust Executive Team, to support the Board and carry out the core Trust functions of monitoring performance, directing support and intervention, and managing centrally-provided support services. The core Trust functions will be funded by taking a small percentage top slice from the budget of each academy.

Initially the Trust Executive Team will consist of: CEO – senior Trust executive, accounting officer, educational performance; and the Trust finance and business manager – financial performance, business development, oversight of shared and trust-wide support services

As the Trust grows and the requirements of the roles of the CEO and Finance and Business Manager grow, further part and full-time roles will be established in the Trust Executive Team.

The Trust executive team will be responsible for:

- strategic leadership of the Trust and developing Trust-wide policies.
- support and advice to the Board.
- reporting to the Board on educational and financial performance.
- overseeing the management and development of shared and Trust-wide support services.
- managing shared and Trust-wide support services.
- HR and recruitment to Trust and to academies on behalf of the Board.
- Brokering school-to-school support and overseeing intervention.

Governance support to the Trust will be provided by the Secretary/Clerk to the Trust and administrative support by the PA to the CEO.

The Trust executive team will initially be supported by existing Trust support staff working on a part-time or seconded basis. As the Trust grows further part and full time roles will be established within the Trust as required. These support functions will include:

- gathering and analysing educational and financial performance data
- HR – providing HR and recruitment support and advice to the Trust and the academies within it
- Finance – providing statutory finance functions to the Trust including budget monitoring and payroll
- Managing certain support shared and trust-wide support services such as internal and external communications, attendance, catering.

The Headteacher/Principal of the new special school will be accountable to the CEO. The CEO as line manager will meet with the Headteacher weekly to account for the progress of the new school in meeting the financial and educational targets set within the school's development plan. The CEO will provide support and challenge to the Headteacher and be her/his mentor, identifying training and development needs and opportunities.

The school leadership team will have responsibility, led by the Headteacher, for the day-to-day running of the new school including all educational and business functions. They will meet twice weekly for focus meetings looking specifically at short-term challenges and solutions and fortnightly formally to monitor the school development plan. Educational and performance targets and the school development plan will be agreed by the Academy Headteacher and Trust CEO and approved by the Board of Directors.

7 Delegation Where the academy is judged good or outstanding, the Trust Board will delegate the oversight of each academy to its LGB; the LGB will in turn delegate the management of the academy to the Headteacher. The scheme of delegation to each academy and LGB will be varied based on the size, capacity and performance of the academy, and will vary over time in response to changes in the performance of the academy.

An LGB could choose to 'pass-up' to the Trust Board all or some of the responsibilities for its academy and the oversight of 'support' functions that have been delegated to it. An LGB will be able to delegate to a committee of the LGB any powers and functions delegated to the LGB, subject to the LGB remaining responsible for any decisions taken.

Our aim is for maximum delegation, on the basis of trust and giving people responsibility and making it clear what they are to be held accountable for, with clear

rules and mechanisms to enable prompt intervention - and the withdrawal of delegation - when required.

8 Conflicts of interest The Trust recognises that conflicts of interest may arise. The Trust will abide by the Nolan seven principles of public life. All Directors and governors and members of any committees of the Directors and LGBs will be required to sign and abide by the Greenshaw Trust Code of Conduct. All Directors and governors and members of any committees of the Directors and LGBs are required to declare any personal or business interest or any duty to any person or body that may be relevant to the Trust or the academy; and to declare any prejudicial interest in a matter under discussion that may conflict with their duty to act solely in the interests of the academy and/or the Trust and will leave the meeting during its discussion.

The Trust will maintain a register of interests for every Director, governors and member of any committee of the Directors and LGBs, with full details of relevant personal and financial interests.

Directors and governors and members of any committees of the Directors and LGBs will be under a duty to report to the Chair of the relevant body and/or to the chair of the Board of Directors and/or the Secretary to the Trust if they believe the Code of Conduct has been breached. Any breach of the Code including failure to declare a relevant interest may lead to the suspension of the person from that body. **We have not identified any current conflicts of interest amongst the Directors.**

9 Effective support and challenge

- The Directors provide constructive challenge and scrutiny to the Trust and the CEO;
 - The CEO and Trust executive provide support and challenge to the academies in the Trust;
 - The LGBs provide constructive challenge and scrutiny to their academy and its Headteacher;
 - The Directors provide support and challenge to the chairs of the LGBs.
- (See also sections on 'board of directors', 'ensuring skills' and 'engagement'.)

The objective (and expectation) of the Trust is to maintain all its schools at 'Good' or better. The Trust will aim to identify and tackle issues early, by collaboration, negotiation and consent, to restore standards and if possible avoid the need for removal of delegation.

