



**NEW SPECIAL SCHOOL AT ALCONBURY WEALD,
NEAR HUNTINGDON, CAMBRIDGESHIRE**

NEW SCHOOL SPONSOR APPLICATION FORM

JUNE 2017

OVERVIEW

This application form should be used, in conjunction with the published specification for the new school and the 'free school presumption' advice, to apply for a new school via the presumption route. This new school would be deemed a free school. You should use this form to provide all the necessary information and evidence for your proposal.

Please note that the LA led free school presumption is a different route to the DfE's free school programme. Further information about how to establish a new school via the free school programme route can be found at: <https://www.gov.uk/government/publications/free-schools-in-2014-how-to-apply-mainstream-and-16-to-19-free-schools>.

APPLICATION DETAILS

The **School Specification Document** and **Assessment Criteria** are available to download at:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/schools-&-learning/school-changes-&-consultations/new-special-school-at-alconbury-weald/>

Please ensure that the application reflects the points outlined in the assessment criteria as the criteria will be used to shortlist applications.

Please send both an electronic copy and a hard copy together with a two-side executive summary of your proposals to Rachael Pinion by **10am on Friday 25th August 2017**.

If you would like any further information, or would like to discuss your application in detail, please contact [REDACTED] at:

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

Completed applications must be submitted by 10am on Friday 25.8.17.

ALCONBURY WEALD SPECIAL SCHOOL

An application to establish a new special free school in Alconbury Weald, Cambridgeshire to open in September 2020.

Section A – APPLICANT DETAILS

Name of organisation.

Spring Common Academy Trust

Company number 09896071

Contact details (name, email address, phone number, and postal address).

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

How would you describe your organisation?

Spring Common Academy Trust was established on 18 December 2015. The Trust has one school currently, but its growth strategy sets out expansion plans over the coming years to take on additional schools in the region in addition to the new free school. Our Trust comprises of three members and eight trustees currently. Plans are in place to increase the number of members to five.

Our Trust is a constantly improving organisation, professional in outlook and strives towards exceptional standards in all respects with any work we undertake. Our leadership and governance is values driven. We seek out partners who share the same values of: listening, moral purpose, trust and respect, supporting innovation, integrity, communication, building confidence, empathy and collaboration.

We are collaborative in our approach with other partners, whether schools or agencies and seek to support the overall education system to provide outreach and inclusion with schools across Huntingdonshire and Fenland; that work is commissioned as part of a service level agreement with Cambridgeshire Local Authority. Our work, led by an experienced specialist teacher, has been rated highly effective in feedback.

On Edubase the main category of need designated for Spring Common Academy is Autism and the second category is Communication and Interaction. However the school is an area special school catering for the full range of special educational needs as described in the Cambridgeshire Local Authority area brief. The school provides education for children from 2 to 19 with the most severe and complex learning disabilities and their co – occurring difficulties which may include autism, medical, communication and interaction, physical and sensory or SEMH to prepare pupils for adulthood.

Placement to the school is from the Local Authority Resource panels following discussion with parents and carers and pupils themselves when possible. Our only reason not to accept a placement is due to class size and therefore capacity issues rather than lack of expertise to support all children with special educational needs within our catchment.

Since the last Ofsted inspection in 2012, whereby Spring Common Academy was graded Outstanding in all categories, it has continued to raise its game to share best SEND practice. Following wide consultation with the Local Authority and a range of schools in the local area, Spring Common Academy became a National Teaching School and formed Discovery Teaching School Alliance (Discovery TSA) in September 2014.

Since that time Discovery TSA has become an immensely supportive platform for local secondary, primary and special schools to plan and bid for the collaborative fund with NCTL and deliver much needed school to school support to raise standards of education and pupil outcomes in the area.

In September 2015 Spring Common Academy became a National Support school with NCTL. We developed collaborative working arrangements and facilitated school to school support, leadership courses, CPD and professional development,

recruitment of Local Leaders in Education and Specialist Leaders in Education to raise standards of achievement in other schools in Cambridgeshire. Additionally, as part of the Federation of Leaders in Special Education in the East the school represents the strategic interests of Cambridgeshire and supports the delivery of seminars for best practice with other outstanding providers.

Our [REDACTED], and team have supported 'Inadequate' and 'Requires Improvement' schools successfully. The most recent example is our IEB and school to school support for Trinity School a three learner centre alternative provision which was removed from special measures and then able to convert to academy status with TBAP in 2016. Other Huntingdonshire secondary schools have benefited from the impact of successful bids from the collaborative fund and leadership training provided by Discovery TSA to move from 'Requires Improvement' to 'Good'. These schools include St Peters, Hinchingsbrooke School, Abbey College, The Ivo School and The St Neots Learning Partnership.

The Trust has led significant International programmes to share expertise in special education and the most successful has been with the Karin Dom Foundation which has had positive impact to support SEND training in Eastern Europe and to begin an expectation of inclusion rather than institutionalisation.

In 2016 our Trust began to work closely in partnership with the Diocese of Ely Multi Academy Trust (DEMAT) as we intended to apply for a Free School under wave 13 for the Alconbury Weald housing development. We made this strategic decision as a Trust because this area is part of our special school catchment agreed with Cambridgeshire Local Authority. We discussed this intention with the Regional Schools Commissioner.

In addition to a newly established formal working arrangement with DEMAT (**see Annex 2**), they have supported Spring Common Academy Trust to prepare for this submission and offer their full support to our application. The CEO for DEMAT and senior team shall assist us to identify all the requirements to sponsor a new school as a member of the pre- opening group for the new special school at Alconbury Weald (**see Annex 2 for DEMAT letter of support**). We are working closely with DEMAT as a joint partner because of their reputation and extensive experience and liaising with the Cam Trust because of our relationship and involvement with our TSA; both are registered sponsors. (**See Annex 3 for all other letters of support**)

In addition to being a National Teaching School and National Support School, Spring Common Academy achieved autism accreditation as a quality provider with the National Autistic Society in May 2017. This recognition builds upon the regional reputation established in 2014 as the school supported Cambridgeshire Local Authority's submission to locate the eastern region's Autism Education Trust's

autism hub in Cambridgeshire and deliver specialist training to build capacity in local schools and organisations.

Spring Common Academy has overwhelming support from other Cambridgeshire special schools and recognition of our exemplary practice and overall ongoing support to them. We continue to represent the local area on strategic boards for the Local Authority and the Change for Children programme in addition to representation for social care and health.

When did you become an academy sponsor?

We have applied to become a sponsor for our local area (application submitted) following approval of Trustees to RSC).

We are working closely with DEMAT and in liaison with Cam Trust who are both registered sponsors in Cambridgeshire.

Please see the RSC's letter of support at **Annex 1**

Do you currently run any existing schools, academies or free schools? If so, please give details, including the most recent Ofsted and attainment data for each.

Spring Common Academy

Ofsted December 2012 – Outstanding in all respects

Data from 2013 to 2017 has been reviewed by the Cambridgeshire Senior SEND adviser and judged outstanding.

Kite marks achieved: Autism Accreditation from National Autistic Society 2017 -2020, Artsmark 2017, Sports Mark 2017, Eco School (Green Flag) 2016, Healthy School, International Schools Award 2017 -2020.

Spring Common Academy - Assessment data 2017

Spring Common Academy Trust has designed an assessment system after extensive research from outstanding providers across the UK and in collaboration with other special schools in the Eastern region. Our external adviser also convened conferences for special schools across England to share outstanding practice which included a seminar about our assessment system and tracking document for discussion. (See attached 'Tracking pupil progress at Spring Common Academy Trust' in Annexe 5).

We are aware that P levels continue to be used for assessment purposes for 2017 but the future of the assessment system appertaining to children with the most complex learning disabilities is uncertain until the conclusion of the Rochford consultations and ultimately the DFE decision and policy.

As we anticipated at end of Key stage 2 we had no pupils able to complete statutory tests because their standards of attainment are well below the national average.

The 2017 assessment data outcomes presented below are incomplete because we await the scaled scores from the DFE in autumn 2017. We have this expectation due to 'A technical guide for primary maintained schools, academies and free schools' DFE (2017). This document explained that there is intention to include special schools in the calculation of Key stage 1 prior attainment groups for progress measures. In the autumn term we shall be able to participate in comparisons between pupils below the standards for the statutory tests.

As recommended for pupils working within the National Curriculum special schools may use an assessment model at an earlier key stage if that is appropriate. We have taken reconnaissance of the 2017 Key stage 1 advice but even our pupils at the end of Key stage 2 do not fit within this model easily due to their severe learning difficulties and because their learning needs to be quantified differently. Instead as explained by the Rochford review they require emphasis on the seven areas of learning (Section D - Education Plan)

Spring Common Academy - Assessment of Pupil Data Outcomes 2016-17

The school tracks data for individuals with progress meeting of pupil outcomes and data checks over three evaluation cycles within the school year using statutory and school summative assessment processes from the school tracking system. The day to day formative assessment is collated as underpinning evidence and used for moderation both internally and with other Cambridgeshire and regional special schools externally. (See Annex 9 -Monitoring and evaluation school calendar). Teachers are allocated responsibilities for developing this assessment information which is analysed in Pupil Progress meetings by Assistant Heads who have accountabilities for pupil progress (see Spring Common organogram).

Pupils with medical conditions subject to medication and post – operative recovery from surgery are tracked at pupil progress meetings also and reasons for any reduced pace of progress is recorded with parents. Similarly, pupils with SEMH and subject to child in need or intensive mentoring and support are also noted in pupil progress meetings and further targeted support is provided if required. Often in both scenarios pupils have reduced timetables due to the requirements of therapeutic support, access to appointments or medical treatment which understandably reduce time for learning. For that reason the Trust encourages both social care and health to arrange appointments to meet children and parents on the school site to maximise education.

We need to recognise that many pupils in the school have severe learning difficulties (SLD) and are non-verbal; they therefore require access to a communication system within a Total Communication Environment. Therefore, as explained by the Rochford Review, the criteria required for most pupils in statutory assessment does not fit the individual needs of pupils within P levels and for that reason the school is placing more reliance upon Progression Guidance criteria from The Autism Education Trust to track progress with communication to establish finer targets and track pace and progression. Spring Common Academy has designed a communication progression document to guide all staff to recognise the fine stages of progression with communication systems and development of language. Our recent research and work with Attention Autism, which is nationally recognised system to assist all children with communication and interaction at an early stage of development, has enabled us to also track the progression of stages of interaction which link to this AET framework adeptly.

School Annual Pupil Targets KS2 - KS4

Spring Common Academy sets ambitious school targets and all staff strive to maximise progress. We have consistently used Spring Common calculations of expected progress and exceeding expectations using DFE Progression Guidance, CASPA (assessment tool) and 7 years of moderated historical school data. Because

we are relentlessly ambitious for our pupils and focus strongly on pupil outcomes and recorded progress from formative assessments to quantify for parents and carers our pupils make exemplary progress through the stages of child development.

Our school results for 2017 are as follows:

English: 90% met or exceeded expectations – 36% exceeded, 54% met.

Maths: 90% met or exceeded expectations – 64% exceeded, 26% met

Pupils in receipt of Pupil Premium funding

Pupils: 57 – 93 % met or exceeded targets in English and 93% in Maths

Compared with 60 pupils not in receipt of pupil premium funding - 87% met or exceeded targets in English and 87% in Maths

Pupils in receipt of pupil premium funding achieve slightly better in terms of meeting expectations in English and Maths than other pupils.

See three year data 2014 - 17

Outcomes 2016-17	% meeting school target		Outcomes 2015-16	% meeting school target		Outcomes 2014-15	% meeting school target	
	Eng	Math		Eng	Math		Eng	Math
Pupils receiving PPG (57 pupils)	93	93	Pupils receiving PPG (43 pupils)	93	95	Pupils receiving PPG (27 pupils)	90	96
Pupils not receiving PPG (80 pupils)	87	87	Pupils not receiving PPG (79pupils)	91	86	Pupils not receiving PPG (76 pupils)	87	90

Pupil progress over a Key Stage

Early Years: (EYFS)

No pupils in reception: 10

No Pupils able to access statutory assessment for Early Learning goals.

9 pupils with diagnosis of Autism.

1 pupil with severe learning difficulties and physical difficulties.

EYFS rates of progress using age bands:

Development matters Early Years Foundation Stage	% moving within an age band	% moving up a whole age band	% moving up more than one age band
CL	80	10	10
PD	40	60	0
PSED	80	20	0
Lit	60	40	0
Ma	70	30	0
UW	100	0	0
EAD	100	0	0

EYFS % increase of gain across a level from July 2015 to July 2017:

Area of learning	% of pupils achieving an increase across levels with age bands using 'Development matters EYFS'			
	0-30%	31-50%	51-80%	81% +
CL	10	30	40	20
PD	10	00	20	60
PSED	30	10	20	20
Lit	10	0	40	40
Ma	20	20	30	30
UW	30	60	10	0
EAD	40	20	40	0

All pupils are at the emerging level of the EYFS profile at the end of their reception year. Pupil progress is assessed using EYFS small steps. A baseline assessment is completed in the first half term. Progress can then be assessed as a percentage of an age band if a whole age band has not been completed from 'Development matters EYFS'. Pupils are often in special schools working within more than one age band.

This year the majority of pupils made progress within an age band, except for physical development, where 6 pupils moved up a complete age band.

In Literacy and Mathematics 4 and 3 pupils respectively completed a whole age band.

As mentioned, 9 of the pupils have a diagnosis of Autism and associated social communication and language difficulties, which explains why their progress was slightly less in Communication and Language and Personal Development. Areas

where generalisation of skills and knowledge is required such and Understanding the World were also areas pupils found more difficult.

All pupils below standards for the Early Learning goals statutory assessment, therefore the school has used this EYFS assessment model.

End of KS1 – 13 pupils and progress September 2015 to July 2017

All 13 pupils in cohort are working within P scales (2 pupils working within P1-P3ii).

No pupils able to access statutory phonics assessment.

In English – 85% made 1 or more levels progress, 31% made 2 or more levels progress

In Maths - 93% made 1 or more levels progress, 62% made 2 or more levels progress

End of KS2 – 6 pupils (Scaled scores will be available in autumn 2017)

Progress September 2013 to July 2017

All 6 pupils in cohort are working within P scales (2 pupils working within P1-P4).

In English – 100% made 1 or more levels progress, 66% made 3 or more levels progress

In Maths - 100% made 1 or more levels progress, 33% made 2 levels progress, 50% made 3 or more levels progress

In Science - 100% made 1 or more levels progress, 66% made 2 levels progress, 7.5% made 3 or more levels progress

Pupils who made progress within a P level were pupils with Profound and Multiple Learning Difficulties and have a profile of complex physical / sensory and medical needs. Their progress within a P level was tracked using 'Routes for Learning' non – statutory guidance and assessment system in special schools. This is the case for each key stage within the Academy.

End of KS3 – 12 pupils

Pupils were assessed at the start of the Key Stage using former National Curriculum Levels. We need to recognise that the scope of the curriculum changed when the new National Curriculum was introduced. As a Trust we reacted by making adjustments to our schemes of work and increasing expectations for children within the dimensions of conceptual, skills and mastery of learning. For the purpose of analysis we have

converted into National Curriculum new age related expectations for tracking pupil progress over the key stage.

Progress for these 12 pupils based upon calculations of expected progress which Spring Common Academy has based upon a collation of DFE progression guidance, CASPA (assessment tool) and 7 years of Spring Common Academy data which we have calibrated for data analysis.

In English – 84% met or exceeded expectations, 42% exceeded expectations

In Maths - 84% met or exceeded expectations, 33% exceeded expectations

In Science - 84% met or exceeded expectations, 50% exceeded expectations

End of KS4 – 11 pupils

Pupils were assessed at the start of the Key Stage using former National Curriculum Levels. Similar to Key Stage 4 these have been converted into new age related expectations for tracking data for pupil progress over the key stage.

Progress for these 11 pupils has been analysed using calculations of expectations based on Progression Guidance, CASPA and 7 years of school data calibrated for data analysis.

In English – 82% met or exceeded expectations, 27% exceeded expectations

In Maths - 82% met or exceeded expectations, 55% exceeded expectations

In Science - 91% met or exceeded expectations, 55% exceeded expectations

Post 16

Targets were set using B Squared Adult Steps, based on Milestones and Entry Levels 1 – 3. Analysis of previous years' data has been used to estimate expected progress over 3 years in Post 16 and this is then broken down into annual targets.

Milestones – these are a set of levels used in schools and colleges for Post 16 pupils. They break down the Literacy and Numeracy curriculum below Entry Level 1 into 8 levels, starting at M1a through to M8. They are designed to assess the adult curriculum through a functional and life skills approach. B squared Adult Steps, break each Milestone down in to a number of steps, allowing even small amounts of progress to be shown.

Table to show percentage of targets met using Adult Milestones:

	Reading	Writing	Speaking & Listening	Number	Measurement & Shape Space	Data Handling
% not meeting targets	0	0	0	0	0	0
% meeting targets	80	76	57	80	76	52
% exceeding targets	20	24	43	20	24	48

Post 16 - Accreditations – some results pending for 2017.

Pre – entry level: ASDAN unit awards OCR Towards Independence;

Entry level: OCR Functional skills in Literacy, Numeracy and ICT

British Safety Council Entry level 3 for Award in workplace hazard awareness

Vocational courses: Exploring performance (Peterborough), Construction and multi – skills, retail, catering, nature reserve, creative media and hair and beauty and First Aid Qualification.

See table below for 2016 Post 16 leavers results (9 pupils)

	Pre – entry level	Entry level 1	Entry level 2	Entry level 3
English	6		3	
Maths	4	2	3	
IT	2	1		2
Other accreditations	5		1	3

Targets also set for pupils using Adult steps in B Squared assessment system.

These adult steps targets are based on Adult Milestones for Entry levels 1 -3. Teachers set ambitious targets for the students in discussion with parents and when possible students:

Percentage of targets met based on adult milestones:

Reading – 80%(met) 20% exceeded,

Communication – 57% met, 43% exceeded

Writing - 76%(met) , 24 % exceeded,

Number 80% met, 20% exceeded

Number – 80% met, 20% exceeded,

Measurement, shape & space – 76% met, 24% exceeded,

Data handling – 52% met, 48% exceeded.