Under the guidance and oversight of the Board, the Trust executive officer(s) will keep in close contact with all schools to provide advice and broker appropriate school-to-school support as and when it is required or requested by the school's leadership team (SLT) or local governing body (LGB). Each autumn each school will identify its support and development needs, and negotiate and agree a programme of support with the Trust executive officer(s) and the other schools in the Trust.

The Trust executive officer(s) will monitor the educational and financial performance of

each school in accordance with the agreed monitoring procedures and report to the Board of Directors.

The Board will agree and annually review a process of escalating 'triggers' and subsequent actions (support and ultimately intervention) as a result of concerns identified by the monitoring. If action at the first level fails to rectify the concerns, the process will move to the next level, and so on. The aim is to take action quickly, at the lowest 'level' possible, and to return to the default Trust position of non-intervention and full delegation.

The 'triggers' will be agreed by the Board in consultation with headteachers and LGBs, based on, for example:

- Significant deterioration of performance as reflected in monitoring data such as RaiseOnline.
- School at risk of falling below floor targets, drop of Ofsted category.
- Significant deterioration in attendance or increase in exclusions.
- Significant staff absence or difficulty in recruitment.
- Deficit in the school budget.
- Significant fall in roll.
- Decisions or actions that would significantly damage the Trust and the schools within it.

The subsequent 'actions' will be agreed by the Board in consultation with headteachers and LGBs; we are currently developing a 4-level trigger and action process based on:

1. Level 1: closer monitoring of specific aspects of the academy by the Trust executive officer(s); provision of support as negotiated with the SLT / LGB of the academy.
2. Level 2: direct monitoring of specific aspects of the academy by Board/committee/individual director; provision of additional support.
3. Level 3: specific elements of delegated authority withdrawn from LGB with relevant decisions requiring approval of or to be taken by the Board/Committee/nominated Director; support and intervention directed by Trust executive officer(s) and/or Directors; specific relevant functions put under direct supervision of a nominated Director and/or Trust executive officer.
4. Level 4: all delegated authority removed from LGB; all decisions require approval of or are taken by the Board/Committee/nominated Director; decision making by Trust Board / Committee; school under direct supervision of a nominated Director and/or Trust executive officer.

The monitoring, reporting, 'trigger' and 'action' procedures will be flexible to develop over time in response to experience and the needs of the schools in the Trust, and will be reviewed by the Board annually in consultation with LGBs.

10 Ensuring the skills we need

In accordance with one of the conditions for continuing approval of the Free School application for Sutton New School 1, we have appointed Nick Cross, an outstanding secondary leader, to be a member of the trust board. He will add to the range of views, experience and challenge represented by board members.

To ensure that the Board of Directors and local governing body maintain their effectiveness, Directors and governors will be given access to appropriate induction and on-going training and development. Development includes formal training, internal and external, governing body meetings, school visits, information and reports from the headteacher and other staff, and access to online information and resources. Individual governors come from a wide variety of backgrounds, with diverse knowledge, skills and understanding of varying circumstances; their training and development needs and the extent to which they can participate will vary accordingly. The governing body recognises that governors bring a breadth of skills and experience that can benefit other governors and the governing body as a whole.

The Trust will maintain records for each Director and governor of her/his skills and experience, training and development undertaken and feedback on it.

The Board and each LGB will agree an annual training programme; periodically a skills audit and review will be carried out of the training and development activities and feedback received; the training and development programme for the coming year will be agreed before the end of the summer term, and the programme implemented from September.

The training programme will include access to online training and resources, attendance at external training, events and conferences, bespoke training and development sessions arranged using the skills and resources of the Trust and/or commissioning external providers, an annual training and development day or part day.

All newly appointed Directors and governors receive an induction programme. Governors taking on particular roles or responsibilities, such as the chair of a committee, membership on a panel or a lead governor, will be offered training and support relevant to that role. Any Director or governor will be given an 'exit interview' prior to leaving.

11 Engagement When exercising its powers and functions, the Board will maintain close communication with each academy's LGB and leadership team and actively engage and consult governors, and other stakeholders such as staff, students and parents. It will ensure that all academies in the Trust maintain an inclusive range of effective forums and mechanisms to enable the Board and LGBs to maintain a clear picture of what is happening in each school and communicate with and engage all stakeholders.

This will include, at academy level, consultation and engagement of staff, students and parents, with provision of regular information, structured meetings with representatives, unions, student council, parents associations, focus groups and open discussion forums; link governors, observations and learning walks.

To provide broader engagement and a consultative framework for the Board and LGBs, we will establish a Trust-wide 'council' to which LGBs and other stakeholders 'elect'

representatives. The Council will be consulted by the Board and LGBs on proposals and initiatives and on the strategic development of the Trust; and it will be able to make recommendations to the Board and to LGBs that they must consider and respond to.

An annual conference for all governors in the Trust will be held, that will help to create a sense of being part of the whole Trust and enable governor development, consultation and engagement in Trust matters.

As the Trust grows we will consider establishing a Trust scrutiny panel, independent of the Board, that will be able to scrutinise matters of its choice in detail, hear evidence, draw conclusions and make reports and recommendations to the Board.

F3 (a) Proposed trustees

Complete table and provide a short commentary on your plans.

You must complete a separate line for each person that will be on the board of trustees, including your proposed chair of the board 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, 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.

Please note that this form refers to proposed trustees, whereas the NSN guidance refers to 'F3 Post-opening expertise.' We have given information in Sections F3(a) and F3(b) about Trustees, as requested here.

Name	Where live (town/city)	Role on governing body	Role(s) in pre- opening	Summary of relevant expertise	Availa ble Time (hour s per week)
Directors					
██████████	Sutton	██████████ ██████████	██████████ ██████████ (see F1)	████████████████████████████████████████ ████████████████████████████████████████ ████████████████████████████████████████ ████████████████████████████████████████ ████████████████████████████████████████	15
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██████████	Sutton	██████████ ██████████	██████████ ██████████ (see F1)	████████████████████████████████████████ ████████████████████████████████████████ ████████████████████████████████████████ ████████████████████████████████████████ ████████████████████████████████████████.	10
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	Oxford				20
			(see F1)		
	Sevenoaks				3

F3 (b) Skills gap for board of trustees

NB: If you do not have a proposed chair of the board 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
Secondary ASD experience	Consult specialist colleagues within and outside the Trust, including in national bodies and local services. Appoint Acting Principal prior to opening.
Views of parents	Pending appointment of LGB, we will seek the views of parents at regular pre-opening meetings with parents of pupils in our target group.
Local community, businesses, employers	We will use existing Trust links with local businesses, the Career Academy, voluntary and community groups, Sutton Council for Voluntary Service, the local authority, residents' associations etc.

Section F4

F4 – plan for recruiting Headteacher

Secondment of experienced leader of provision for pupils with ASD moderate needs: in the first instance, we shall second [REDACTED]

[REDACTED] at Green Wrythe Primary School (also in the Greenshaw Learning Trust). She will be involved in the Lead Group during pre-opening and will be formally seconded to the post of [REDACTED] in the Spring of 2017 in order to work with pupils, parents and other professionals on the recruitment and transition of the first intake, curriculum planning, policy writing, staff appointments, etc.

Substantive Headteacher appointment We will appoint a substantive Headteacher in the Spring of 2019.

The job and person specifications for the secondment and the substantive role are given below:

Headteacher : Job Description - Salary circa [REDACTED] (negotiable)

- 1. Leading strategically**
- 2. Leading the organisation**
- 3. Leading teaching and learning**
- 4. Leading staff**
- 5. Leading in the community**

Headteacher : Person Specification

The Directors of the Greenshaw Learning Trust seek to appoint a talented leader who will be accountable to them in establishing this new special school; taking it forward in the next stages of its development and building on the strong foundation and values of the Trust. The person appointed will be a team player with vision, integrity and resilience who can communicate effectively with all stakeholders and is committed to high standards in every aspect of the school. Of paramount importance is the Headteacher's knowledge of the special needs of young people with ASD moderate needs and successful experience in planning and delivering relevant and flexible provision for them. The successful candidate for this post will understand the needs of parents and will be sympathetic to their concerns.

This person specification shows the qualifications and experience, knowledge and understanding and the qualities and attributes needed in order to carry out the duties in the job description. Candidates must provide evidence in their application form and supporting statement, and at interview, that they meet the requirements set out below.

Training, Qualifications and School Experience

On the application form candidates must confirm that they have:

- i. qualified Teacher Status/GTC Registration;

- ii. recognised degree or equivalent;
- iii. NPQH (for those candidates without previous headship) or willingness to prepare for this qualification;
- iv. At least 2 years' successful leadership in a special school or in a base for ASD pupils in a mainstream school;
- v. successful teaching experience.
- vi. A strong record of CPD relevant to the provision of education to children with ASD moderate needs.

Experience of Educational Leadership and Management

In their supporting statement and at interview candidates must demonstrate effectiveness in:

- i. team leadership;
- ii. developing and implementing strategies for raising achievement and achieving excellence for students, staff and self;
- iii. school development planning and evaluation;
- iv. data analysis and target setting;
- v. using evidence-based information about effective learning and assessment for learning;
- vi. resource and financial management, monitoring and evaluation;
- vii. successful leadership and management of change.

Personal and Professional Qualities and Attributes

In their supporting statement and at interview candidates must demonstrate that they can:

- i. provide strategic and creative leadership to maintain and develop a school vision with quality learning for all at its centre;
- ii. work in partnership with the Governing Body in taking the school forward;
- iii. inspire, motivate and empower staff, students and parents;
- iv. through personal commitment, maintain and develop our ethos of diversity, inclusivity and equality of opportunity;
- v. set priorities and agree and achieve ambitious goals and targets;
- vi. work collaboratively with others, delegating appropriately;
- vii. create an environment in which staff accept their responsibility for students' learning outcomes;
- viii. seek and act on feedback from others, including colleagues and governors;
- ix. build and maintain effective relationships and communicate appropriately with governors, staff, students and parents;
- x. develop, maintain and extend appropriate partnerships with local council, schools, children's services, parents and the local community.