School Annual Pupil Targets KS2 - KS4

School targets were based on calculations of expectations using Progression Guidance, CASPA and 7 years of historical school data and calibrated for data analysis.

English: 90% met or exceeded expectations – 36% exceeded, 54% met.

Maths: 90% met or exceeded expectations – 64% exceeded, 26% met

The school introduced data collection in 2016 -17 for AET progression guidance and in consultation with our National Autistic Society Adviser, Stephanie de Vries we set targets for all children in the school agreed by parents and carers. School data for these indicators was not previously quantifiable.

The advantage of this assessment for both special schools is that learning takes is tracked using the following progress scale and measure:

Not yet developed

Developing

Established

Generalised

The trust has found these categories so useful that this scale is used in relation to all assessments to ensure that children can gain deep learning and generalise their learning often in varied contexts, different staff or independently.

We ensure that targets are agreed with parents and carers to enable teaching to be planned to enable mastery in a range of contexts with personal development and social communication. As a trust we track progress in learning from a baseline starting point and measure progress over short time scales to enable the school to set targets and pupil targets to support EHCP.

Pupils can only make progress within a P level if identified as Profound and Multiple Learning Difficulties and therefore complex needs. The fine steps of progress within a level is tracked using Routes for Learning recognised in special schools as a means of ongoing assessment.

The Trust also tracks and makes analysis of progress of pupils across all SEND categories to check whether rates of progress are in line with our school expectations from the assessment framework for other special needs children with similar needs. If variations are discovered we plan appropriate action.

Did you put this application together with support from another company or organisation? And if so, please provide details about this organisation.

Diocese of Ely Multi Academy Trust

Grace Building

6 & 8 High Street

Ely

CB7 4JU

Tel: 01353 656760

Section B - THE SCHOOL

Please explain how your organisation's knowledge and experience of the local area would be used to inform your plans to establish this particular school.

Links to the local area and local transport arrangements

Our lead school, Spring Common Academy, is an outstanding special school with a regional and emerging national reputation of excellence located in Huntingdon. As a mixed area special school for 195 pupils age 2 – 19 it is already operating in the area. Our catchment includes the Huntingdonshire area which comprises of: Huntingdon, Brampton, Godmanchester, St Ives, Warboys and Ramsey, villages surrounding March, Stilton Whittlesey, and the A1 corridor including Sawtry and Alconbury. We are therefore very well placed to understand the needs of local pupils and parents and to anticipate needs of those who will come to live on the new Alconbury Weald housing development.

We already have wide experience of the type and age range of pupils for which the special free school will cater. Spring Common Academy is organised into key stages with EYFS, Key stage 1, Key stage 2, Key stage 3, Key stage 4 and Post 16 and preparation for adulthood.

Our classes are organised by year group as far as possible to promote inclusion opportunities and age related expectations of the curriculum within the school. That does not preclude appropriate differentiation of tasks and activities but resources for children and young people with severe and complex learning difficulties should reflect age and personal interests of young people so they can be dynamic.

Our pupils with autism and significant learning disability will have access to a wide range of facilities to enable children with autism to be able to access sensory rooms that support our aim to achieve a low arousal environment. (See autism section in Education Plan about national autistic society guidance about SPELL).

We anticipate that there will be 8 – 10 learners per class in the new school dependent upon their individual EHCP requirements.

Spring Common Academy Trust starts with a strong position indeed to link directly with local schools and organisations in education, health and social care to support both our children and adult learners at Alconbury Weald. Our relationships are characterised by professional respectfulness of our existing partners in the Huntingdonshire local area. We consider that key fact to be a major advantage to

Spring Common Academy Trust to open the new special school with collaboration between local schools and organisations.

Alconbury Weald housing development and DEMAT

Geographically the proposed new special school at Alconbury Weald has good road links to the A14 to Cambridge, A1M to Peterborough and within Huntingdonshire to serve parental preference across Cambridgeshire. We expect children to travel from Alconbury Weald, Huntingdon and Sawtry. Most pupils will require transport and supervision for their safety.

Pivotal to this ease of transport which, over time, shall extend the route of the guided bus travel from Huntingdon to Longstanton and Cambridge will significantly assist recruitment of the increased workforce required. The school will work with older pupils to teach independent travel skills to enable access to public transport when close 1:1 supervision is not required for personal safety.

Our relationship with DEMAT, the sponsor of the co-located secondary and primary school, in support of the proposed new special school at Alconbury Weald has resulted in a working agreement which outlines how both Trusts will work together, share facilities and make use of opportunities to deliver services together for economies of scale and best value for money. The Trust will also provide a summer school to support parents and carers and we shall also work closely with DEMAT to arrange joint activities or programmes that are accessible to disabled children making use of facilities of the school for the community.

Through the working agreement we have in place with DEMAT we intend to use economies of scale to plan Premises and Human Resources associated with the site and some Admin functions from the Trust. These employees will support both Spring Common Academy and the new special school at Alconbury Weald. We believe this arrangement can provide an ethos of a learning village and inclusivity for staff.

At the pre-opening stage we shall build upon the working agreement with DEMAT to purchase services at an agreed cost to ensure best value for money. The main features of the joint working to add value are:

- Capital for cost efficiencies as advised by the ESFA Financial handbook 2017.
- Sharing staff time for cost efficiencies
- Shared learning pathways to support high functioning learners with special needs that usually Local Authorities find difficult to secure a named school
- Building design and affordability

- Representation on each Local Governing Body from each Trust to strengthen the working relationship and ensure cooperation between the Trusts with separate funding agreements with the ESFA in accordance with the ESFA financial handbook.

We will also work in collaboration with the Local Authority and follow up decisions for placements from the Council's Resourcing panel and arrangements for Top Up funding to meet the education needs of children. In addition the trust will work in supportive dialogue to create a travel plan and support the arrangements for home to school transport.

The Executive Head Teacher with the Pre – opening group will support the Local Authority with the design for the new special school and brings extensive and capability.

- **Effectiveness of our provision for the area.**

As a Trust already operating in the vicinity, we will emulate and replicate our successful character and ethos in the new school. We will provide positive action and promote positive images of special needs children in the Huntingdon community so that they will be valued as equal members of the local community and our wider society.

Our strong relationships with local schools will continue and provide a firm platform to extend our Discovery TSA work with strategic partners to further develop relational schools in Huntingdonshire. Our Discovery TSA Action Plan will continue to be collaborative with local schools and managed by the TSA facilitator to support local schools.

We continually seek out partners who share these values and train staff to uphold these behaviours to maintain our unique positive ethos. Feedback from our parents and carers and visitors informs us that the Trust is friendly, approachable and always ready to provide excellent service delivery that is good value for money.

Spring Common Academy Trust already contributes to the Cambridgeshire Police 'Stop and search' local community group assisting the shaping of police policy as a local stakeholder. We will extend our work with the Police to include Youth offender services and local youth groups to promote access and inclusion to local leisure and clubs and activities in the local activities without harassment or hate crime. The Trust take the stakeholder view that schools can make a significant impact to shape positive attitudes of children and young people to assist community cohesion.

Section C – VISION

Please explain your vision and how it meets the requirements in the published specification.

Vision

Spring Common Academy Trust proposes to establish Prestley Wood Academy as the new special school at Alconbury Weald for 110 pupils aged 3 – 19 from EYFS phase through to Post 16 to open in September 2020.

Our school will be truly inclusive as part of an educational village on the new development with the co-located new secondary free school, Alconbury Weald Church Academy and the nearby Ermine Street Primary School. The plans for two other primary schools on Alconbury Weald will form part of the educational village when they to come on line as the new housing development increases to create this demand.

We have chosen the name Prestley Wood Academy, subject to approval, due to a local listed monument called 'Prestley Wood' on the site of a former manor house as respect for the local heritage of this site. Our Trustees believe that this will signal a mark of respect for local historical heritage similar to the Spring Common which is a nearby landmark to the Spring Common Academy site. The trust has used this suggested name for the new special school at Alconbury Weald in this submission.

Background and rationale

Spring Common Academy Trust was founded on its excellent reputation and 'Outstanding' special school provision. Spring Common Academy was judged 'Outstanding' by Ofsted in December 2012 (confirmed through subsequent Local Authority keep in touch visits). Our Trust is an experienced provider of special school provision for ages 2 – 19 and of working with a range of partners, schools and other organisations. Our current provision is an area special school catering for the full range of special educational needs for children from 2 to 19 with the most severe and complex learning disabilities. All pupils have a significant additional need that may include a medical condition, multi-sensory impairment (MSI), physical and sensory impairments, difficulties with communication and interaction, identified social, emotional or mental health or autism.

Our ambition over time is to add further special schools and converter schools to the MAT. This includes developing 19 - 25 provision for pupils with Profound and Multiple Learning Difficulties and complex medical conditions including life limiting conditions and nursery provision which can cater for children including PMLD complex medical needs and disabilities and to be opened to supporting special

school converter academies across Huntingdonshire. This will be done in discussion and partnership agreement with the Cambridgeshire County Council.

Our values are:

- Listening
- Moral purpose
- Trust and respect
- Supporting innovation
- Integrity
- Communication
- Building confidence
- Empathy
- Collaboration

We implement these values through our aims:

- Create a happy, healthy and safe learning environment in which pupils can enjoy their curiosity for learning.
- Ensure our pupils are safe and can learn to keep themselves and others safe.
- Listen to the views of children and young people and their parent/carer.
- Deliver quality education that offers a broad and balanced curriculum to meet the needs of our pupils with special needs and disabilities with effective SEND provision.
- Promote spiritual, social, cultural understanding so that our pupils are prepared for adulthood in a multicultural global society.
- Support our pupils over time to develop personal and emotional resilience and character to enable them to deal with the challenge of deepening relationships over time with adults.
- Value the dedication, expertise and experience of staff and enable them to pursue additional training to enhance their capacity to support the development of the school.
- Share our special educational needs expertise and practice with others through our Teaching School Alliance.

Our Trust strategic priorities are:

1. To add other schools and a free school to the MAT, subject to RSC approval and become a SEND hub for Huntingdonshire to provide services.
2. To provide 19 - 25 provision for Profound and Multiple Learning Difficulty (PMLD) / complex needs pupils with the provision of residential and short breaks provision, currently a gap in provision.
3. To support DEMAT with vocational provision at Alconbury Weald and in liaison with CAM Trust to develop wider opportunities for vocational 19 – 25

SEND provision in Huntingdonshire to reduce the current gaps in local provision.

4. Enter into dialogue with the Local Authority about commissioning specialist nursery provision for children with PMLD / complex needs / life limiting conditions to support families as this is a gap in provision.
5. Outreach, Assessment and advice centre to support parents with special needs to support the Local Offer and build relationships with other parents locally.

The longer term vision for growth in the trust is within the sponsor application approved by Trustees with the RSC.

As a Trust we are passionate about delivering high quality provision that not only does add value but also achieves a high level of value added. We constantly evaluate our strengths and weakness to promote continuous school improvement for high quality teaching and learning and exemplary management of pupil behaviour. (See Pupil outcomes P 8 -15 and Local Authority record of no exclusions)

Due to the economies of scale with two or more special schools within Spring Common Academy Trust we shall have the capacity to achieve increased value for money to design and develop wider services using staff expertise for the local area beyond our current remit.

We intend to use economies of scale from the Trust to plan finance, premises and human resources and Admin from the Trust. These employees will work cooperatively to support the overall Alconbury Weald vision. We anticipate overall savings with staff costs by bringing these roles into a central team in the Trust.

At the pre – opening stage we shall build upon the working agreement with DEMAT **(See Annex 2)** to purchase services to ensure best value for money in accordance with the ESFA financial handbook. We expect that this decision will ensure a cooperative relationship between both Trusts and provide value for money by reducing the replication of services on a co-located site at Alconbury Weald.

We believe these are important aspect of our submission because the development of a special school MAT with strong partners can ensure that all pupils can have their special needs met within their local community; therefore significantly reducing the requirement of out of county placements and reducing significant cost and pressure for the Local Authority on the high needs funding block.

We do not, however, expect that opening the new special school will eliminate the need for independent and specialist schools in the area due to parental preference, residential requirements or current tribunal decisions in the short term. Overtime the Trust will invite smaller providers to join the Trust if this will ensure their long term viability.

Since the last Ofsted inspection in 2012, whereby Spring Common Academy was graded Outstanding in all Ofsted categories, it has continued to raise its game to share best SEND practice. Following wide consultation with the Local Authority and a range of schools in the local area, Spring Common Academy became a National Teaching School and formed Discovery Teaching School Alliance (Discovery TSA) in September 2014. We have increased our leadership capacity since the last Ofsted by following these system leadership wider ambitions.

Since that time Discovery TSA has become an immensely supportive platform for local secondary, primary and special schools to plan and bid for the collaborative fund with NCTL and deliver much needed school to school support to raise standards of education and pupil outcomes in the area.

In September 2015 Spring Common Academy became a National Support school with NCTL. We developed collaborative working arrangements and facilitated school to school support, leadership courses, CPD and professional development, recruitment of Local Leaders in Education and Specialist Leaders in Education to raise standards of achievement in other schools in Cambridgeshire. Additionally, as part of the Federation of Leaders in Special Education in the East the school represents the strategic interests of Cambridgeshire and supports the delivery of seminars for best practice with other outstanding providers.

Our [REDACTED], and team have supported 'Inadequate' and 'Requires Improvement' schools successfully. The most recent example is our IEB and school to school support for Trinity School which was removed from special measures and then able to convert to academy status with TBAP in 2016. Other Huntingdonshire secondary schools have benefited from the impact of successful bids for the collaborative fund and leadership training provided by Discovery TSA to move from 'Requires Improvement' to 'Good'. These schools include St Peters, Hinchingsbrooke School, Abbey College, The Ivo School and St Neots Learning Partnership.

Admissions to Prestley Wood Academy:

Prestley Wood Academy will use the following criteria for Spring Common Academy Trust:

1. The pupil has a statement of special educational need or EHC plan and the special school is recommended by the Local Authority for placement.
2. Information provides sufficient and up to date information to make an informed view about suitability of a prospective placement by the school.
3. The Academy is given permission to full access to the pupil's medical, academic and social/ community care records where necessary to gain a

profile of the child's needs. This will ensure that any placement offered will be appropriate, both for the individual pupil and for other pupils within the Academy.

4. The Academy is provided with sufficient resources to meet the pupil's needs to purchase staffing or additional resources / equipment to enable the placement.
5. The pupil, as far as possible, makes a positive choice for the admission.
6. The parents agree to accept all the policies and values of the Academy which will be made available on the website.
7. An appropriate placement is available in an appropriate age group.
8. The placement is the nearest available to their home.
9. The placement is agreed by the parent/carer, Local Authority and Spring Common Academy Trust.

Constraints on admissions:

1. The pupil requires a residential placement because Spring Common Academy Trust has no residential provision.
2. The pupil does not have any learning difficulties because most pupils at a Cambridgeshire area special school have severe learning difficulties.
3. The pupil has needs specified in his/her statement or EHCP that cannot be accommodated because it would be prejudicial to the efficient education of other pupils.

Pupils will receive access to local authority transport subject to the local Authority commissioning criteria. We would expect many families to bring their children and young people to the new school up to 1 mile radius of the Alconbury Weald site. We will support the local transport arrangements and ensure safeguarding by providing close supervision on site for drop off and collection of pupils. Staff will be visible using high visibility vests and available to support the safety of children.

Trust-wide strategy curriculum delivery based on high quality education and attainment

Enhanced provision

The Trust will mirror the current strategic and leadership arrangements in place currently at trust and school level. The leadership structure will consist of an Executive Head Teacher, a Head of School, a Deputy Head of School and an Assistant Head of School. We will provide challenge and support for aspiration and quality assurance, equalities and diversity and effective leadership and management with our experienced Executive Head Teacher to support this system.

The Local Governing Body of the new special school will be accountable for safeguarding their pupils, the delivery of the curriculum, teaching and learning,

personal development, behaviour and welfare of pupils, and spiritual, moral, social and cultural development and pupil outcomes.

The Trustees wish to free each Head of School with the Trust to use their practitioner expertise to focus on the delivery of teaching and learning and the management of their staff team to maximise the outcomes for children with PMLD, SLD and Autism and other special needs as an Area special school working with parents and carers in partnership with other services. A priority for the Head of School post within the job description and person specification shall be the skills and expertise to ensure that pupils are safe and staff are able to maintain exemplary safe practices.

It is the intention of Spring Common Academy Trust to use the principles of economies of scale, value for money and efficiency to create a central team for Finance, Premises and facilities management and personnel management including staff training delivered by Spring Common Academy. This staff sharing will underpin our vision for a lead teaching and learning professional (Head of School) to focus intently to raise the standards of education and to focus in-depth on curriculum delivery as part of the Trust.

We anticipate that most pupils will have cognition and learning needs within the Severe Learning Difficulty (SLD) to Profound and Multiple Learning Difficulty (PMLD) range and our plans reflect that premise.

As part of our Trust vision teachers will plan the curriculum to deliver three main pathways for our pupils: (see Annex 6 and examples of Learning Journeys that the trust will replicate in the new special school).

Pre - formal pathway: P Level 1 – 3 and ASDAN accreditations 'Towards Independence'

Semi – formal pathway: P levels 4 – 8 and accreditations at Pre – entry level including ASDAN Unit Awards.

Formal pathway: using the Spring Common transition 1 and 2 arrangements prior to end of National Curriculum Year 1 expectation towards Accreditations Entry Level including Functional skills.

Autism

As a Trust we envision a world where all people on the autism spectrum get to lead the life they choose free from discrimination and discriminatory practices. We believe that all children should be understood, supported and appreciated in their local community.

Spring Common Academy are leaders in the field of special education, accredited by the National Autistic Society as a quality day school provider and respected in the region as a Centre of Excellence for special education needs provision and

training. It is part of our Trust vision to be the lead trust for autism in the East and create a regional SEND hub with other outstanding providers as part of the next phase of our autism strategic plan.