Professional Knowledge and Understanding

At interview candidates will be asked to demonstrate that they have a good knowledge and understanding of:

- i. current educational issues, including national policies, priorities and legislation, especially as they relate to special educational needs;

- ii. knowledge and understanding of the needs of young people with ASD moderate needs and of the curriculum, pedagogy and intervention strategies that support their progress and development;
- iii. effective strategies for maintaining and developing high standards of pupil progress, behaviour and attendance;
- iv. principles and practice of educational inclusion, diversity and access;
- v. developing choice and flexibility to meet the learning needs of every student;
- vi. managing staff, including recruitment and selection and professional development;
- vii. quality assurance systems, including school review, self-evaluation and performance management;
- viii. legal issues relating to managing a school including Child Protection Procedures, Equal Opportunities, Race Relations, Disability, Human Rights, Employment and Health and Safety legislation.

The process of the appointment of the Headteacher will be led by the CEO of the Trust on behalf of and reporting to the Board of Directors or a committee of the Board of Directors established for the purpose of recruiting the Headteacher.

SELECTION PROCESS

INITIAL SHORTLISTING – Appointment Panel complete a grid to check applications against the person specification criteria. Following discussion, decide which candidates to be shortlisted.

INTERVIEWS – Day One to include a welcome, a tour of the school, a written task, a teaching task and then panel interviews with different interest groups and different foci relating to the job and person specifications; panels will include representatives of the LGB, senior leaders in Trust schools, the staff of the special school and parents of students. Students will also be involved in the day as hosts and guides.

At the end of the day the chair of each panel will discuss with the Chair of the Appointment Panel which candidates should be shortlisted for the following day

INTERVIEWS DAY 2 Shortlisted candidates will be given a topic for a spoken presentation to the Appointment Panel, followed by a formal interview.

Timescale

September 2018 : Recruitment strategy agreed. Advertisement placed using local and national networks plus national campaign

October 2019 : Shortlist and interview successful candidates. Process carried out by committee.

Date for Board meeting to confirm appointment. Appoint for post to start January 2019.

Risk Assessment : If no appointment is made immediately for any reason then the intention would be to extend the secondment of the Rainbow Base leader on an interim basis supported by the CEO of the Trust.

Budget : The likely budget implications for the cost of the appointment process =

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

Section F5 (existing providers and any new applicants seeking to open more than one free school)

Insert text

Not applicable

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

Insert text and provide evidence

F6(a) Shared services

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

Name	Role in central service team by area(s) of expertise (eg educational, SEN, financial, etc.)	Other relevant area(s) of expertise	Hours per week	Cost £

F6 (b) Shared services

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

Name of school	Budgeted contribution to MAT shared service	
	2016/17	2017/18
	£0.00	£0.00

Section F7 (Independent schools)

Insert text

Section F8 (Independent schools)

Insert text

Section G: Budget planning and affordability

Section G1

Methodology of financial plan

Our planning approach has been to start with our ideal curriculum and school offering, staff appropriately and then calculate the cost. This allowed us to develop an understanding of the full cost of different activities, ensure support appropriate to the needs of the students is provided and make informed decisions based on value for money principles. The cost of specialist therapists has been benchmarked against similar ASD provision in Green Wrythe and Linden Bridge. The attached budget plan represents our final plan. The plan will be under constant review to ensure the needs of each year's students are fully met. The plan will therefore need to be dynamic.

An assessment of income and expenditure is set out below:

Income:

Pupil numbers are the key driver for income. Our annual intake is based on our plan to meet the need which has been evidenced in E1.

Funding has been based on the 2015-16 agreed top up funding for Stanley Park (Ignis) as this is a comparable ASD unit and reflects Sutton funding rates. For pupil premium funding we have used a combination of the Sutton and Green Wrythe averages. We have rounded to 3 out of 8 students for each year group.

Expenditure:

Staff costs have been calculated in line with the phased growth plan set out in section D3. Salaries for all roles have been benchmarked against schools within the Greenshaw Learning Trust and in addition a sample of secondary schools in Sutton.

SLT

The leadership plan reflects the support we believe is needed to successfully deliver the growth plan. An experienced ASD base leader will be seconded to the role of Principal with a full time appointment made in 2019. A Deputy will be added in 2020.

Teaching

The staff plan reflects the curriculum model developed for the new school. A timetable has been created for each year based on the curriculum and enrichment activities. The premise is 1 teacher and 3 teaching assistants per year group (8 students). A mix of UPS and M5 teachers will be recruited to provide the experience needed. Each Key Stage will be headed by an UPS teacher.