Spring Common Academy as an established and outstanding special school will support autism enhanced provision at Prestley Wood Academy. Our staff team at Spring Common Academy will ensure that from the beginning the school is set up to become a high quality autism day school provision in collaboration with the National Autistic Society. This can be achieved for Alconbury Weald within the first two years because staff can move between schools to embed best practice across all the required standards.

Parents locally will expect equity of provision locally that mirrors and replicates that of Spring Common Academy. We believe that we are uniquely placed with an experienced Assistant Head for autism within the Trust with knowledge to support the new special school to develop autism best practice standards to meet the high expectations delivered at Spring Common Academy and with capability to effectively monitor outcomes. Our trust can bring confidence to parents and carers during the Pre – opening period and local community involvement from existing parents.

Staff in Prestley Wood Academy will benefit from specialist autism training prior to opening to gain depth of knowledge and understanding of the Autism competency frameworks for Early Years, KSs 1–4 and post-16 to plan for the overall autism provision at Prestley Wood Academy which is likely to be substantive; approximately 50% of pupils will mirror the cohort and intake of Spring Common Academy in terms of SEND incidence of autism and complex co- occurring difficulties. We can make this assertions about pattern of demand because the Trust has shared data with Cambridgeshire Local Authority and compared that with Office for National Statistics data.

In cooperation with DEMAT we will extend this autism specialist training to the made available to Alconbury Weald Church Academy staff and other local primary schools as part of an overall SEND strategy agreed at the pre–opening stage. The Trust shall continue to offer autism training and support for leaders of autism provision as part of the Autism Education Trust specialist training programme in the Cambridgeshire and East as support for the Cambridgeshire Local Authority autism team. Although autism training will be a priority given the high proportion of pupils presenting autism, other specialist training in communication and interaction, Literacy, numeracy pedagogical approaches and how to ensure health and safety and safeguarding for all children be planned to ensure the full area special school offer can be delivered for expertise to be shared for quality teaching and learning.

Severe Learning Difficulty to Profound and Multiple Learning Difficulty (SLD and PMLD)

Within our vision we shall provide enhanced provision for pupils with Autism and severe learning disabilities at cognition and learning levels that are PMLD and SLD. We believe that every young person has the right to receive an outstanding education and to reach their true potential. Our expertise gained in this area through working with Addenbrookes Hospital and Milton Hospice in Cambridge will enable us to assure families they will always receive the necessary support.

Autism Education Trust Progression Framework

We intend to build upon the outstanding special education practice at Spring Common Academy and introduce pedagogical approaches including effective autism practice by making use of the AET progression framework. This framework although intended initially to track pupils with autism has been recognised a very good practice with all special needs children. The effectiveness of the vision to use descriptive recording and evidence using photographs, and annotation is endorsed by [REDACTED] 'The development of a progression framework for children and young people with autism. (Autism Education Trust publication).

Our wider vision for recording pupil outcomes emanates from the EYFS framework and considered to be best practice that we shall use across the whole school at Alconbury Weald.

Parents have informed us that tracking individual elements of personal development and life skills is essential for the life chances of their children. Our Learning Journeys that show photographic evidence for every child was developed as best practice in discussion with parents. Instead of narrative parents inform us they prefer visual representations because many children are non – verbal. We will work directly with parents to choose life skills activities relevant at any particular time for families as recommended by the SEND Code of Practice. Our proven research has shown this particular online framework provides focus and supportive approaches for parents and carers to affect incremental changes for the lives of families.

SPELL and National Autistic Society.

The Trust has rolled out the guiding principles of SPELL through extensive staff training over many years. The National Autistic Society promotes this in their own specialist autism school settings to ensure that staff can as a vision create a low arousal environment for all children. The principles of SPELL into classroom practice follows the acronym which means:

- Structure to gain clarity
- Positive to plan and be aspirational
- Empathy to enable children to adapt
- Low arousal to enable children to access sensory diet
- Links to enable families to access support and therapy

As part of our vision we shall ensure that from recruitment and induction we shall secure these principles as guiding practice so that the school ethos and character is calm and relaxed as a school climate.

Communication and interaction – a total communication environment

We will develop enhanced provision for communication and interaction as part of a total communication environment to replicate provision at Spring Common Academy. Our National Autistic Society review in May 2017 highlighted our provision as highly effective for pupils and was recorded as an important feature of exceptional practice.

We can anticipate based on the 120 / 197 Spring Common Academy speech and language therapy case load that at least 75% of pupils attending the new special school will have identified needs with communication and interaction. We will build upon our local knowledge and relationship with speech therapy services from the Cambridgeshire Community Trust and our own in-depth specialist knowledge to ensure every child can develop a communication system. As part of this vision we shall use the Trust communication and interaction staff training scheme which identifies the knowledge and skills required to support special school children who are non – verbal or still in the process of developing both receptive and expressive language including the understanding of pragmatics. Part of our vision is to provide training for parents which replicates best practice at Spring Common Academy.

Our new special school will focus on pre-intentional communication by using methods from 'attention autism' that breaks down the pupil communication and interaction process of engagement into a pedagogy into discrete stages of development as described by Gina Davies, a specialist speech therapist Dip RCSLT HPC registered, acknowledged by practitioners as an expert in this field. We shall record sessions to show parents this methodology so they can sustain attention with their children at home.

Prior to opening the school, staff will be trained to support pre-verbal children to enable them to deliver communication that can focus on attention, build attention, develop turn taking and re-engage attention and to shift attention and develop wider social skills. For those children who can make progress to gain enunciation of speech we shall focus upon social and friendship skills so that overtime children can

follow a staff lead to follow stepped instructions and develop emotional regulation to share memorable experiences. We shall enter into constant dialogue with parents to ensure that speech and language therapy aims are developed in partnership with them.

We will draw upon the Makaton charity which was [REDACTED] [REDACTED] Makaton is a language programme that's commonly used with children or adults with communication difficulties or disabilities. It uses signing, symbols and speaking to communicate. Its effectiveness is due to the ease which the programme is learnt. Spring Common Academy uses Makaton and Prestley Wood Academy can benefit from the expertise and training from Spring Common Academy accredited regional tutors and local tutors. As part of our vision we will train local tutors for Prestley Wood Academy to be 'Makaton champions' within the first year of opening. It is our ambition that overtime the staff expertise will grow at the school to enable both staff and parents and carers to be able to use Makaton signing and use of symbols confidently. We shall achieve this vision by replicating workshops for parents so they can become confident Makaton users to support their children.

Within our Trust we acknowledge that the vision for a 'Total Communication environment' is inextricably linked to a wider vision to use stages of child development to develop play to achieve the ultimate aim of engagement with others for reciprocity and acceptance of others for parallel play and wider turn taking. Parents express that turn taking is an important skills that they require for their children to support their family dynamic.

For children that can use objects of reference and symbols we shall draw upon the expertise of Pyramid Education and expertise from Spring Common Academy to train staff with the use of Picture Education Communication System (PECS). We will ensure that staff and parents receive regular training to ensure that pupils make progress as far as possible to level 6 in PECs to enhanced communication using this system.

We know some pupils will require augmentative communication with the use of switch technology or possibly use of eye gaze using sophisticated access technology. It is our intention to build up a shared library of communication resources to enable staff and parents to trial the effectiveness of equipment. This will replicate the practice at Spring Common Academy and ensure good value for money for parents, health service and local authority panels. Staff in the new school will link regionally to access support from Communication Matters, an online advice and training organisation for assistive technology that can support children with environmental accessibility and therefore promote independence. As required the trust will purchase additional expertise to trouble shoot solutions for children with disabilities for the use of technology.

Participation of and feedback of children and young people and their families and decision making.

Spring Common Academy Trust holds the view that the pupil voice is pivotal to the remit of Prestley Wood Academy. The School Council champions from Spring Common Academy will help to set up a school council in the new special school very quickly to replicate current best practice at Spring Common Academy. We will take advantage of the co- location to enable pupil councils at Alconbury Weald to work on joint projects to show impact of pupil voice for the local area. We know we can realise this action quickly because our School Council and Assistant Head and TLR Manager facilitating this group of pupils from Spring Common Academy will be replicating previous projects with primary schools within the Cam Trust in Huntingdon.

Our Trust has created family-centred approaches which enable parents and carers to know staff are approachable and responsive to their child's needs and that parents can become an important part to contribute to the school as a community. The trust values information from parents to enable us to review our school self – evaluation of effectiveness.

Spring Common Academy holds workshops and coffee mornings for parents to enable them to understand the teaching approaches used to support the progression of their child outside school at home and within the community. As a trust, we shall focus on this ethos and ongoing appreciation through staff induction that parents can gain confidence and contribute fully to the development of the school. Our Trustee elected by parents considers opportunities for parental engagement and coproduction through this lense.

In addition, we shall promote pupil voice and seek out the opinions of young people to develop advocacy for young people at Alconbury Weald. A strong example that would be replicated from the trust are the pupil advocacy projects that support children with autism based at Spring Common Academy. The progress of these students is recorded overtime through the medium of film track and home video and impact has resulted in understanding of barriers to social and communication skills overtime for these individuals. Indeed, pupils have recently evaluated that these advocacy projects have supported their own agency and empowerment within their family and local community.

We will work with all local advocacy groups including Core Assets and parent groups such as Pinpoint to help the Trust set up the new special school to be welcoming to parental participation and feedback. In addition, our Trust Parent Support Adviser will enable the main ideas and themes to be discussed by the pre-opening group so parents and families will know their suggestions and opinions are valued. We know that parents also access a wide range of local groups set up to support children with special needs and disabilities. We will ensure at the pre-opening stage that we build in provision from local groups such as 'Little miracles' and 'Barracudas' that

bring families wider access to services outside school time within the Alconbury Weald campus of schools. Spring Common Academy Trust will be able to link parent groups together so that from the beginning new families to the Alconbury area will not face isolation.

We know that parents also access a wide range of local groups set up to support children with special needs and disabilities. We will ensure at the pre-opening stage that these local groups, such as 'Little miracles' and 'Barracudas', can bring families wider access to services outside school time within the Alconbury Weald campus of schools. Spring Common Academy Trust will be able to link parent groups together so that from the beginning new families to the Alconbury area will not face isolation.

Pupil safety

Pupil safety is critical in any school and our rigorous attention to safeguarding procedures will be carried forward into Prestley Wood Academy. Our new school will be safe in all respects and in the pre-opening stage we will ensure that a lead for safeguarding and another teacher recruited obtain designated child protection teacher status. Child protection systems and records including chronologies will be set up using the exemplary practice at Spring Common Academy and guidance from the Local Children's' Safeguarding Board. An important feature of the Safeguarding and Child Protection Policy will be procedures for recording any concerns regarding off-site provision to the host school or provider but also providing reference on return to the safeguarding lead at the special school.

The Head of School will have accountability for child protection, safeguarding and PREVENT and shall be accountable to the Local Governing Body. At recruitment and interview we shall use assessment criteria to ensure the post holder understands the vision and accountabilities for protecting vulnerable children who shall attend the school.

Our Vice Chair of Trustees and a member of the pre-opening group will act as a safeguarding champion and will meet regularly with the Head of School to ensure that the school is fully prepared for opening. A task and finish group at the Pre – opening stage for safeguarding will include DEMAT Assistant Director of Inclusion and safeguarding, Ms Amy Weaver who begins this post with DEMAT in October 2017 with expertise to align safeguarding across the co-located schools at Alconbury Weald.

Prior to opening Prestley Wood Academy special school, preparatory meetings will ensure relevant information is shared with social care to ensure that school contact information is known to the social care 'front door' team. All staff will be trained in safeguarding for children and adults using Local Safeguarding Board procedures, Early help which tracks children who require staged intervention to support their vulnerabilities across a range of indicators and PREVENT which is to notice, check

and share information about vulnerable children susceptible to extremism of any terrorist ideology that may lead to radicalisation. The Trust follows the requirements of the PREVENT duty DfE advice as specified in the Counter Terrorism and Security Act 2016 and promotes Fundamental British Values through the curriculum and in the demonstration of our school values. An important aspect is to build pupil resilience to enable them to challenge extremist views and create safe place in school to understand risks and their own vulnerabilities for their personal safety. The Trust will ensure that a PREVENT action plan is live and that staff complete a workshop to raise awareness of Prevent (WRAP).

We will ensure that all staff receive training in how to make a log of concern for safeguarding and child protection and Prevent so that they will be able to understand their accountabilities.

The single central record will be developed at the new special school and will be checked by a member of the Local Governing Body for compliance.

The Trust will ensure that the Safeguarding and Child Protection Policy includes a section to protect vulnerable children offsite and to ensure there is no gap in the recording system by staff in relation to informing safeguarding leads in both schools on the co-located site and other venues.

The importance of e-safety and protecting vulnerable children from childhood sexual exploitation will also be a prominent aspect of safeguarding practice with all staff as part of induction.

We are aware that the National Autistic Society promotes the fact that many young people endure bullying and hate crimes within the community and we will endeavour to promote positive images of all pupils including those with autism in the local community. From available research we know the best way to support this from the beginning is to set up young people advocacy groups and to ensure local service delivery has awareness of these views and opinions.

We are aware that other children with disabilities and learning difficulties sometimes lose confidence accessing public places in the community. As part of our vision we shall ensure that disability awareness is paramount in our communication with the public and in our presence in community projects.

Our co-located opportunities will enable both Trusts to anticipate and tackle discrimination within the community and develop community cohesion and positive inter-dependencies.

Equality and diversity

No curriculum can be delivered effectively without being underpinned by a genuine commitment to equalities and diversity. Our new special school at Alconbury Weald

shall deliver the local area brief specification to ensure the new special school is truly inclusive and innovative. This means the special school in design and scope will be an outward facing community developed to provide provision for a wide range of special needs as identified in the Cambridgeshire Local Authority area special school specification.

Spring Common Academy Trust values difference and embraces diversity. We shall train our staff regularly on equalities and the rights of individuals to be free from discriminatory practices at institutional and community layers within our local community at Alconbury Weald to replicate the existing practice at Spring Common Academy.

Our equalities planning thinks ahead and promotes the value of people, their choice and ambition; their participation and rights of inclusivity. We will work together with other agencies locally and from health and social care to help young people to generate local participation in community projects and activities.

In our equalities plans we will take account our target population of special needs children and young people for positive action under Equalities legislation. This means we shall plan equalities objectives that will promote protected characteristics including physical disabilities. At Spring Common Academy this is an annual project involving staff, school council, parents and professionals to help form awareness and understanding of equalities and the objectives chosen by trustees. It is our intent to replicate this effective model to ensure a similar staff team awareness emerges at Prestley Wood Academy.

From the pre-opening phase an equalities impact assessment will be conducted to consider the needs of all pupils, staff and visitors who may have protected characteristics for both the new special school, the co-located secondary school and primary schools at Alconbury Weald. From preliminary discussions, both DEMAT and Spring Common Academy Trust view equalities as a joint responsibility and shall therefore form a task and finish group with the Executive Head Teacher to anticipate and address any issues including jointly planning for reasonable adjustments and positive action at the co-located site.

In terms of the building design and consideration of pupil flow through the site we will consider best practice with wheel chair accessibility and VI and HI recommended adaptations using Building Bulletin 104 guidance. We will work closely with Urban & Civic with the Local Authority leads and the build contractors to ensure that the site and design is accessible for all pupils, prospective employees and visitors. Our Trust uniquely can achieve this using the expertise of our Trust member who is a trained VI mobility Officer. In addition we shall consult with the Urban & Civic and local

authority team to create an action plan with their involvement at the pre-opening stage to take this forward with planned reviews to meet legislation requirements.

In terms of gaining advantage of co-location with DEMAT we will focus upon strengthening the pupil advocacy for pupils with Autism and co-occurring difficulties in the local area. As part of our existing Working Agreement (Annex 2), Spring Common Academy Trust shall proactively support DEMAT to provide an autism friendly environment within the co-located site overall.

Pupil premium

We anticipate that most pupils will be in receipt of pupil premium and will require reasonable adjustments to access education and training. Our overall strategic intent is to target pupils for positive action with physical disabilities, mental health or medical conditions who will require access arrangements to support their employability.

Spring Common Academy Trust, DEMAT, Cam Trust and other local schools strongly believe that no young person should be excluded from the local community to ensure community cohesion and a sense of belonging.

Our new special school will track outcomes for pupils in receipt of Free School meals, pupil premium and LAC premium on an individual basis. We shall use the funding to support the pupils identified as Child In Need (CIN) or Looked after children (LAC), armed forces in addition to Education, Health and Care Plans (EHCP).

Ethnicity and English as an additional language (EAL)

We shall also track the progress of pupils recorded in the pupil with English as an additional language (EAL), Spring Common Academy has 10 languages that are listed as first languages for children; we expect this to be similar in the new special school. Our data for ethnicity as a trust indicates that most children are White British as recorded on the census and from equalities data monitoring.

Other ethnic groups are relatively spread although not identified in the information Huntingdon is a diverse community with a richness of ethnicity and culture. Our Head of School will ensure that the new special school is welcoming to parents and support them to access the Council information to access the education system to make their views and opinions known about services for their SEND children. Our staff as required will assist them with forms or sign posting to relevant officers in the Council.

Ethnicity: School Information, Spring Common Academy Trust (March 2017)

(ABAN) Bangladeshi	= total 1
(AIND) Indian	= total 1
(AOTH)Any other Asian background	= total 3
(APKN)Pakistani	= total 2
(BAFR)Black African	= total 1
(MOTH)Any other mixed background	= total 1
(MWBA)White and black African	= total 1
(MWBC)White and Black Caribbean	= total 2
(OOTH)Any other ethnic background	= total 3
(WBRI)White British	= total 130
((WIRI) White Irish	= total 1
(WOTH)Any other white background	= total 8

Pupil premium

Our operational structure to create a school Pupil Premium action plan annual will follow the 6 step process for pupil premium review as recommended by NCTL as follows:

- Planning and preparation
- Self – evaluation
- School visit by pupil premium reviewer
- Analysis and challenge
- Action plan
- Follow up

This overall process shall be managed by the Assistant Head as part of the accountabilities for creating individual plans for children in receipt of Pupil Premium/ LAC premium that can link to the Individual Education Plan objectives for pupils in their EHCP.

Our vision is to be able to tackle disadvantage for all children in school and therefore the school Pupil Premium Action Plan approved by the Local Governing Body will bring together for clarity the priorities identified for individuals and groups to raise standards of achievement.

We shall take utmost care In this process to take into account priorities for children from social care review meetings with parents, the needs of vulnerable groups including Free School meals, Education as an additional language in terms of identifying any variation of performance between ethnic groups and Looked After children. In our data we will drill down to consider groups and their school attendance to check if there is any variability of performance in terms of educational outcomes.

We will also ensure that we cooperate and support the social care team providing the Aiming high core offer which is advertised as part of the Council Local Offer. Our Head of school will make arrangements to support access to services within the school site. In addition the Head of school will form relationship with Action for children who deliver respite care for vulnerable children by arrangement with social care for the Council.

Excellent outcomes and high quality leadership, teaching and learning

Our vision to meet demographic demand and sufficiency of special school placements

Spring Common Academy Trust understands and has expertise to support the cohorts of pupils expected at Prestley Wood Academy special school. We expect the pattern of demand for placements with Cambridgeshire and neighbouring Local Authorities will be similar to the SEND pupils and intake of Spring Common Academy.

Our vision is to replicate and create an area special school which will include pupils listed in the area brief specification for Cambridgeshire and include pupils with PMLD, SLD and Autism with co-occurring needs such as physical and sensory, communication, medical and chromosome deletions and social, emotional and mental health conditions. The vast range of SEND pupils enables the school to become a community and truly inclusive. As you enter the school it becomes apparent that the needs of each individual child matters to every staff member and this enables parents and carers to feel confident that their children will receive an outstanding education in a caring and supportive environment.

Setting targets:

Spring Common Academy sets ambitious school targets and all staff strive to maximise progress to meet the high standards expected.

We have consistently used Spring Common calculations of expected progress and exceeding expectations using DFE Progression Guidance, CASPA (assessment tool) and 7 years of moderated historical school data. Because we are relentlessly ambitious for our pupils we focus strongly on pupil outcomes and ensure descriptive recorded evidence from formative assessments can quantify pupil progress for parents and carers. As a result within our trust pupils make exemplary progress through the stages of child development and across the curriculum measures.

A cohort of SEND pupils often difficult to provide for are those with dual or multiple SEND diagnosis. From this group we expect at least 5% of pupils to have a diagnosis of Autism and ADHD who often require bespoke provision and access to a curriculum for cognitively more able pupils than a special school predominantly for PMLD/ SLD levels of cognitive abilities within the first centile can accommodate. It is our vision to work in collaboration with DEMAT to create new provision for these student between both the special and secondary school, subject to Local Authority approval. Often these pupils will not benefit from education with a peer group of students from an SEMH special school or out of county placement in the long term. These pupils want support when possible to live with their families or in the local community and be valued.

In terms of school specification it is our vision to follow the Cambridgeshire area special school model and replicate the organisation, inclusivity and quality enhanced SEND provision delivery that has enabled Spring Common Academy to develop as a recognised outstanding special school. Due to our expertise and focus as a Trust on monitoring and evaluation of standards and sharing of expertise with other outstanding providers; we will bring confidence and continuity to the local area. Our vision for education delivery is based upon a positive local presence and proven expertise to deliver the special school area brief.

Leadership and teaching

The key to our overall vision for the Trust is to sponsor further schools and to grow more future leaders in special education for the sustainability of efficient education of special needs children in Huntingdonshire. The ability to move leaders between schools will grow leadership capacity. The presence and support of an experienced leadership team from Spring Common Academy Trust will enable Prestley Wood Academy to thrive.

Our vision is for Heads of School, Assistant Heads and middle leaders, including subject specialist teachers, to be able to work together and to add value to each

school within the Trust. We know this is possible from existing capacity for skilled leaders to support Prestley Wood Academy as a new school because we have already demonstrated the impact of outreach, Continued professional development and staff training as a Teaching School.

Our Trust has a strong track record of talent spotting and succession planning into leadership posts at all levels. We shall use the growth of the Trust and Prestley Wood Academy as opportunities to grow more future leaders in special education for the sustainability of efficient education of special needs children in Huntingdonshire. This will not only provide outward confidence, but will provide an increasingly positive internal sense and confidence within the Trust.

Within our Trust we will be able to draw upon the unique skills of supporting vulnerable and disadvantaged children and managing challenges effectively. We will promote strength in team working and increase over time our inter-dependencies between the leadership teams in both co-located schools at Alconbury Weald. As an 'Outstanding' special school in the immediate area the Trust is able to uniquely achieve the sharing quality SEND practice, knowledge and expertise in special education to build up the new special school. We will expect staff within Spring Common Academy Trust to work between both special schools initially; train and induct new staff and embed existing quality SEND practice. As a Trust already based in Huntingdon, we are uniquely placed to be able to do this. Due to distance of travel this cannot be achieved by any other proposer from an 'Outstanding' special school.

We shall draw from the experience of other successful, co-located special schools that have achieved an inclusive vision with a co – located secondary school. For example the Education Village in Darlington has a co- located cluster of schools with a special school co – located sharing various facilities.

Our team training delivered to date has ensured that we are able to act with appropriate sensitivity and respectfulness of others to build systemic capacity. Staff within the trust understand the importance of system leadership and promoting inclusivity in all aspects of their work.

Discovery TSA and the work of strategic partners will continue to offer leadership NPQ courses to support emerging leadership for headship, senior leaders and middle leadership which will ensure that capacity is developed from the talent pool of teachers from the local area. Our Discovery TSA facilitator, Chris Clayton who is independent of the Trust, will continue to shape the TSA to be an umbrella organisation to bring schools and Trusts together for the vision of wider system leadership. Discovery TSA will also assist the new school to develop leadership capacity by offering the Head of School the opportunity to draw upon the expertise of specialist leaders in education to support the new school.

In our vision, all our leaders, including at governance level, will be expected to promote school values in action in all their work and staff will be expected to focus on the Trust's values: listening, moral purpose, trust and respect, supporting innovation, integrity, communication, building confidence, empathy and collaboration.

The Trust will provide the new school with induction and appraisal procedures and processes to enable all staff to develop their wider knowledge and professional standards. We will assign experienced mentors and provide coaching skills to enable leaders in the new special school to engage in dialogue with experienced practitioners. At the Trust we use our online 'Standards Tracker' which enables Teacher and Leadership professional standards to be tracked electronically for career development for all staff and to retain a record of evidence over time. We intend to introduce this successful practice to Prestley Wood Academy due to popularity with staff as they document their career development and personal achievements with special needs pupils and the fact that it provides qualitative measures for school improvement.

The use of specialist support staff

Central to our vision for delivery of education at Prestley Wood Academy is a staffing structure of specialist subject teachers for Art, Music, PE and Drama, HLTAs for Literacy and Numeracy, specialist and lead teaching assistants, Specialist teaching assistants for Physiotherapy, speech therapy, PMLD, sensory, hydrotherapy and communication and interaction, teaching assistants and support staff to enable delivery of teaching and learning in the classroom of a broad and balanced curriculum appropriate to the developmental needs of children in relation to their age and phase of education. In terms of the operation of the school these specialist staff enable the needs of children to be met.

Our track record has shown that curriculum expertise is important to enable teachers to plan outstanding educational programmes equally for the Pre - formal and Semi – Formal pathways. Many parents choose Spring Common Academy due to the strong focus on teaching and learning and the abilities of the teaching team to work collaboratively in curriculum design and innovation. As part of vision we shall support the new special school to gain a similar community reputation.

Our strong relationship and educational partnership working with local schools in Huntingdonshire enables us to become a unique sponsor for Prestley Wood Academy as the new special school at Alconbury Weald.

Our application enables the new school to grow in relation to established and successful relationships built up over time with other local schools in the area.

It is our vision as a Trust to focus on ambition to make Prestley Wood Academy an outstanding and high quality special school provider for Alconbury Weald.

Our relationship with Cambridgeshire Local Authority is productive and mutually respectful. We would invite a member of the Local Authority to join our pre-opening group as an equal partner with voting rights as part of that group that reports to the Board of Trustees. Within our trust we appreciate that deepening the relationship with Cambridgeshire County Council and supporting their strategic priorities as part of the change for children programme is an important priority for the interests of SEND children and young people. We will also in parallel deepen the relationship in particular with DEMAT, CAM Trust, the St Neots Learning Partnership, Discovery TSA and other special schools in the Cambridgeshire and Peterborough areas.

The acknowledgement by social care of our effective multi-agency working and mutual respect enables Spring Common Academy Trust to have confidence to set up further services for pupils and families as an invisible thread. We shall, through academy freedoms, move staff by arrangement between the two special schools that are geographically very close together to ensure our most vulnerable pupils receive the expertise they need in a timely manner from proven and existing expertise locally. We shall make the school open to professionals to work with children and to become part of an integrated team and local offer for health, mental health and social care.

As part of vision for staff training and retention the staff will receive training to develop significant expertise in the delivery of a curriculum with Pre – formal, semi – formal and formal pathways.

Within the new special school we will deliver vocational education, functional literacy, numeracy and social skills. Staff will be trained to enable children to develop communication systems using PECS (picture exchange communication system) and Makaton (sign language suitable for children who require a developmental education). Our commitment to vocational education and supported placements with employers will replicate the best practice at Spring Common Academy acknowledge by parents and carers and previous students as highly effective to support destinations and pupil aspirations.

The trust will continue to show drive and determination improve the quality of further education offer in the Huntingdonshire community by involvement with strategic groups with the Council and in discussion with secondary school heads in the local area. We recognise the requirements of flexibility to work strategically with other leaders in the community.

In addition all staff will receive ongoing training to deliver a wide range of therapeutic practices to support individual pupils with the support of occupational therapists, speech therapists and physiotherapists from the Cambridgeshire Community

Service Trust. All staff at the new special school will receive an induction prior to employment with Spring Common Academy Trust that will focus on safeguarding, confidentiality, principles of compassionate care and support and the values of Spring Common Academy Trust.

Staff will receive on going appraisal to ensure they carry out their jobs with competency to maintain safe working practices to maximise safety for pupils. The trust will replicate the effective appraisal scheme and reporting back to Trustees for performance related pay progression based upon pupil outcomes.

Expected outcomes for learners

The principles of the Rochford Review 2016 will be applied to cognition and learning in relation to PMLD and SLD pupils who require a Pre – formal and developmental curriculum. In order to develop a multi–sensory curriculum staff will receive additional training and guidance to set up provision to meet the individual needs of PMLD learners using the expertise of teachers from Spring Common Academy and external consultancy from experts such as Hirstwood education until they gain professional competencies.

We envisage that a few pupils may make sufficient educational progress at Key stage 3 and 4 to require a formal subject based curriculum. Our data analysis based on 2017 spring Common Academy information indicates that the formal curriculum pathway only becomes relevant from Key stage 3.

The Trust shall, therefore, build upon the subject expertise of teachers for Music, Drama, Art, PE and Science from Spring Common Academy and appoint specialist teachers to meet this curriculum demand to meet the numbers of pupils who require a formal pathways. There is already an agreement with DEMAT that Prestley Wood Academy shall be able to use facilities from the co-located secondary provision to support a more in-depth subject based curriculum for some pupils.

At Post 16 we shall plan for education for semi – formal learners within PMLD and SLD cognition and learning abilities. We anticipate that these pupils will require a Physical / multi–sensory curriculum with opportunities for wider links to the local community. In our vision we shall support inclusion principles by linking the vocational education programme at the new special school to the offer from further education colleges and the new co-located Alconbury Weald Church Academy.

A primary focus for the school will be the development of educational practice to support children with autism and a range of co-occurring difficulties. The new school staff will be trained to deliver the competency standards from the Autism Education Trust which is approved by the DFE to enable schools to deliver the DFE autism standards.

Teaching staff and lead teaching assistants will be trained in the principles of TEACCH (Treatment of education of autistic and related communication children).

We will build upon the quality autism practice and autism accreditation at Spring Common Academy to ensure that the proposed new special school can create from the outset low arousal environments within the school classrooms and the wider ethos of the school.

As part of our vision at the pre- opening stage we will consider the design and environmental issues that support children with Visual Impairment, Hearing Impairment and Autism to ensure all pupils can have access to the individual requirements of visual symbols as signage and access to appropriate communication systems. Our Pre – opening group will work with the Council and Urban and Civic to ensure that the accessibility requirements are met to fulfil this vision.

The school will build upon the successful working partnerships that exist between Spring Common Academy Trust the local health services, social care services and Cambridgeshire Child and Adolescent Mental Health Services. In addition the school will work in cooperation with the Local Authority locality and District teams to support Early help and support for children and families. In order to support the EHCP process the Head of School will liaise with the START team supporting the decisions of the Council Resource Panel that supports the EHCP statutory assessment processes and statutory duties for the placement of pupils with SEND.

The school will have appropriate meeting rooms for health and social care and other professionals to work and support children and young people at school.

Staff in Prestley Wood Academy will be fully trained to support multi–disciplinary meetings and assist parents and carers to navigate the Local Offer. As part of the staff induction, all leaders at the new school will have training in conflict and dispute resolution to realise the Trust vision and values and to place emphasis on high quality service delivery. It is our vision that appropriate tone and respect is embedded quickly to deliver the values of the trust.

Continuous improvement, evaluation and review

The Trust has a system of monitoring and review which is underpinned by regional moderation to ensure that quality standards are upheld. We shall continue to be restless and seek out other outstanding providers to ensure our SEND practice can grow and develop.

The Trust is part of an active PMLD group that includes joint working arrangements with Beaconhill Academy in Thurrock, an Outstanding and specialist PMLD special school, and local SEND networks with Cambridgeshire, Peterborough and regional special schools as part of the Federation of leaders in special education. These external links will be essential to the new special school and the trust is the only local outstanding special school able to bring this depth and scope of external support as moderation from outstanding schools to this application in this region.

We will expect our Heads of School at both Spring Common and Prestley Wood special schools to lead on the monitoring and evaluation of teaching and learning, safeguarding, PREVENT, health and safety supporting children with medical conditions, PSHE, SMSC and promoting Fundamental British values to take account of democracy, the rule of law and cultural values in modern Britain. All our pupils including the PMLD cohort can make choices using communication systems and learn to safe routines and also listen and find out about different cultures.

Within our Trust the Executive Head will have an overview in terms of quality assurance to ensure that exemplary standards are achieved in quality of teaching and learning and upheld by all practitioners.

A framework for school self-evaluation will be agreed by the Trust to include the new special school as part of the pre-opening arrangements that will reflect the requirements of Ofsted. Lesson observations will be held termly and reported back to the Head of School. In addition, drop-ins and learning walks will be completed to gain wider evidence of school practice and exemplification of quality standards.

The Trust will use the quality assurance models adopted by NCTL to enable National leaders to peer review special schools. Our own National Leader in Education shall be able to participate in reciprocal peer reviews with other Trusts and use that expertise to maintain and raise overall standards within the Trust's schools.

The Local Governing Body shall hold the Prestley Wood Academy Head of School to account in terms of overall effectiveness, pupil progress and achievement, and the results of these pupil outcomes will be reported to the Trust Board with analysis against national standards of achievement in relation to age and starting point. This will include the collation and analysis of data such as DFE scaled scores 2017 to assess relative performance compared to other SEND cohorts.

A fully inclusive offer

Our vision is ambitious in terms of inclusion and the Cambridgeshire Local Area brief specification principles of inclusion. We believe the co-locational aspect of Prestley Wood Academy special school is the most exciting opportunity presented to the Trust to date to raise standards of SEND achievement in Huntingdonshire. Strategically, through preliminary discussions, these inclusive principles are agreed between DEMAT and Spring Common Academy Trust and will become an important feature of the discussions at the pre-opening phase to ensure that inclusive practice becomes systemic rather than dependent upon individual leaders.

A task and finish group (Education chaired by the chair of the trust) shall ensure strategic planning is closely woven between the Trust, DEMAT and the views of parents and student voice. Inclusive practice must feel right for individual pupils and

not just focus on organisational detail in sharing of facilities, teaching and shared expertise.

We shall as a vision ensure that from the launch of the new school that there is no compromise to safeguarding so all pupils at the new special school feel safe and secure. (see Task and finish group on safeguarding led by the vice chair of the trust)

Equalities

As a Trust we are innovative and forward thinking - a real learning organisation for all its people. We believe that our focus on professional development and valuing people enables our organisation to strengthen both capacity and resolve to value difference and create positive futures. Our commitment to equalities will be used to influence and enhance opportunities in all our relationships with DEMAT and other local schools to improve pupil outcomes and the quality of the educational experience overall. Our Executive Head is a writer on equalities and educational practice and that knowledge will assist staff training from the outset.

Vision to support pupils with challenging behaviours.

Prestley Wood Academy will adopt the Spring Common Trust behaviour policy which is on the trust website as a statutory policy. The guidance provided to staff within that policy provides detailed steps to deal with challenging behaviours in a compassionate way.

It is not the policy of the Trust to exclude any children and instead we develop a range of strategies that enable all children to access educational provision on site. Spring Common Academy has not excluded any children within the last 10 years; we intend to begin Prestley Wood Academy special school with this ethos and intent and replicate the systems, staff behaviours and leadership support to pupils and staff.

All staff within the Trust are trained to manage challenging behaviour through implementing techniques in de-escalation, distraction and the principles of restorative justice to enable children to be subject to a calm approach at all times, based on the school values.

Spring Common Academy has six TEAM TEACH trainers who can support staff facing challenging circumstances with children. These staff can work across both special schools until further trainers gain qualification and experience. They have this capacity as they already provide training for other Cambridgeshire schools successfully as part of the CPD offer for Discovery TSA and will be able to train and offer support to staff at Prestley Wood Academy as a new special school. Within the first term of the opening phase we shall expect the Head of School to monitor staff performance to demonstrate their effectiveness in the school operation supporting pupils with challenging behaviours.