Pupil Support

The principle is 3 teaching assistants per year group supported by therapists to provide the specialist support appropriate for each student. A technician is introduced in 2018 to support with practical curriculum sessions. A family support worker is added in 2019 to support the families and deliver outstanding pastoral care. Lunchtime supervisors will provide cover for classroom based staff breaks.

Administration and Premises

Co-location of the school with Sutton Free School 1 allows the opportunity to share staff. As both schools grow there will be efficiencies of recruitment, training and supervision. Office, premises and cleaning staff can be shared until the need for full time staff dedicated to each school.

Other Staff Costs

The majority of these costs have been calculated using GHS experience and benchmarking data from local Sutton secondary schools.

The largest cost is for specialist therapists. This has been calculated on the average spend at Green Wrythe and will depend on the needs of each student. The Trust will consider the option of recruiting and appointing therapists which can be deployed across the schools SEN bases.

Insurance has been arrived at using the ■■■ per pupil allowance assumed within the funding formula. Whilst it is likely that we will look to use our existing relationship with the London Borough of Sutton insurance team, this has not resulted in a higher cost in the past.

An amount has been set aside to cover salary progression via performance management, and this has been set at 3.0% of the previous years' salary cost.

Premises Costs

The major costs in this area have been set by reference to our experiences at GHS, although with a new building we would expect to see a lower cost given many of the GHS buildings are over 40 years old, and our assumptions for the Sutton Free school 1 application. However, whilst the initial maintenance requirements may not be extensive, we understand the need for ongoing preventative maintenance to ensure costs are contained in the long run. Devolved Formula Capital funding has not been included from year 2 and any funding received would be directly allocated to premises improvements and additional maintenance.

Energy efficiency is paramount, and from the outset we would assume the new building will include cost saving measures such as LED lighting, energy efficient technology in the classrooms and solar panels for electricity generation.

Educational Resources

These have been set at a level to provide the investment in the classroom to support our curriculum and which we can see in other local schools via benchmarking data.

ICT investment has been benchmarked against the GHS spend which includes a mix of devices, including IPADs for each student.

Our plans include a virtual learning environment using the FROG platform successfully developed at GHS. We would expect significant cost savings from economies of scale and combining design and support for the service.

Administrative supplies have been provided for based upon our experience at GHS, but also by reference to a local benchmarking exercise undertaken across Sutton Secondary schools last year. This indicated that an amount of between [REDACTED] per pupil was sufficient in this area.

Professional Services

The majority of these costs will be covered within the shared services contribution. The proposed top slice charge is 3% of total income.

Section G2

Viability of school within expected levels of funding

The planned budget results in a balanced budget each year and an annual surplus above 3% in most years. The challenge is years 4 & 6 where it is more difficult to achieve a healthy surplus without detriment to the curriculum and students' learning. The strategy is to generate higher reserves in the first 3 years to provide a cushion for the projected challenging years. This will ensure financial viability whilst growing and support the curriculum throughout. In year 7 the new school is operating at steady state without any post – opening grant support and the projected annual surplus is 4.4%.

The budget supports the curriculum and all proposed activities to achieve the outcomes set out in our Education Vision in section C.

G3 Financial resilience to reductions in income

We have assumed the 30% reduction is due to lower pupil recruitment than planned or a reduction in local authority funding rates. The annual surplus in years 2017 and 2018 [REDACTED] would cover the reduced income for these two years ([REDACTED]) without further cost savings. However, a reduction in staffing would be the most appropriate strategy each year. The ratio of 1 x teacher and 3 x teaching assistants would be reduced depending on the student numbers. An intake of 5 or 6 would require 1 less teaching assistant (£[REDACTED]k plus annual increment savings) and if this trend continued classes would be merged and a lower ratio of staff to student achieved.

The structure of the leadership team would be reviewed. The Principal appointment in 2019 would be delayed together with the increase in days worked per week. The appointment of the Deputy would be reconsidered and this position either removed from the structure or appointment delayed.

We have assumed the 30% reduction is due to lower pupil recruitment than planned or a reduction in local authority funding rates. The annual surplus in years 2017 and 2018 [REDACTED] would cover the reduced income for these two [REDACTED] without further cost savings. However, a reduction in staffing would be the most appropriate strategy each year. The ratio of 1 x teacher and 3 x teaching assistants would be reduced depending on the student numbers. An intake of 5 or 6 would require 1 less teaching assistant (£[REDACTED]k plus annual increment savings) and if this trend continued classes would be merged and a lower ratio of staff to student achieved.

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Section H: Premises

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.

This section will need to be completed by both route 1 and 2 applicants.

Please complete the Excel application form.