Engagement:**a. Community***Community cohesion*

Our vision is to create an outstanding new area special school thereby bringing the Huntingdonshire community together to support the new Alconbury Weald community. We are aware that the longer term infrastructure of the new community will be shaped by the passion and exuberance of all the school communities and our new school will play a significant part in that development.

Educational village

We shall work in partnership with DEMAT under a Working Agreement (see Annex 2) and aspire over time to create an educational village for Alconbury Weald which can deliver an inspiring 21st century educational curriculum to support children and young people with special needs and disabilities to meet their aspirations. As the relationship between the Spring Common and DEMAT Trusts develops we envisage teachers will plan curriculum or enrichment projects to promote inclusivity on the co-located site and develop community participation and cohesion together.

Outreach services

In parallel Spring Common Academy will work with Cam Trust and other schools with Discovery TSA to enhance the outreach and Inclusion service delivery already embedded as part of the Teaching School. Discovery TSA will continue to provide SENCO networks, special education conferences and CPD, all of which are valued in Cambridgeshire.

We will continue to work with Cambridgeshire Local Authority and specialist services to focus upon design of effective provision across all areas of the SEND code of practice for our outreach services to other schools. As part of that wider vision we shall enable schools at Alconbury Weald to have access to our Teaching School and an outstanding special school model.

As part of the vision it is essential that the requirements of EHCP is delivered in co-production with parents to raise standards of educational achievement. Our data to show comparisons related to areas of cognition and learning and SEND need are considered in terms of vision and operational delivery of the education plan and related services.

We will encourage schools to take reconnaissance of pupil voice and to offer choice and flexibility for educational delivery within the school settings available at Alconbury Weald, Huntingdon, Ramsey, St Ives and Sawtry. As part of our pre-opening activities we will ensure that our pupils at Spring Common Academy as far as possible can know and contribute to the new special school as a new resource for the local community. An intended consequence of the work of our marketing and public relations will be to promote the expectation that Presley Wood Academy will quickly have parity to Spring Common Academy for parents and carers which is a very popular special school in Cambridgeshire.

We will as a Trust offer local schools the opportunity for SEND external advice and evaluation as part of the outreach service to assist schools at Alconbury Weald. The trust shall evaluate outcomes as part of overall self-evaluation of impact and effectiveness. The Trust will follow the guidance from the SEND pilot developed as part of the London challenge resources to evaluate SEND provision.

The Trust will increase the nursing support available through the purchase of additional specialist nursing services from Sunflowers Care Ltd an organisation that provides nursing care and respite for children with medical conditions following hospitalisation. This approach to additional health care replicates the model available at Spring Common Academy. This is affordable within our Trust financial plan.

Supporting children with medical conditions

Spring Common Academy has a relationship with Sunflower Care Ltd which is an organisation that supports disabled children with complex and at times life limiting medical conditions. We intend as a Trust to build upon that medical expertise and purchase, by service level agreement, wider nursing capacity for Prestley Wood Academy to compliment the Special School Core Offer available from Cambridgeshire Community Services.

We will also ensure that children with medical conditions and social, emotional and mental health (SEMH) challenges receive access to local services and sufficiency of staff qualified to meet their needs. The Trust's nurse will co-ordinate health and mental health requirements of children and young people at the new special school.

We shall, as part of our DEMAT working agreement, create provision for health care at Alconbury Weald in discussion with the Local Authority, NHS Cambridgeshire Community Services and the CCG. We envision a pupil services team that can work across both co-located schools which will serve the community. In the pre-opening stage the CEO of DEMAT and the Executive Headteacher have intent to work with the CCG and Local Authority to make this a reality for pupils.

The Trust shall build upon the use of online training (Coventry and Warwickshire NHS Trust accredited training) and support from experienced specialist nurses to

meet the demand to support children with complex medical conditions. We will at the pre-opening stage work co-operatively with Cambridgeshire Community Services and the Local Authority to extend the training and competency framework for staff to support the requirements of pupils at the new Alconbury Weald special school. The Trust will ensure job descriptions and expectations enable staff to meet the needs of all children and indicate the requirement to work with health professionals in a multi – professional team.

Prior to Prestley Wood Academy opening in September 2020, the school staff will meet with all parents and ensure all medical protocols are signed and health care plans are agreed with Cambridgeshire Community Services for Safeguarding. The Head of School and the new staff team will make home visits to all new pupils and ensure that essential information is captured in readiness for opening the school safely.

b. Schools

Collaborate with Head Teachers, staff, governors and neighbouring schools

Spring Common Academy Trust already has a respected and strong presence in the local area and with neighbouring schools of all phases. Both Heads of School will work together as part of Spring Common Academy Trust to build upon local partnerships and developments in education, health and social care to achieve the best outcomes for special needs children and their families.

Our inter dependencies with other Trusts, schools and children's services enable us to cross the usual boundaries to provide systemic and collaborative solutions for the delivery of SEND services. Both schools will deliver outreach and inclusion advice and training to build capacity with local schools to ensure sustainability of SEND provision and wider services. This will mean following the outreach quality standards:

1. Planning, delivery and commissioning services
2. Developing effective partnership working
3. Self-evaluation and gathering evidence
4. Building capacity within schools and services

We would have an ambition, as part of our outreach remit, to support all schools with accessibility plans to support children and young people with disabilities including sensory needs such as a Visual Impairment requiring adaptations for cane users and for Hearing Impaired students that require planning around acoustics and loop systems.

Engagement with wider leadership system

The new special school will benefit from the Teaching School and delivery of CPD, school to school support and leadership support. We will encourage our Heads of School to be able to enter into dialogue as system leaders to shape future services with the Alconbury Weald and overall Huntingdonshire local area.

Our leaders will engage with local and district councillors, health professionals and social care and voluntary sector providers to shape future strategic aims for special needs children and young people at Alconbury Weald. As a Trust we have a history of involvement in strategic partnerships within the Huntingdon community which brings together wide representation to support identified strategic aims for the community. Currently this includes participation and decision making about strategic priorities and the focus of funding for the Hunts partnership group. We shall task our Executive Head to continue to add value within communities to promote system leadership and advocate for SEND pupils.

As part of our International School projects within the Trust we shall support Prestley Wood Academy to make relationships with partners through etwinning with the British Council so that an international and cultural dimension to the school can develop through the leadership of the Head of School and an International School Coordinator. Teachers will be encouraged to seek out best practice in SEND and to broaden understanding of diversity and international values to deepen their delivery of the trust values.

Our vision as a Trust is to also to become known as one of the most respected Multi Academy Trusts in the RSC designated area of the East and North London serving the community of Huntingdonshire in the East of England. In order to make further progress with this ambition we intend to work with DEMAT and Cam Trust and other schools within the Huntingdonshire and Cambridgeshire. Adding the new special school at Alconbury Weald to our trust will benefit Alconbury Weald and the local area. From discussions this is a role local schools and organisations in Cambridgeshire wish Spring Common Academy Trust to develop in terms of form and function as a Multi Academy Trust.

c. Parents and the Local Offer

From the pre-opening stage Spring Common Academy Trust will employ a Parent support worker to assist parents and carers and pupils to navigate the Local Offer from the Local Authority and to prepare EHC Plans. This is affordable as a shared post initially within our Trust. The school recognises the importance of the SEND code of practice and requirements to assess, plan, do and review in relation to the identified needs of special needs pupils. Each EHC Plan review meetings will take full advantage of the scope of parental contributions and opportunities for co-production.

During the critical pre-opening stage, we shall develop a community engagement strategy for the new special school at Alconbury Weald which will enable the Trust to regularly inform the local community of progress in preparation for Prestley Wood Academy by means of regular newsletters, local meetings and drop-in sessions. We shall listen to and accept advice from DEMAT and Cam Trust who have experience of setting up a Free School. The Trust will commission the assistance of Pinpoint to assist with local parental communication and provide by arrangement with the Local Authority, opportunities for workshops to enable parents to shape the provision available at the new special school at Alconbury Weald. We believe listening to parents, and providing opportunities for parents to have a voice is vitally important in the design of services within the community.

On admission to school, the Senior leadership team will talk to parents about the importance of a balanced curriculum timetable whilst using the principles of personalisation in the SEND Code of Practice. This means that parents will be able to help form a provision map for each pupil using the EHC Plan information to ensure that all therapy provision required is captured and organised effectively.

The pre-opening group will send communication statements to the local press, County Council and to local councillors to keep them up dated. At all milestones we shall consult with the DEMAT Communications Officer to share press releases as part of our relationship as part of an overall Communications and engagement strategy (See details of Task and finish group).

We will at all times work in close partnership with the Local Authority to enable the new special school to link to the SEND local offer and to have excellent lines of communication throughout the project which they can approve. Our relationships with others will be an important priority to us to ensure the school can deliver the local offer for the community and achieve the Trust strategic objectives.

Parents to have a collaborative voice and can shape local services

Our personalised approach to pupils and families has shown us that inter-personal skills will continue to be an important aspect for the development of relationships in the local area. We will plan face to face contact with all new parents and home visits in the pre-opening phase. Our Parent Support Adviser for the Trust with job description and remit to work with families across the Trust to support Pupil Services will be closely involved with the Local Authority and Pinpoint organisation to ensure local views and opinions are heard at each stage of the project management process.

We will encourage new parents to form a Parents Forum Group that can be facilitated by the Parent support adviser. It will be vital for parents to know that from opening Prestley Wood, their child is receiving a high quality education and that the school provision can meet all individual children's needs.

It is our determination to provide further support for pupil advocacy and enable parents to have access to a dedicated adviser. Our agreement with DEMAT means that in the pre-opening phase we will arrange for all pupil support services to be pooled between both schools that are co-located and with other DEMAT schools within Alconbury Weald to enable wider support for children, young people and families at Alconbury Weald and within Spring Common Academy Trust. That agreed remit shall include provision of a Nurse, Pupil Advocacy and Parent Support Advisers and other therapists providing health and mental health services as identified at the pre-opening phase in discussion with Cambridgeshire Local Authority.

d. *Post-16 and preparation for adulthood*

Our vision is to support all our learners to prepare for adulthood and enable them to lead a fulfilling life ahead. DEMAT is working with senior leaders from IMET to work in partnership with the LEP, Urban and Civic, Huntingdonshire District Council, Cambridgeshire County Council, and a range of local and regional business groups to further develop vocational opportunities and support sustainable growth in the region.

In addition, on the special school site and within the Huntingdonshire Community, we shall make our best endeavours to build upon the 14 -19 vocational educational links and opportunities for our pupils. The opportunities for staff to work together in both special schools will ensure depth and choice of provision for students. We shall ensure the vocational offer includes a breadth of courses. Building upon the 'Moving on Booklet' which Spring Common Academy prepares for pupils and families to ensure pupils can make choices, we will support them to work towards their aspirations.

We shall replicate our existing arrangements at Spring Common Academy including pupil link courses which provide a range of vocational options at Peterborough Regional College, College of West Anglia, Cambridge and Huntingdon regional Colleges. We shall replicate this practice and ensure that individual timetables can be developed which include both on and off-site opportunities for our Post-16 students with planned levels of adult supervision and support.

We will become involved in the development of IMET which is a vocational centre at Alconbury Weald as a strategic partner and participate as fully as possible with the Enterprise Zone to ensure that special needs pupils can take full advantage of the work experience, apprenticeships and career opportunities. As an employer we would expect to contribute to opportunities available and to encourage volunteering and application for apprenticeships. We appreciate that many pupils from the special school can develop employability and social skills with meaningful work experience or volunteering. Our track record of successful placements from our Trust led by our

Post-16 and Preparation for Adulthood Manager and Specialist Vocational Education Teaching Assistant will be replicated at Prestley Wood Academy. We will also connect the Head of School to Council Transition teams. Due to Spring Common Academy's close proximity to Alconbury Weald, we consider this is a unique aspect to our application.

Spring Common Academy has uniquely provided a café and shop on school site in Huntingdon for a number of years which enables the pupils' opportunities to develop social and vocational skills across all age groups. Our on-site vocational offer also includes a restaurant to develop catering and hospitality skills and horticulture, which have both proved to be popular with students and provided career pathways.

We shall work collaboratively with DEMAT to replicate a similar facility at Alconbury Weald and therefore widen the facilities available within both co-located schools. We know that in addition to the benefits this type of venture would offer Prestley Wood pupils, our pupils at Spring Common Academy would enjoy taking some responsibility with their parents too, for this facility which would have community use.

Work with Post 16 providers to facilitate transition for pupils

The Trust will build upon the transition arrangements to local colleges at Huntingdon regional part of Cambridge Regional College, College of West Anglia and Peterborough Regional College. We will work with local colleges to provide Link Courses based at the colleges for post-16 students at Prestley Wood. We believe it is important for students to have orientation and knowledge of the social context prior to application to college and transition. Spring Common Academy Trust has a 'Moving on booklet' which details for young people the education pathways available for young people age 16 – 25.

As part of the EHCP, young people are supported to prepare their views and opinions about the education, health and social care provision that will suit their needs. Parents will continue to have access to independent advice for their EHCP through 'Core Assets', an organisation set up to support parents with the EHCP process as part of the SEND reforms. The facilitators from this organisation have availability to meet parents within their homes or on school premises and assist them to form their view and enable pupils, whenever possible, to make their decisions and preferences known.

e. Employers

Work with employers to secure work based learning and apprenticeship opportunities

The new special school staff will develop knowledge and understanding of 'Systematic Instruction' which is a programme to support young people with task analysis, following structured instructions within work based training. The Trust will provide expertise from Spring Common Academy to engage pupils in a vocational-

and work-related learning pathway that will lead to the development of employability skills.

The trust will use knowledge of local employers and business to organise apprenticeship schemes when appropriate or access to supported work experience. The Trust overall has a strong record of developing employability and volunteering skills to support transitions at the end of the school placement to enable access to ongoing training and development from further education or social firms.

Facilities and travel area

Geographically the proposed new special school at Alconbury Weald has good road communication links via the A14 to Cambridge, the A1M to Peterborough and within Huntingdonshire to serve parental preference across Cambridgeshire and to ensure ease of travel. Although one quarter to one third of pupils is expected to attend from the new Alconbury Weald housing development, our school's catchment will include the wider area around Huntingdon and Sawtry. The school will, prior to opening, conclude a travel plan in collaboration with other schools, Urban and Civic as developers of the site and Education Transport from Cambridgeshire County Council.

Pivotal to this ease of transport, which includes train and guided bus travel (and which will include the new Alconbury Weald train station in the near future) will significantly assist recruitment of the increased workforce required.

We will at the pre-opening stage work with DEMAT to create a Travel plan for the co-located site in discussion with the Cambridgeshire County Council, Local Councillors and Huntingdon District Council and Urban and Civic.

The new special school will plan to teach independent travel skills as part of the AET progression framework and shall replicate the best practice at Spring Common Academy of using systematic instruction required for employability. The Post-16 Manager and Specialist Vocational Teaching Assistant are qualified to support staff with this methodology of breaking down employability tasks into fine steps or instructions so that students can learn how to perform a task in a step by step instructional way that suits their severe learning difficulties.

For pupils with visual impairments the new special school will develop accessibility on the Alconbury Weald site in discussion with Urban and Civic to ensure the community is accessible to pupils with VI and HI requirements and compliance with the Equalities Act. A member of the Spring Common Academy Trust is a qualified VI Habilitation Officer and will become the strategic lead in the pre-opening stage with Premises for accessibility plans for Equalities to share her expertise.

Provide access to the school's accommodation for activities outside school hours

We intend to open a breakfast club (8.30 -9.00) and After school club (3.15 to 5.15) which will be similar in offer to Spring Common Academy, using staff from the new school when possible.

The after school club will also organise events and a two week summer school in August to support parents.

We will work in collaboration with DEMAT to ensure that wrap around services for children and young people can be as inclusive as possible and make use of the full range of resources and facilities available. During the pre-opening phase we will consult with parents to determine the best range of services needed to support families and to build community cohesion. Spring Common Academy makes facilities available to the general public through lettings and through the SEND service level agreement for outreach as pupils make use of the hydrotherapy and sensory facilities both in and out of term time. The Trust has informal agreements to make use of local swimming pools and sports facilities at Hinchingbrooke School as part of the Hunts sports partnership which is part of a service level agreement with Spring Common Academy Trust and with Huntingdon District Council who provide a superb range of support for disabled sports and access. We will extend this experience to Prestley Wood Academy and operate similar arrangements for the local communities as needed.

Section D – EDUCATION PLAN

Please explain how your educational offer/curriculum plan meets the requirements in the published specification.

D1. An ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

Cambridgeshire Local Authority has outlined in discussion and letter that due to demand in the local area in addition to Alconbury Weald and surrounding area that the new special school will start with 50 pupils in year 1 and expand to a further 30 pupils to make a total of 80 pupils in Year 2. The Local Authority will make placement of up to 15 -20 pupils per year to the new school which means by year 3 the school is projected school to make placements for 100 pupils and in year 4 will reach full capacity at 110. Our pupil growth is expected to be:

Table 1: Pupil Build up chart for Prestley Wood Academy

Prestley Wood Academy	Current number of pupils (if applicable)		2020/21	2021/22	2022/23	2023/24
Reception			8	8	8	8
Year 1			4	8	8	8
Year 2			4	8	8	8
Year 3			4	8	8	8
Year 4			4	6	8	8
Year 5			4	4	8	8
Year 6			4	6	6	8
Year 7			4	4	6	8
Year 8			2	4	8	6
Year 9			4	4	8	8
Year 10			4	4	4	8
Year 11			0	4	6	8
Year 12			2	4	4	8
Year 13			2	5	6	4
Year 14			0	3	4	4
Totals			50	80	100	110

Prestley Wood Academy will accept placements at any point in the school academic year to respond to requests for placements from the Local Authority and to meet parent and carer preference for a school place.

We are aware in our Build Up chart for pupils that placements will occur according to the demographics of Alconbury Weald and the surrounding local area and easily the school could face clustering of placement in particular year groups as experienced at Spring Common Academy.

The pattern of demand for special school placements is irregular which means that demand is larger for some cohorts or year groups than others due to clusters of demographic demand. In order to ensure every family as far as possible can gain admission to their local special school it has been accepted practice within the Trust to accept new pupils unless the school is full to capacity. The trust will adopt this practice for Prestley Wood Academy and respond to local demand for pupil placements beyond this anticipated growth chart below.

Table 2: Anticipated numbers of pupils in each educational pathway:

	No Pupils	No pupils EY (Based on current 6% of school population)	Number pupils at pre-formal (Av=8%)	Number of pupils at semi-formal (Av=80%)	Number of pupils at formal (Av=12%)
Year 1 2020	50	3	4	37	6
Year 2 2021	80	5	6	60	9
Year 3 2022	92	6	6	69	11
Year 4 2023	100	6	7	75	11
Year 5 2024	110	7	8	83	12

Information collated is based upon the numbers of children on educational pathways at Spring Common Academy Trust (2017)

The pupil characteristics:

We anticipate that the pupil characteristics will match that of Spring Common Academy due to similar geographical area and pattern of demand using the Cambridgeshire Area Special School specification. We have determined the Education plan based upon this definition of the cohort of children we expect to attend the new Prestley Wood Academy using the same Local Authority specification for pupil placements for the Area special school brief.

Comparison of pupil characteristics from Spring Common Academy with Prestley Wood Academy (new special school for Alconbury Weald).

	Spring Academy 195		Common 110		Prestley Wood 110	
	No Pupils	% Pupils	No Pupils	% Pupils	No Pupils	% Pupils
Pupil Premium	59	30	33	30	33	30
FSM	63	32	35	32	35	32
LAC	6	3	3	3	3	3
CIN	59	30	33	30	33	30
EAL	20	10	11	10	11	10
Girls/Boys	64/131	33/67	36/74	33/67	36/74	33/67

The trust has completed analysis of pupil characteristics we anticipate from disadvantaged groups. We track data to find out whether there is any variability of performance between these disadvantaged groups in our data analysis.

	Spring Academy 195		Common 110		Prestley Wood 110	
	No Pupils	% Pupils	No Pupils	% Pupils	No Pupils	% Pupils
PMLD	14	7	8	7	8	7
SLD	162	83	91	83	91	83
MLD	19	10	11	10	11	10

The trust has completed analysis of cognition and learning to determine whether the curriculum and aims are fit for purpose for the identified cohort of SEND pupils.

	Spring Academy 195		Common 110		Prestley Wood 110	
	No Pupils	% Pupils	No Pupils	% Pupils	No Pupils	% Pupils
Autism	86	44	48	44	48	44
SLCN	8	4	4	4	4	4
SEMH	12	6	7	6	7	6
Physical & Sensory	41	21	23	21	23	21

The trust has completed analysis of areas of need. However we need caution because this data is based on one identified need and does not reflect co – occurring special needs or additionality e.g. 75% caseload communication and interaction.

	Spring Common Academy 195					
	Pre-formal		Semi-formal		Formal	
No pupils	No	%	No	%	No	%
KS1 (27)	3	12	24	88	0	0
KS2 (39)	4	9	33	86	2	5
KS3 (49)	3	7	32	65	14	28
KS4 (43)	3	5	28	66	12	29
Post 16 (25)	1	5	24	95	0	0

The trust has identified the anticipated pattern of demand for the educational pathways. Formal pathways do not become relevant until Key Stage 3.

	Prestley Wood 110 pupils					
	Pre-formal		Semi-formal		Formal	
No pupils	No	%	No	%	No	%
KS1 (15)	2	12	13	88	0	0
KS2 (22)	2	9	19	86	1	5
KS3 (28)	2	7	18	65	8	28
KS4 (24)	1	5	16	66	7	29
Post 16 (14)	1	5	13	95	0	0

The trust has anticipated from the trust information the numbers of children in each education pathway. The formal pathway only becomes relevant in Key stage 3 and 4. We have an expectation Year 11 pupils (formal) will transition to Further education and the most complex needs pupils move to Post 16.

Spring Common Academy Trust has strength in the design and delivery of the curriculum to meet the individual needs of special needs children for the diverse cohort to meet the criteria of the area special school specification. Within our education plan we acknowledge the SEND code of Practice using assess, plan, do, review principles and shall create special education provision to cover all four areas of the SEND Code of Practice as follows:

- cognition and learning,
- communication and interaction,
- physical and sensory
- Social, emotional and mental health.

Most pupils in Prestley Wood Academy will have multiple diagnosis of special needs which means that their SEND provision and education will need to be personalised for them as individuals both in terms of approach and in day to day planning to ensure responsiveness. (See Annex 7 individual and class timetables).

One of the recognised strengths of Spring Common Academy Trust is the drive and enthusiasm of all staff to provide a personalised learning experience that includes access to the therapeutic support. In practice this means senior manager require high level logistics and analytical skills to ensure that parents and carers can see the coherence of a bespoke programme. As an Outstanding special school we bring that wealth of experience and knowledge to support the new special school to replicate this expectation and meet the aspiration of parents and carers in relation to the SEND reforms and SEND Code of Practice.

Our teaching staff within the Trust at Spring Common Academy has significant skills with education planning and preparation of personalised learning to ensure that class objectives are planned to meet the expectations of groupings within the classroom for the Pre- formal, Semi- Formal and

Formal education pathways (**See Annex 6** - Cognition and learning pathways statement for Spring Common Academy Trust).

In terms of day to day operation therapy is made available to suit the needs of all learners as an area special school. Care is taken by teaching assistants to ensure that the continuity of learning is not hindered by maintaining the logistics of the individualised timetables prepared by senior managers.

As part of our CPD offer to Prestley Wood Academy we intend to support the Head of School to provide the staff training required in for curriculum delivery and to implement trust long term maps, curriculum webs or schemes of work and the requirements of the educational pathways.

Broad and balanced curriculum consistent with vision and pupil intake

Our education plan vision for Prestley Wood Academy is to deliver the Local Area Brief Specification to ensure the school is truly inclusive. Spring Common Academy Trust is based upon the remit that we value difference and embrace diversity.

From a curriculum design view point this means we expect teachers to plan for all children taking into account their requirements of reasonable adjustments and entitlement to curriculum access. Within the personalised timetabled structures we shall show pupils and parents and carers that we value people, their choice making, ambition and their participation and rights of inclusivity to the school curriculum and enrichment of educational visits and activities.

Within our education plan we take into account our wider special education vision and experience of the target population of SEND children and young people expected at Prestley Wood Academy. As such, we will enable teachers to develop their professional freedoms to adapt the Trust schemes of work to build on the next step of learning for their pupils. All learning presented to children we believe must be relevant and inspirational.

Teachers in the Trust have developed team work together to ensure the overall curriculum has dimensions to support pupils with complex needs including diagnosis of autism (ASC) and co-occurring needs including communication and interaction, medical conditions and social, emotional and mental health (SEMH). In delivering the curriculum in Prestley Wood Academy, teachers will build on this wealth of experience in the trust and plan for individual and group objectives for specialist teaching assistants to deliver and record formative feedback and outcomes of peer support in the classroom.

Some children will have physical and sensory needs that require a therapeutic delivery of programmes with support from health professionals. Within our Trust we have specialist trained teaching assistants able to deliver direct therapy for physiotherapy, sensory, hydrotherapy and speech and language therapy, Staff training from Spring Common Academy will support the Head of School for Prestley Wood Academy to ensure that the best practice prevails across the Trust to support physiotherapy and sensory treatment and programmes so that children can learn whilst in

- S: Student led
- C: Creative
- R: Relevant
- U: Unspecified
- FFY: Fun for youngsters

Although as mentioned previously we set ambitious and SMART targets (specific, measurable, assessable and time related) our teachers will be encouraged to think laterally, be creative and develop and implement deep learning approaches.

At the pre-opening stage for the new school we shall plan to deliver these discrete educational pathways for children and replicate the trust schemes of work and long term maps already in use and under constant review by outstanding teachers at Spring Common Academy.

The Head of school will be able to use long term curriculum maps and introduce curriculum webs that have been constructed as best practice to enable teachers to plan specific objectives that link curriculum content together in thematic approaches to support children with severe and complex learning difficulties to gain conceptual development and to generalise their learning which is an ultimate goal. **(See Annex 7)**

A few pupils in the school with SLD/MLD will have a 'spiky profile', they shall receive support for development through the formal educational pathway. We will offer these pupils the opportunity for a differentiated subject curriculum and work with the Local Authority and DEMAT as the Trust for the co – located secondary school to plan when opportunities for differentiated teaching led by Prestley Wood Academy shall take place at Alconbury Weald Church Academy.

Once a pupil can be reliably access the curriculum in one school for over 50% that will trigger an interim review and discussion about change of placement to that school subject to Local Authority and parental approval. Knowing this point of transition in terms of the continuum of education between located schools will support pupils to prepare for a wider school community beyond the special school which is an important principle for commissioning purposes for the Local Authority.

As part of our curriculum delivery we will design the following educational pathways with DEMAT and other secondary schools linked to the Trust as follows:

1. Young people with autism who would benefit from teaching modules at the special school in Lifeskills and social skills using the AET progression framework.
2. Young people with Dual and Multiple Exceptionality (DME). These young people may be very able but have diagnosed dyspraxia, dyslexia or sensory requirements but require specialist teaching. 'Dual and multiple exceptionality', as defined by [REDACTED], means pupils that are above the cognition levels that require access to special school and may be determined as gifted and

talented in one learning area but have more than one significant special educational need diagnosed. Often these pupils' special needs escalate into out of county placements for SEMH.

3. As part of the Alconbury Weald co-location a vocational pathway will be put in place that may support young people with SLD / moderate learning difficulties or mental health conditions that provides opportunities to connect with the local community.

Our classes are organised by year group as far as possible to promote inclusion opportunities and age related expectations of the curriculum within the school. That does not preclude appropriate differentiation of tasks and activities but resources for children and young people with severe and complex learning difficulties should reflect age and personal interests of young people so they can be dynamic. In practice this means that pupils may access therapy or individualised or group teaching to meet their educational needs but always through the day children in classes are taught together to promote inclusion. This principle has the advantage of pre – verbal children working in a classroom with children who are using language which is recognised to provide an additional role model for children as peer support.

Our pupils with autism and significant learning disability will have access to a wide range of facilities to enable children with autism to be able to access sensory rooms that support our aim to achieve a low arousal environment and to meet their identified learning needs. (See autism section in Education Plan about national autistic society approach for professionals called SPELL). Our curriculum is specifically designed to track the Autism progression standards:

Social Communication

- Social Interaction
- Social Imagination / Flexibility
- Sensory processing
- Emotional understanding and self-awareness
- Learning
- Independence and community participation

In addition teacher shall use Autism Education Trust guidance we identify priorities for learning intentions which become targets for the Individual Education Plan (IEP).

The new special school will also provide a pattern of education delivery that links directly to the Autism Education Trust (AET) guidance using the planning dimensions of:

Support for the unique child,

Building positive relationships,

Enabling the environment

Learning and development of individual children.

Early Years & Foundation stage – (school to open with pupils aged 3 as per Local Authority specification) and follow Early Learning Goals:

Prime Learning goals (Communication and language, Physical Development and Personal, social and emotional development),

Specific learning goals (Literacy, Mathematics, Understanding the world and Expressive Arts and design).

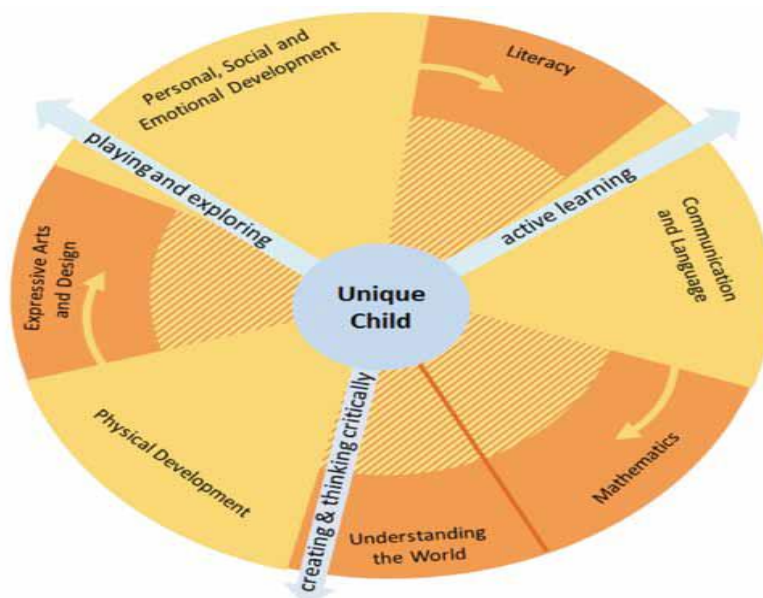
Areas of Learning (Communication and language, Physical developments, PSHE, Literacy, Mathematics, Understanding the world, Expressive arts and design).

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Communication and language	5	m	Makaton signing, PECS and use of objects of reference integrated across the curriculum
Personal, social and emotional development (PSED)	5	m	Welfare integrated into the teaching sessions and designated snack routines.
Physical development (PD)	2	m	Hydrotherapy and swimming planned in addition to physical exercise.
Literacy	5	m	Circle times, attention autism and Makaton signing integrated into the thematic approaches linked to text and storytelling.
Mathematics	4	m	Linked to functional opportunities to develop conceptual understanding.
Understanding the wider world	2	m	Use of Forest school and outdoor learning for exploratory play.
Expressive arts	2	m	Messy play and use of the outdoor environment

Therapy: Sensory Physiotherapy	and	As required	v	Individual timetables for children with sensory and physiotherapy integrated into the classroom
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Personalised approach to learning for EYFS

The diagram below indicates the areas of learning for pupils in Early years and our integrated focus to deliver education. Following discussion with the Local Authority we the new special school at Alconbury Weald will not make admission to nursery aged children.



Specific areas: include essential skills and knowledge for children to participate successfully in society, literacy, mathematics, understanding the World and expressive arts and design.

Parents will be fully involved and have opportunities to make suggestions about the creativity and daily challenges provided for the children.

Enrichment activities will also provide opportunities for wider creativity,

Forest School:

The Trust currently has a coordinator for Forest Schools TLR 3 able to provide opportunities for outdoor learning and develop resilience for our children to unleash their curiosity and creativity. Spring Common Academy has a woodland trail and we would seek to replicate this opportunity on the Alconbury weald site or enable children to visit nature reserves. Our curriculum will be enriched by the use of Forest Schools to include opportunities for children to build shelters including teddy homes, exploring the natural environment and being able to do puddle splash and to explore textures and habitats in the natural landscape to have fun. The curriculum within Forest Schools enables

children to explore and have opportunities to link to SMSC and spiritual education to contemplate and to learn in a different setting outside the classroom.

Eco standards

The special school will also replicate the Eco standards and the trust will maintain the Eco Policy in relation to procurement to meet national standards for the accreditation in relation to management of the site, practice with waste management and recycling and enrichment of the curriculum of eco values.

International dimension

The special school will be supported by the trust to engage in International projects through etwinning to reach the criteria for the International school standard to replicate exemplary practice in the trust. This enrichment will also carry forward into theme days and International days that can support understanding and value of other cultures.

Artsmark

The Head of School will appoint a coordinator to develop creativity across the special school and draw from the experience in the trust to meet requirements for this award. The experience of the staff team developing these standards together will develop staff relationships and an understanding of their professionalism with colleagues from different school in other countries.

Importance of routine and familiar adults

The Early Years and Foundation Stage children will learn predictable school routines and expectations using song and rhymes consistently used by staff to signal the start and end of any activity that is structured. We introduce short teacher led communication and interaction sessions to promote a sense of class belonging and to enable children to enjoy sensory stories and role play.

EYFS Activity plans

Most of our activities that shall be offered in a daily activity plan will be unstructured to enable the adult to interact with the child from their point of curiosity. Our practice is to support special needs children to gain awareness of their environment, explore toys, equipment and resources to develop exploratory play, and to be free to use their creativity. Learning will be valued inside the classroom or outside and 'free flow' which means the opportunity for children to choose and move between learning environments will be encouraged.

Staff ratios

Our staff ratios of 1:2, and in some instances due to their medical conditions or disabilities 1:1, will enable children to gain confidence with familiar staff to relax and engage in learning. Due to our ethos of inclusivity all children will have equal access and entitlement to curriculum, adapted by the teacher to meet their individual needs.

Constant dialogue with parents and carers

Dialogue with parents is valued and considered paramount. As such parent events and parent visits to the school shall be welcomed. The curriculum webs delivered through the seven areas of learning as recommended by the Rochford Review will be shared with parents and be made available by the Head of School on the website. Descriptive recording and evidence will be collated by contemporaneous annotation from staff and by parents so the team together can track learning outcomes.

Our Primary curriculum – KS1 and KS2

We shall expect pupils to follow discrete educational pathways suitable for their educational needs. Our evidence indicates that most children will follow a pre – formal or semi – formal educational pathway.

In Key Stages 1 and 2 we expect all learners will continue to be working within P Scales and early stages of child development as outlined in ‘Development matters EYFS framework’.

Each key stage will have separate long term curriculum maps and schemes of work which also have detailed curriculum webs designed by teachers (see Annex 7)

We will plan and deliver the curriculum in age group classes (based upon National Curriculum Year groups) to enable children to access age appropriate resources and to build upon prior skills, knowledge and understanding.

Children on P scales 1 – 4 will follow a Pre – formal and also developmental and multi–sensory curriculum, building upon the progression of their developmental needs as an individual child up to the 8 – 20 months (Age bands from ‘Developmental matters in the Early years and foundation stage’). This is recommended by the Rochford review and consultation.

Children that can transition to P5 will follow another educational pathway (Semi–Formal) because they will be able to understand cause and effect and begin their educational journey to link learning experiences together using a wider understanding of object permanence. Such pupils will gradually build up opportunities for short term activities to begin formalised learning and expectations of structure and routines when they are able to parallel play and participate in positive play with other children. We would expect these children to be able to engage in shared attention which means that they can understand the purpose of ‘talk to respond’ to adults who intervene to provide learning challenges to develop reciprocity.