Annexes

In this section you should provide CVs of key individuals, any letters of support and maps. The annex is excluded from the page limit but should be submitted as part of your application, ie as one Word document.

This section will need to be completed by both route 1 and 2 applicants.

Annex 1: Report by [REDACTED]
[REDACTED]

Annex 2 Letter of support from the LA

Annex 3: Flyer given to parents at Green Wrythe Primary School and to be given to parents at Bandon Hill Oak Field and Foresters Primary School

Annex 4: letter of support from [REDACTED]
[REDACTED].

Proposal to open an ASD base as part of the Greenshaw Learning Trust Free School proposals July 2015

Background

1. Greenshaw Learning Trust are proposing to open an ASD base as part of their proposals to open an 8FE + 6th Form secondary Free School in Sutton. The proposal is to design a facility that will cater for 7 classes of 8 pupils (56 places in total) for 'high needs' ASD pupils. The expectation is that the majority of pupils will spend most if not all of their time in the base rather than a model that seeks a high level of integration into the mainstream setting. The expectation is that this will mirror provision at Green Wrythe Primary School which is part of the Greenshaw Learning Trust.
2. This paper provides background information which may be useful in assessing the case for the provision described above to ensure that the proposal will meet forecast demand and will be sustainable in the future. It is high level in nature rather than an exhaustive analysis but is a reasonable starting point in understanding the potential demand for the facility in the future.

Context

3. In 2014 15.9% of the overall pupil population was identified as having a special educational need with 1.8% having a statement. These figures are below the London average however the population of the Borough is increasing. The tables below indicate actual and projected population forecasts for 0---19 cohorts in the Borough using the GLA SHLAA capped household size model with a short term migration scenario. It shows that the 0---19 population is expected to grow by 15 % over the forecast period.

Table 1 -- 0-19 Populations in Sutton, actual and projected

2008	2009	2010	2011	2012	2013	2014	2015	2016
45,700	46,400	46,800	47,800	48,400	48,900	49,300	49,900	50,200
2017	2018	2019	2020	2021	2022	2023	2024	2025
50,500	50,800	51,200	51,500	51,900	52,300	52,500	52,700	52,700

4. As a result of the population growth that the Borough is currently experiencing there has been significant growth in the mainstream sector with 20 additional FE provided in the primary since 2008 and a minimum of 18FE currently being planned in the secondary sector. As such, there is a case to consider what corresponding needs there are likely to be in the SEN sector and in particular those SEN types where there is growing prevalence.
5. Nationally the number of children diagnosed with ASD has grown considerably in recent years. Putting aside the potential reasons for the growth (growing awareness, changes in assessment etc...) Sutton is no different in terms of these trends. In general terms, whilst the number of pupils with statements in the Borough has increased moderately (around 5% over the last ten years), the prevalence of pupils with ASD statements has increased significantly by about 70% in that same period (245% since the turn of the millennium).

Table 2 – Total number of statements maintained in Sutton

2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
1,070	1,093	1,104	1,096	1,128	1,112	1,087	1,077	1,087	1,118

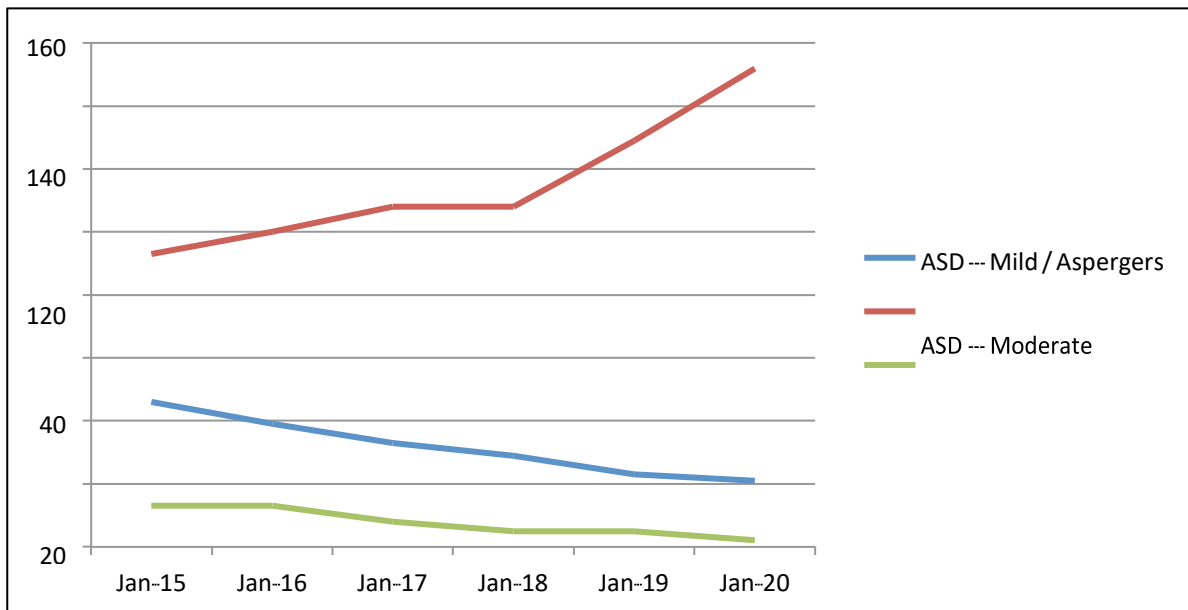
Table 3 – ASD Statements in Sutton

2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
99	107	121	156	201	221	246	253	264	276	282	301	319	342