At the earliest stage pupils may be pre–verbal and still need to develop the stages used in ‘Attention Autism’ to gain and sustain attention. We do not anticipate children beyond P5 at the start of Key Stage 1 from our data collated at Spring Common Academy for an area special school at the new special school.

Key stage 1**Key stage 1 (all subjects mandatory)**

English	5	Therapy programmes will be planned following provision mapping by teachers from EHCP.
Mathematics	5	
Personal, social, health and citizenship education.	3	
Science	5	
Humanities and Religious education	5	
Creative arts		
Physical education	2	

Schemes of work will incorporate objectives across the curriculum in projects.

In Key stage 1 most pupils will have access to Pre - formal and semi-formal curriculum pathways similar to other Key stages. These pathways are designed to meet individual pupil needs across all 7 areas of learning within the 'Engagement Profile and scale' recommended by the CLLD research by [REDACTED]. The 7 areas of learning are:

- Awareness
- Initiation
- Curiosity
- Investigation
- Discovery
- Anticipation
- Persistence

The focus of learning across the schemes of work will have focus on communication and interaction, modelling, storytelling and performance, reading, numeracy, music, art and physical education, my world and my body.

We will focus upon building self -confidence and self - esteem to develop independent learners able to make choices and to make their wants, views and preferences known.

Staff will encourage children to use the facilities of the site and to build overtime awareness of social expectations of behaviour.

The staff teams will endeavour in the operation of their day to day work to implement education plans to support the targets developed for Individual Education Plans and support parents in social and family contexts with their children.

For most children this will mean the use of a communication system which may include: augmentative communication, sign language or PECS symbols or use of intensive interaction to enable engagement and response.

Our specialist Art, Music & Music therapy and PE trained staff will support teachers at Prestley Wood Academy to plan a creative and vibrant curriculum. As the new school builds up in pupil numbers the Trust will continue to build capacity for a wider breadth of curriculum including specialist music tuition or use of specialist equipment such as sound beam, used to enable PMLD children to interrupt the beam to create sound and modulation of sound.

The trust has a commitment to sports mark which ensures every child has up to 2 hours physical exercise per week and provision for exercise outside school hours. Our specialist PE teachers who are qualified in Rebound and teaching of trampolining will be timetabled to support the enrichment of PE provision at the new special school. We also have an expectation that we shall teach children to swim and be safe.

Longer term, we will also use the resources of Alconbury Weald Church Academy on the co – located site for PE and physical exercise to widen the access to a wider menu of sport and leisure activities. Teachers will also provide opportunities for play and therapy to enable children to be active and to promote healthy school standards.

Key stage 2

The dimensions outlined for the 7 areas of learning will be followed into Key Stage 2 for most children at the semi-formal stage of learning. Teachers will ensure that information is transferred and discussed using a detailed handover procedure used in the trust.

At Key stage 2 the difference in terms of child development is that we would expect most SLD learners to begin to generalise their learning into different contexts and with different significant others as part of their child development.

Supporting parents to have confidence to challenge their children appropriately at this stage of education will be a planned part of our structured conversations with parents and carers on a regular basis.

In relation to children with autism it is important at this early stage to provide support for what is known as central coherence as they begin to understand how to channel many types of stimulus and sensory feedback to eliminate distress.

At the Trust we encourage inclusive principles seen at autism accreditation assessment and do not take a view that children with autism should be separated from other children but at times they will

require specialist support and facilities for them as they deal with the understanding of changes in expectations and accept transitions as part of their child development.

In order for the needs of all children to be met a wide range of predictable activities are required to enable children to build learning and use symbolic play principles. This means that children can use their imagination to role play with resources either alone, on the periphery or with another child or supportive adult.

We will support children as individuals and provide a nurturing setting that appreciate that pupils at the new special school will continue to develop through various child development stages of 16-26 months, 22–36 months, 30–50 months and 40–60 months prior to starting end of year 1 national curriculum expectations.

Learning for many SLD children will be experiential in style and involve teachers planning the use of concrete objects of reference or real experiences to capture interest and wonder. Our trust has examples of teaching techniques that inspire.

Most learners will find benefit from ‘stepping out’ which is a technique for pupils to look for examples within the outdoors environment then return to link this to adult teaching for generalisation. Our Trust has developed wider knowledge of this technique from Mayflower Primary School, an outstanding primary school in Poplar in East London.

In terms of national reporting at end of Key stage 2, all learners will be below the national curriculum expectations for end of Year 6 and interim standards (DFE April 2017).

Inclusion to accelerate learning:

Pupils that can access a formal curriculum and show capacity to make sufficient progress to be able to meet the Primary National expectations at end of Year 6 will begin an inclusion access programme at a primary school within the new Alconbury Weald housing development in Year 5 with approval of parents and carers and by arrangement with the Local Authority through EHCP and discussion with DEMAT.

Curriculum offered at Key stage 2:

Key stage 2 (all subjects are mandatory but foundation subjects will be taught in curriculum themes to transfer learning)

English	5	Therapy programmes will be planned following provision mapping by teachers from EHCP.
Mathematics	5	
Personal, social, health and citizenship education.	3	
Science	5	
Humanities and Religious education Creative arts	5	
Physical education	2	

Schemes of work will incorporate objectives across the curriculum in projects

Pupils will have access to the Pre – Formal, Semi – Formal and formal pathways. Teachers will differentiate their teaching plans to enable the full scope of group learning within the classroom to meet the educational needs of all learners. (See Curriculum maps)

The Secondary Curriculum**Key Stage 3 - KS3 curriculum subjects**

Subject/other activity	Hours per week		Comments
Literacy	5	m	A range of themes to make use of a range of text types
Mathematics	5	m	Opportunities for functional maths and problem solving to develop higher level thinking skills
Science	4	m	Access to experiments and active learning
Computing	2	m	Support to develop IT capability and awareness of internet safety and

			protections against safeguarding issues in discussion with parents.
Personal development, health and citizenship	3	m	Individualised targets from AET progression framework and the planned schemes of work
Humanities	1	m	Foundation learning which enhances core subjects.
Expressive arts	1	m	Access to specialist teachers for Art, music and drama
Physical Education	2	m	Access to schemes of work and PE offer within the Trust supported by Huntingdon sports partnership at Hinchbrooke School.
Vocational education	2	m	Opportunities to develop social and employability skills through projects and contacts with local business.

(See **Annex 7** for curriculum maps for Key stage 3 and sample timetables)

The school will provide Pre - formal Developmental and Multi–Sensory, Semi - Formal and Formal pathways for learners at Key stage 3 using the Trust assessment system based on age and starting point.

Our criteria for entry to Semi–Formal at secondary and post-16 is P6 and above which is consistent with the recommendations of the Rochford review commissioned by the DFE.

A few children will be provided with access to a formal subject curriculum when appropriate and attend lessons at the co–located Alconbury Weald Church Academy secondary school. These groupings shall include educational pathways to support children with additional needs at the secondary school. We would consult parents and carers at EHCP, the Local Authority and DEMAT and convene an interim or EHCP review to formalise arrangements.

Every educational pathway offered will place emphasis upon personal development, behaviour and welfare and educational themes that support the understanding of personal safety, PREVENT and the wider Trust values.

The Trust has curriculum design in long term curriculum maps that link themes from literacy, mathematics, Humanities and RE to provide opportunities for transferable skills and learning within creative arts, Religious Education, vocational education and physical education. At Key stage 3 we will offer every pupil a residential experience which has proved popular at Spring Common Academy with the support the qualified specialist PE teachers.

The Trust believes in a balanced curriculum for learners and opportunities for enrichment activities to develop unique talents or exceptionalities of our gifted and talented pupils at Key Stage 3.

In English, mathematics and computing, the education plan will place emphasis on functional skills in the community to support learners with SLD and autism. (See Annex 7 attached curriculum maps for each year group class).

Over the last five years the Trust has researched projects to broaden our functional skills offer within the curriculum so that all learning is relevant for the day to day lives of pupils and parental expectations through Individual education plans. Teachers will prepare schemes of work based up the trust models to meet the needs and interests of the cohorts using the same curriculum structures and expectation of linking learning together to support generalised learning.

At this phase pupils will begin to build upon their interests and prepare for the Key stage 4 accreditation programme.

Key stage 4 - Key Stage 4 curriculum subjects (all subjects mandatory)

Subject/other activity	Hours per week	Comments
Functional skills in Literacy accreditation	5	Opportunities for learning to be develop in the community.
Functional skills in Mathematics accreditation	5	Opportunities for problem solving using Blooms taxonomy questions in the wider community. Student shall be supported to engage in mastery curriculum to support conceptual development.
Functional skills in computing accreditation	2	Opportunities for support for internet safety and wider understanding of personal safety with cyber bullying.
Personal, social, health and citizenship education accreditation	4	Opportunities for visiting workshops and activities that support EHCP.
Creative arts accreditation	2	Pupils will be able to have choice with Art, design, music and drama and access to specialist teachers.

Physical Education Accreditation	2	Access to co-located secondary facilities
Vocational Education Accreditation	2	Access to specialist teaching assistant for vocational education to plan supported work experience and learn employability skills using techniques of instructional learning.
Enrichment activities and community links	2	Access to projects in Huntingdonshire and Alconbury such as Godmanchester nature reserve. Advocacy projects designed with other partners and local businesses.

The Trust anticipates that most pupils or students will transfer from KS3 and therefore tracking of individual pupil progress and their learning journey will be a smooth transition. The EHC plan and provision map at end of KS3 will provide the starting point for the assessment at KS4.

Formal curriculum offer at Key Stage 4

Students who have readiness to start a GCSE programme of study at KS4 will follow the curriculum at their local secondary school in the Huntingdon or Sawtry area until the co – located Alconbury Weald Church Academy opens.

The new special school intends to offer accreditation below the level of GSCE approved by the Qualifications and Credit framework (QCF) and OFQUAL active register of approved courses.

The school curriculum for semi / formal learners will assist students to develop functional literacy and numeracy and computing capabilities and focus on social skills and communication and interaction development. In addition, the students will follow programmes of study with accreditation including expressive arts, science, PE and personal development and life skills.

We anticipate that a main focus will be placed upon vocational education and wider skills of employability linked to the co-location opportunities and access to the Enterprise Zone.

At this key stage teachers will also to plan opportunities for community projects initiated by the interests of pupils and access to wider community leisure activities.

Post 16 Curriculum

Post 16 curriculum (Links to school and Local Authority 'Moving on Booklet')

Subject/other activity	Hours per week		Comments
Functional Literacy accreditation	3	m	Communication and basic literacy will be integrated into all education delivery.
Functional Mathematics Accreditation	3	m	Planned delivery using maths including money skills in the community.
Functional Computing	2	m	Support to ensure safety online and how to use Computing as a means of communication.
Asdan preparation for adulthood: Transition Challenge and Towards Independence modules	4	m	Preparation of life skills to support students to aspire to independent or supported living.
Personal, social, health and citizenship education	1	m	A wide range of opportunities to prepare for adulthood using nurses when appropriate to support sex and relationship education.
Community inclusion	2		
Creative arts	2	m	Opportunities to develop self-expression through art, drama and music.
Vocational education and work experience	3	m	Opportunities for work experience in the community.
College and further education links	5	m	Planned link courses to enable students to prepare transition to a College link course post 19.

Post 16 will be a flexible provision of up to 12 growing to 16 learners by Year 4 that enables every student to have an individual timetable with autism, SLD and PMLD not able to access any SEND course full time at Further Education Colleges or within the special school leading to Level 2 vocational qualifications at this stage in their education.

Most pupils shall have levels of cognition and learning in PMLD / SLD. Most pupils will require high levels of adult support to access education or training structures,

Some pupils will have a diagnosis of autism and a co-occurring difficulty including communication and interaction, medical, physical and sensory or mental health disorder diagnosed at this age. Typically these students require a smaller friendly environment that is nurturing with fewer students. The cohort identified will require highly trained staff to support implementation of planned therapy under the direction health professionals for children with complex medical conditions.

An essential planning requirement shall be risk assessment to ensure personal safety of the young people whilst participating in any off-site activities either in other post-16 settings or within the local community.

Due to their own anxieties, some young people at this stage of their development lack confidence to access a new and perhaps busy environment for them. Solutions will be developed in partnership with parents and carers to create a predictable and calm environment for these students on the school site with access to appropriate support from health and mental health services.

Our Trust provides a balance of challenge and support for post-16 students and provides international projects that mean barriers to social skills and life skills can be tested by preparation for residential experiences. We have found such projects to be transformative and enable adults to consider that supported living schemes are a real possibility as a choice rather than a reaction to a family crisis.

Plan and motivate children to learn and foster curiosity and enthusiasm for learning

Curriculum delivery is supported by resources and quality first teaching that promotes enthusiasm for life – long learning. For children below P 5 we would expect resources to be introduced in an anticipatory manner and reactions or engagement of pupils to be captured in photographs as part of a learning journey. The trust will provide access to online learning for pupils using commercial packages on request from parents. Commercial packages such as Fire Fly and Hamilton Trust provide online learning activities for children.

There will be some children who will not benefit from homework because it relies upon adult to child interaction. However, we will encourage parents to develop home learning and provide parent courses to assist them.

Reading

For most children reading starts with language development and storytelling. Without understanding of language surface structures pupils are not able to make progression to reading. For children with oral dyspraxia wider opportunities to explore language and word finding is essential before moving to reading whole words or developing phonic abilities.

Most children will develop wider language structures with adults from picture books to determine character and actions. The Trust has a reading progression guidance booklet to support stages of development and includes the stages of phonics progression using phonemes. Children with hearing impairments may require speech therapy input to assist them to process phonics cues; especially with blending and segmentation of phonemes.

The new school will have a reading suite which will contain graded readers and resources for children to have support with reading interventions for literacy development from specialist teachers and HLTAs.

Phonics

The Literacy Manager in the trust has guidance documents to support teachers and that also includes access to a phonics progression using 'Letters and sounds' from the National strategies. Teachers introduce phonics in discrete parts of the English lesson but in practice this is integral and introduced to pupils in a range of contexts with enunciation of phonemes and digraphs to develop recognition. Our pupils are not able to access the phonics screening tests at Key stage 1 due to their low levels of cognition and learning on Pre – Formal or Semi – Formal pathways.

Writing

Pre–literate stage:

Most children develop mark making skills until they can replicate shapes for intentional communication. Overtime children use pictures or cartoons as symbolic representation prior to motivation to develop letter formation. At the end of P5 pupils begin to use mark making as representation and it contains consistent meaning as intentional communication.

We will encourage children to develop handwriting to use consistent directional scribble to make representations to communicate meaning at a pre – literate stage. We shall through examples learning outside the classroom encourage children to make representational initial letters to label items in the immediate environment.

Emergent writers:

With encouragement most children can begin to write some letters of correct orientation and shape to convey meaning. Children will replicate letter strings or clusters and begin to label object with some reliability. At this stage children will copy whole words without complete reliability. The curriculum delivery will encourage copying of whole words in different contexts. Children will develop transitional writing techniques to copy beginning or final letters or medial vowels to show

understanding of word structures. We can expect all learners up to the end of P7 to be able to accomplish some transitional structures reliably if encouraged.

Fluency writers:

These writers start to write in recognisable phrases or sentence strings with some reliability for the audience. These children will over time develop skills to write whole words and sentence phrase to convey meaning. We can expect learners from P8 to end of Year 3 expectations to develop these skills overtime.

Mathematics:

The school will follow the best practice at Spring Common Academy and the Maths coordinator will ensure staff have access to practical resources and use of computer assisted learning and online materials. Teachers will have access to the trust mathematics calculation methods documents that we share also with parents and carers. The trust has detailed medium term plans for each Key Stage and resource boxes to support teachers at Prestley Wood Academy. In addition Teachers will have access to the online resources of the 'Hamilton Trust' to access their detailed guidance recommended for teaching sequences to deliver mathematical concept development to mastery.

Counting: pupils require access to toys and objects to develop conservation of number and that numbers of objects remain static. The use of rhymes, counting into sets and moving objects out of view is important to repeat. Language is developed to show comparatives including more or less. Children gradually move from numbers to 5, 10 to numbers to 20 counting up and back. Once that flexibility of counting is generalised children and reliable children can move on to more complex concepts that prepare for them for the National Curriculum developing an understanding of number patterns by counting on or back. Children can then be introduced to subtraction using the method of counting back.

Place value: Once children can count in tens the teacher can begin to introduce place value using numicon. In teaching staff will be encouraged to develop mental mathematics to develop flexibility with thinking skills.

Shape, space and measures: Children learn to identify flat shapes but also need to understand the object permanence that a shape is the same if bigger or smaller in different colours and textures. Teachers introduce prepositions such behind, next to. In Key stage 1 we would expect children to begin to measure and spot patterns that are not symmetrical. Fractions are introduced to partition shapes into quantities for sharing.

Money: Children are gradually introduced to coins during role play and learn the values of coins through communication and interaction exchange. The use of role play shops will be encouraged.

Time: Children can only be introduced to time after they can an understanding of time elapse and the relevance of measuring time periods. It is also best practice to introduce concepts about fractions to ensure that learning is transferred. We shall encourage use of digital and analogue clocks and teach sequences from hours, half hours etc.

Mathematical language: Teachers will introduce mathematical language and ensure this is prominent in planning.

Autism provision

A primary focus for the school will be the development of places for children with autism and a range of co-occurring difficulties identified. All pupils, including pupils with a diagnosis of autism, will be encouraged through planned curriculum approaches to embrace challenges and build an understanding of the value of social communication. We anticipate that many pupils at this stage of education will have a diagnosis of autism in addition to their co-occurring difficulties with communication, medical, mental health and cognitive abilities in the severe learning range.

The school staff will all be trained to deliver the competency standards from the Autism Education Trust which is approved by the DfE to enable the school to deliver the autism standards. Teaching staff and lead teaching assistants will be trained in the principles of TEACCH (Treatment of education of autistic and related communication children). We will use TEACCH as a method of supporting pupils that require a highly structured approach to access learning using fine steps to develop independent task orientated outcomes. Study bays and schedules will be introduced into classrooms following successful introduction in the Autism base.