6. With the support of schools, the Local Authority has put in place additional provision for children with ASD in the Borough with existing secondary ASD base provision at Stanley Park and Glenthorne. The Local Authority is also in the process of extending Sherwood Park Special school on a split site to expand provision for pupils with higher / complex needs across the ASD/SLD range (see Appendix 1 for a summary of existing SEN provision in the Borough). However, given the increasing prevalence of ASD and that most of the Borough's existing provision is currently full there is merit in considering additional capacity in the ASD sector for the Borough in the future as part of new school proposals.
 - a) Capture and assess all 'new statements' over the last three years (e.g. additional statements created in any given year) minus 'lapsed' or 'ceased' statements (excluding those pupils in Year 11 that are leave school 'normally' at the age of transfer).
 - b) Use a three year weighted average of those figures (in favour of the most recent year) to provide a baseline for new statements.
 - c) Assess actual SEN statements at the end of the financial year 2015 and roll those statements forward one year (e.g. Year R becomes Year 1 and so on) based on a 100% cohort survival rate with the exception of Year 12, 13 and 14 which are adjusted down to reflect post 16 retention rates based on historical data.
 - d) Add in the baseline new statements to each cohort progression to provide a future forecast.
7. For the sake of brevity the detailed workings are not provided here, but based on the methodology outline above this generates the following forecast for ASD provision in the Borough in the future.

Table 3 – Forecast of likely growth in ASD statements 2015-2020 NCY 7-11

	March 2015	March 2016	March 2017	March 2018	March 2019	March 2020
ASD --- Mild / Asper-	46	39	33	29	23	21
ASD --- Moderate	93	100	108	108	129	152
ASD --- Severe	13	13	8	5	5	2



8. This methodology can be rolled forward beyond this period but the further it goes out the less reliable it will become given that the analysis is essentially trend based. Nevertheless, on this basis and given that existing provision is largely full it would appear that there will be a growing need for additional ASD places in the future at secondary level in line with a generally increasing trend in the primary sector. It should be noted that trend analysis is a poor indicator of 'low incidence' ASD placements (severe ASD) so the above figures should be read with that caveat in mind but are included here for completeness.
9. The majority of 'ASD moderate' statements (or Education Health and Care Plans) of which there is the greatest expected growth would be expected to be pupils that would be suitable and appropriate in a dedicated ASD secondary base within a school setting and therefore there is a rationale for considering this provision as part of the Free School proposals.
10. One of the other potential benefits of such a provision could be that it will help ease what is a growing problem in terms of (non maintained or independent) NMI spend – particularly if the school is successful in attracting parents and pupils that might otherwise have sought alternative provision at (usually) a higher cost. In 2014/15 there were about 160 Sutton pupils in NMI provision with a number of those pupils having needs that could be met should there be additional capacity in the local area. It is difficult to draw any robust conclusions about this as it can often be the case that the availability of provision is not the issue, rather it is the (lack of) support therapies (OT, speech, physical) in place to meet the needs of the pupil that is the reason that they are referred outside of the maintained sector. A much more detailed case level analysis would be required in order to derive sound conclusions on this point, but it is not unreasonable to say that successful and popular ASD provision as part a new school could help 'bring back' or 'avoid' future NMI placements as well as meet expected 'existing' demand coming forward in the future.

Conclusion

11. There are a number of reasons to be cautious about any projections in relation to SEN. The identification of 'primary need' can be difficult to consistently apply and may be subject to parental pressure and demand for particular types of provision depending on quality, location and nature of need.
12. The change to Education, Health and Social Care plans will make it harder to compare like for like datasets in future and it is possible that a greater awareness of them, including any potential increase in parental rather than school referrals, could increase demand beyond the above trajectories suggested above.
13. Based on the information contained in this report, and accepting that further analysis would be beneficial, the Local Authority is of the view that there is a case for ASD provision to be included within the scope of the Free School.

Appendix 1 – SEN Provision in Sutton

School	Type	Age	SEN	Places							
				08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16
Dragonflies	EY assessment	EY	ASD/SLN	8	8	8	8	8	8	8	8
Carew Manor	Special	7-16	MLD	159	167	127	127	137	137	137	127
Carew Manor	Special	7-16	ASD	...	...	40	40	40	40	40	40
Sherwood	Special	2-19	SLD	72	72	72	72	72	72	72	72
Sherwood	Special	2-19	PMLD	8	8	8	8	8	8	8	8
Sherwood	Special	11-16	ASD	...	...	...	...	...	...	...	12
Wandle Valley	Special	5-16	BESD	80	80	80	80	80	80	80	80
Amy John-	Primary	R-6	MLD	10	10	10	10	10	10	10	10
Avenue Prima-	Primary	R-6	MLD	...	...	...	...	...	...	6	12
Bandon Hill * (Oak-Base)	Primary	R-6	ASD	...	...	...	...	...	12	18	24
Culvers	Primary	R-6	PD	16	16	16	12	12	12	0	0

Foresters	Primary	R-6	ASD	42	42	42	42	42	42	42	42
Green	Primary	R-6	ASD	24	36	42	42	42	48	48	48

Wrythe	Base										
Muschamp	Primary	R-6	SLCN	52	52	52	52	52	52	52	52
Rushy Mead-	Primary	R-6	HI	16	16	16	16	14	14	14	14
Glenthorne	Secondary	11-18	ASD	0	5	10	15	20	25	25	25
Greenshaw	Secondary	11-18	SLCN	32	32	32	32	30	30	22	22
Over-ton	Secondary	11-18	HI	12	25	25	18	18	12	12	12
Stan-ley Park---	Secondary Base	11-18	ASD	27	27	27	27	27	27	24	24
Stanley Park – Ignis****	Secondary Base	11-18	ASD	0	0	0	8	16	24	32	40
The Li-mes	PRU	5-16	PRU								120
STARS at Drapers	Medical	5-19	PRU								60

**Sherwood Hill will have a capacity of 72 when complete*

*** Avenue has total capacity 12 ongoing*

**** Bandon Hill growing to 42 capacity ongoing*

*****Stanley Park assumed to have capacity of 40 ongoing*

Annex 2 Letter of support from the LA

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

[REDACTED]

Dear [REDACTED],

Regarding Sutton New School 1 ASD Base

I am writing to you to confirm our support for the Greenshaw Learning Trust's proposal to open an ASD base as part of the Free School, 'Sutton New School 1'.

As you will have seen from the data we have provided Greenshaw Learning Trust to enable them to submit their annex application for the base, there is a significant existing and expanding need for additional ASD places in Sutton.

The Greenshaw Learning Trust and its Sutton Schools have an excellent reputation for excellent delivery and outcomes for the students attached to their SEN bases.

The Trust has an excellent relationship with the the Local Authority and is working in close partnership with us to ensure we appropriately plan our SEN provision for the future.

I would be more than happy to provide further information or support in relation to this matter.

Yours sincerely,

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

website: www.sutton.gov.uk

Annex 3: Flyer given to parents at Green Wrythe Primary School and to be given to parents at Bandon Hill Oak Field and Foresters Primary School



Greenshaw's proposal to establish a new secondary Autistic Spectrum Disorder (ASD) provision in Sutton

The Greenshaw Learning Trust is opening a new secondary school in Sutton in September 2017. As part of the proposals the Trust is planning to include an ASD provision as part of the overall secondary provision. It is intended to be a relatively high needs provision with specialist therapeutic support for students. There will be a particular focus on life skills and successful transition to and from the base. The provision will also benefit from the specialist facilities of the new school as it will be on the same site.

Details of the provision are being developed in conjunction with the DfE and the local authority.

In order to submit the application the Trust needs the support of potential parents in years R to 5.

Please complete the form below:

My name is _____

My address _____

(you must at least give your postcode) _____

My email address (optional) _____

I have _____ child(ren) in Year _____

I have _____ child(ren) in Year _____

I have _____ child(ren) in Year _____

☐ I support Greenshaw's plans to establish a new ASD provision in Sutton.

☐ It is likely that I would make the new provision the first choice for my child(ren).

This information will be kept confidential and will not affect your child's future choice of secondary school.

Please return your response by Monday 21st September 2015.



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☐ It is likely that I would make the new provision the first choice for my child(ren).

This information will be kept confidential and will not affect your child's future choice of secondary school.

Please complete and return this form to Green Wrythe Primary School or to Greenshaw Learning Trust, Grennell Road, Sutton, SM1 3DY.

Please return your response by Monday 21st September 2015.

Annex 4: letter of support from [REDACTED]
[REDACTED]

EFA/DfE

Tuesday 29th September 2015

Dear Sir/Madam

I am writing to offer my support for the Greenshaw Learning Trust's application to open an SEN base as part of its new school to support secondary students in Sutton with Relatively High Needs Autistic Spectrum Disorder. Should you wish to discuss with me further, please do not hesitate in contacting me.

Yours faithfully

[REDACTED]



Department
for Education

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