Our knowledge of setting up autism provision has supported other schools to develop quality provision because both Head Teacher (nominated Executive Head Teacher) and Assistant Heads are trainers with the Autism Education Trust. Over the last six years many schools have received specialist training in the design of provision which has strengthened the provision for autism in the local area. We are confident that within two years Prestley Wood Academy will achieve autism accreditation as staff from Spring Common Academy train staff and monitor the implementation of effective autism strategies to support pupils to thrive.

We will build upon the quality autism practice and autism accreditation at Spring Common Academy to ensure that the proposed new special school can create from the outset low arousal environments within the school classrooms. The pre-opening stage will consider the design and environmental issues that support children with autism and the requirement of visual signage and communication systems.

Our success will be evaluated through evidence of formative assessment as pupils participate and engage in the school enrichment activities such as educational visits, music and drama performances for Arts Mark Award. We want our pupils with autism to develop flexibility and abilities to develop strategies to deal with issues such as sensory sensitivities or social conventions such as use of pragmatic language.

PMLD

The school anticipates that a small group of young people aged 11 – 14 will have a PMLD profile and a range of physical and sensory disabilities that require regular therapeutic treatment programmes. A fundamental purpose to the Trust is to value difference and to support equalities;

we will therefore plan opportunities for inclusion for all our pupils including supporting children with medical conditions.

At times, in consultation with health professionals, these pupils, in addition to pupils with physical disabilities, will access learning whilst using standing frames or wedges positioned on mats to support their physiotherapy aims whilst participating in learning with other young people in an inclusive school.

Central to the vision of the school is to value the difference of all learners and to celebrate the equalities and diversity within the inclusive school. We shall ensure the school curriculum and SEND provision will be able to cater for all the individual needs of learners within the new special school.

On admission the Senior Leadership Team will talk to parents about the importance of a balanced curriculum timetable whilst using the principles of personalisation in the Code of Practice. This means that a provision map will be formed for each pupil using the EHC Plan information to ensure that any therapy provision required is organised.

The school recognises the importance of the SEND code of practice and requirements to assess, plan, do and review in relation to the identified needs of special needs pupils. Each EHC Plan review meetings will take full advantage of the scope of parental contributions and opportunities for co-production.

Consistent with the vision of the school there shall be collaboration with multi-disciplinary agencies to focus upon the personal development, behaviour and welfare aspects in relation to the individualised curriculum plans.

It is the intention to embrace the opportunities for research and innovation within the Trust building upon the principles and recommendations of the 'Rochford review and Consultation' 2017. The Trust is aware of the advantage of promoting social capital within the wider Trust organisation to enable staff to work together supporting curriculum innovation and pedagogy.

Our Deputy Head and team of staff at Spring Common Academy are also able to quickly introduce effective PMLD provision that will include therapeutic delivery of physical and sensory approaches. Within our Trust we have developed practice which is transferable to ensure high levels of satisfaction from parents and carers. Our ongoing links with staff from Huntingdon and Addenbrookes hospitals and the hospice at Milton in Cambridge to support children with life limiting conditions who require continuing care will support other families quickly to receive the support required. Our post-operative care and procedures will be quickly introduced into the new special school to ensure we can sensitively support parents as far as possible with the emotional aspects of supporting their children, siblings and wider family.

Management of co-occurring difficulties

Learners with cognition and learning abilities with PMLD / SLD will have other co-occurring complex difficulties such as a physical and sensory or medical condition. Some pupils may have life limiting

medical conditions that require constant support of nurses and other related professionals coming into school as part of continuing care.

The school will support the aims of health advice for children who access continuing care and support parents with hospital appointments by request and post – operative plans. Moving and handling trainers from the school will assist parents with health and safety in cooperation with CCS Trust providers.

As part of the vision to value difference and promote equalities the school will recognise and celebrate the value of these children to the local community through identification of finer steps in learning as part of a developmental curriculum.

The achievements of these pupils as they access multi – sensory experiences in school with visits to the local community and through educational visits to participate in the wider world will be documented by photographic evidence for parents and carers.

The school will provide a base classroom for pupils to access a quieter environment to assist pupils to generalise their learning during physical and sensory sessions. However, the purpose of such additional provision is intended to enable access to sensory approaches recommended in EHC Plans; not preclude inclusion into the class programme of activities.

Qualified staff deployed to support these learners will act as facilitators and when required as sensory interveners to channel learning intentions through the use of communication systems and sensory feedback using objects of reference, on body signing or intensive interaction including principles of the role of the intervener for deaf / blind children.

High quality information advice and guidance and careers education

The new school will build upon the instructional learning pedagogy to support young people to develop task analysis and instructional learning to support their employability. Staff will be trained in this technique which can be applied in the work place to maximise the placement for young people with learning disabilities.

The school day and arrangements

The school day opening times will be 9.00 to 3.15 for pupils.

The day shall be structured upon four one-hour sessions with breaks of 15 minutes in the morning and lunchtime to ensure delivery of 25 hours of education.

EYFS and primary aged pupils will have a break in the morning and an additional break in the afternoon to suit their lesson delivery.

Details of enrichment and extended services:

In addition to the above school day, the school will organise a breakfast club and sensory circuits 8.30 to 9.00 prior to start of school. At the end of the day the After School Club (3.15 – 5.15) will support our ethos of student participation and engagement. The leisure and special interests of children will be valued to create additional clubs for the pupils. The new school at the pre-opening

stage will liaise with the co-located secondary school to maximise opportunities for enrichment, clubs and activities between the schools on site. We intend to pursue creativity with Arts Mark, Eco values with Eco School and International opportunities for the pupils to discover the wider world and to host students from other schools.

The Trust will provide a summer school to support parents and carers and we shall also work closely with DEMAT to arrange joint activities programmes using the facilities for the school for the community.

The trust will provide residential experiences at a range of venues including Grafham residential outdoor centre in Cambridgeshire. Our experience indicates that opportunities for learning outside the classroom enables young people to develop social skills and independence and that is appreciated by parents and carers.

Social care

Our research indicates that at least 50% of pupils at the new special school may at some point be subject to a need plan and a further 5% of pupils will be subject to a child protection plan or step down from such a plan overall.

The Trust considers safeguarding children and young people to be paramount. We will therefore ensure that the school Local Governing Body shall maintain three designated child protection teachers trained and available to support referrals at the new special school.

We realise that this focus on safeguarding is essential to support vulnerable children within scope of the staged model of intervention and Local Safeguarding Children Board working together and 'Keeping children safe in education' guidance documentation. The school curriculum will have a focus on personal safety of pupils and risk assessment; shaping the understanding of pupil rights and responsibilities. For our adults we shall promote the use of independent advocates and support best interests so that our young people can, as far as possible, express their opinions and views about their education and future destinations.

Building design to deliver the curriculum

We will ensure that the new school building in terms of design and elsewhere with Spring Common Academy Trust will provide facilities for all special needs children; building upon the area special school model developed in Cambridgeshire special schools. (see attached Cambridgeshire County Council document)

The school plan shall include a sensory garden, sensory rooms, a hydrotherapy pool and an outside area for growing plants, herbs and vegetables to ensure that eco values are promoted as part of the Trust.

Building upon our healthy school values within the Trust the school will have a kitchen for learners to develop the life skills curriculum and independence to ensure preparedness for supported living as part of their overall aspiration in their future.

D2. Measuring Pupil Performance Effectively and Setting Challenging Targets

Progress for the majority of pupils is measured using P scales. We use a system which breaks each P scale down into small steps, which enables progress to be shown within a level as well as between levels. In the Autumn term a target is set for each pupil in all areas of English and Maths. Each term progress towards this target is tracked and discussed with teachers through a pupil progress meeting. For any pupils where a concern about progress has been identified, possible interventions are discussed and implemented.

At the end of the year pupil progress across the year and the Key Stage is recorded and reported according to statutory guidelines. The school sets a target of 90% pupils to meet or exceed expectations, which is regularly achieved (see school information).

For pupils working at the early stages of development who make very small steps of progress, which cannot always be measured using P scales, the school uses Routes for Learning and to show engagement in learning activities, the seven areas of learning recommended in the Rochford review.

Pupils working beyond P scales, progress is measured using National Curriculum Year Expectations. The school has developed transition points to provide 2 intermediate levels for each year. These transition points are again split into small steps so progress can be measured and targets set in the same way as with P scales.

Pupils in Early Years are assessed using the EYFS profile and 17 early learning goals (ELG). Pupils are at the emerging level towards the profile and therefore the ELGs need to be broken down into smaller steps. The school uses an assessment system which tracks progress across the age-bands, identified in the document Development Matters.

Progress in Post 16 is tracked using Adult steps which breaks down the adult curriculum using Milestones and Entry Levels. Targets are set and tracked in the same way as with other parts of the school.

Setting challenging targets

Targets are set for each pupil annually based on expected progress over a key stage.

The school has developed its own measure of expected progress based on National Progression Guidance, data from a widely used system, CASPA, and our own data since 2010. In order to ensure challenge within our targets we have generally used the Upper Quartile figures from the Progression Guidance.

From a measure of progress over a Key Stage it has been possible to break this down into annual amounts, which form the basis of our annual targets for pupils. Progress towards the targets is tracked termly. (Annex 5)

Expected outcomes for learners

The principles of the Rochford Review 2016 will be applied to cognition and learning in relation to PMLD and SLD pupils who require a developmental curriculum. In order to develop a multi – sensory curriculum staff will receive training and guidance to set up provision to meet the individual needs of

PMLD learners. Until research is completed regionally or there is more direction from Rochford consultation we will use an assessment and pathways document that outlines the how we will measure performance and set challenging targets for our pupils in a time nationally of assessment without levels. (See Annex 4 'Tracking Pupil progress at Spring Common Academy Trust'.)

Given that the criteria required for most pupils in statutory assessment does not fit the individual needs of pupils within P levels and for that reason the school is placing more reliance upon Progression Guidance criteria from The Autism Education Trust to track progress with communication to establish finer targets and track pace and progression. Our recent research and work with Attention Autism, which is nationally recognised to assist all children with communication and interaction at an early stage of development, has enabled us to also track the progression of stages of interaction which link to this AET framework adeptly.

Spring Common Academy Trust has designed an assessment system after extensive research from outstanding providers across the UK and collaboration with other special schools in the Eastern region. Our external adviser also convened conferences for special schools across England to share outstanding practice which included our system and tracking document for discussion. See Annex 4 attached 'Tracking pupil progress at Spring Common Academy Trust'

We are aware that P levels continue to be used for assessment purposes for 2017 but the future of the assessment system appertaining to children with the most complex learning disabilities is uncertain until the conclusion of the Rochford consultations and ultimately DFE decision and policy.

As recommended for pupils working within the National Curriculum special schools may use an assessment model at an earlier key stage if that is appropriate.

We have taken reconnaissance of the 2017 Key stage 1 advice but pupils at the end of Key stage 2 do not fit within this model easily due to their severe learning difficulties and because their learning needs to be quantified differently. Instead as explained by the Rochford review they require emphasis on the seven areas of learning.

Prestley Wood Academy will track data for individuals with progress meeting of pupil outcomes and data checks over three evaluation periods annually using statutory and summative assessment processes. Pupils with medical conditions and subject to medication and post-operative recovery will be tracked at pupil progress meetings also and reasons for any reduced pace of progress will be recorded with parents. Similarly, pupils with SEMH and subject to child in need or intensive support will be noted in pupil progress meetings and targeted support provided if required. Often in both scenarios pupils will have reduced timetables due to required therapeutic support or access to appointments or medical treatment which will, understandably, reduce time for learning. For that reason the Trust will work closely with both social care and health partners to arrange appointments in school where possible to maximise education.

We recognise and understand that many pupils in the school will have severe learning difficulties (SLD) and will be non-verbal; they will therefore require access to a communication system within

a Total Communication Environment. Therefore, as explained by the Rochford Review, the criteria required for most pupils in statutory assessment will not fit the individual needs of pupils within P levels and for that reason the school will place greater reliance upon Progression Guidance criteria from The Autism Education Trust to track progress with communication to establish finer targets and track pace and progression. Our recent research and work with Attention Autism, which is nationally recognised to assist all children with communication and interaction at an early stage of development, will enable us to also track the progression of stages of interaction which link to this AET framework adeptly.

Staff will receive training and develop significant expertise in the delivery of a developmental curriculum, including vocational education, functional literacy, numeracy and social skills. Staff will be trained to enable children to develop communication systems using PECS (Picture exchange communication system and Makaton (sign language suitable for children who require a developmental education). In addition all staff will receive ongoing training to deliver a range of therapeutic practices to support individual pupils with the support of occupational therapists, speech therapists and physiotherapists from the Cambridgeshire Community Service Trust.

Teachers with the information from EHCP and multi – agency reports including that of an Educational Psychologist will determine the appropriate educational pathway for an individual pupil within the Trust and therefore determine what will be tracked and assessed in discussion and when possible co – production with parents and carers. This is consistent with the Trust vision of providing an appropriate curriculum to support children and young people to prepare to live fulfilling adult lives.

All staff at the new special school will receive an induction prior to employment with Spring Common Academy Trust that will focus on safeguarding, confidentiality, principles of compassionate care and support and the values of Spring Common Academy Trust. Staff will receive on going appraisal to ensure they carry out the competency professional development framework to ensure agreed working practices to maximise safety for pupils.

The trust believes that measuring both pace and progression is important to ensure all pupils maximise their educational potential. All staff will have targets based upon pupil outcomes and measures of expected and exceeding progress from the annual starting point. The new school will build upon the culture within the Trust of encouraging pupil feedback to support Assessment for learning. The head of school will monitor to ensure the school values peer to peer assessment opportunities and ways that marking can support learning.

Formal learning begins at the access point to National Curriculum Level 1 and we track to National Curriculum level 4. Through this pathway we expect to support pupils to develop accreditations and entry to Further education courses as appropriate to their special needs. At Prestley Wood Academy, we would expect these pupils to have a part time timetable at the co-located secondary school. We will offer the full range of subjects for the foundation curriculum within themes from our long term curriculum map and discrete lessons in mandatory national curriculum subjects.

We envisage that a few pupils may make sufficient educational progress at Key stage 3 and 4 to require a subject based curriculum. The Trust will therefore build upon the subject expertise of

teachers for Music, Art, PE and Science from Spring Common Academy and appoint specialist teachers to meet this curriculum demand or provide co-located opportunities at the secondary school.

At post-16 we shall plan for provision for PMLD and SLD pupils in terms of cognition and learning who will require a multi-sensory curriculum with wider links to the community. We shall support inclusion by linking the vocational education programme to the offer from further education colleges and the new co-located Alconbury Weald Church Academy.

The Trust is leading with regional coordination of an agreed assessment and moderation system to be used by special schools in the East of England through FLSE (Federation of Leaders in Special Education). Our Deputy Head is leading this activity with a terms of reference from the Parkside School in Norwich as part of a research group in the East for FLSE. This research will be triangulated with the SEND Forum and other SEND groups nationally.

The school will build upon the successful partnerships that exist with Spring Common Academy Trust with health, social care and Cambridgeshire Child and Mental Health Service. The school will have appropriate meeting rooms for health and social care professionals to work and support children and young people at school. Staff in the proposed school will have training to support multi-disciplinary meetings to assist parents and carers.

D3. Resources to implement the curriculum

A staffing structure that will deliver the planned curriculum within expected income levels with a focus on outstanding teaching (including strategies for effective performance management) and a commitment to children.

Staffing structure organogram:

We intend to replicate the staffing structure to deliver a planned curriculum using the current Spring Common Academy staffing structure model and average income levels per pupil for Prestley Wood Academy as follows (on next page).

PRESTLEY WOOD ACADEMY
STAFFING STRUCTURE BUILD-UP



Note: the external agencies and partnerships listed are procured services in addition to the school core staff. See Annex 10 for details of organograms. And relationship to Spring Common Academy Trust.

(See Annexes 10) for Spring Common Academy Trust and Spring Common Academy organograms.

It is anticipated that there will be 8 – 10 learners per class dependent upon their EHCP and the demand for additional spaces for equipment and teaching space. We plan to achieve an overall school staff for the Trust of pupil ratio of 1:2 as an average overall to support children with complex needs.

Central to our vision for delivery of provision (see Section C) is a staffing structure of specialist teachers, specialist and lead teaching assistants, teaching assistants and support staff to enable delivery of teaching and learning in the classroom of a broad and balanced curriculum appropriate to the developmental needs of children in relation to their age and phase of education.

Our strong relationships with local schools will continue and provide a firm platform to extend our Discovery TSA work with strategic partners to further develop relational schools in Huntingdonshire using the research and project support of Dr Rob Loe based in Cambridge. His research in Australia and the UK has identified ways that schools can analyse the impact of relationships and inter-dependencies. We think this research will have a positive impact upon the leadership team of the Trust overall and deepen relational leadership style for key leaders in the Trust.

Head of School and accountability to Executive Head Teacher

We will expect our Head of school at both special schools in the Trust to lead on the monitoring and evaluation of teaching and learning, safeguarding, PREVENT, health and safety supporting children with medical conditions, PSHE, SMSC and promoting Fundamental British values). Lesson observations will be held termly and reported back to the Local Governing Body. In addition, drop ins and learning walks will be completed with Trustees to gain wider evidence of school practice and exemplification of quality standards.

The Local Governing Bodies shall hold the Heads of school to account in terms of governance. Within executive summaries the Heads of school will report the results of pupil outcomes to the Trust board with in depth analysis in relation to national standards of achievement in relation to age and starting point.

Within our Trust the Executive Head will have a wider strategic role within the Trust but will line manage the work of Heads of School in terms of performance management. A framework for school self -evaluation will be agreed by the Trust to include the new special school as part of the Pre – opening arrangements that will reflect the requirements of Ofsted. (See D2 regarding measuring performance with pupil target setting).

Staffing structure that will deliver a planned curriculum within income levels

The new school will gain financially from access to the existing provision at Spring Common Academy in terms of economies of availability of expertise, scale of support and value for money.

We have calculated that based on the existing pattern of funding we can realistically implement the following staff plan for Prestley Wood Academy:

Prestley Wood Academy Staff build up plan for 110 pupils:

2020 / 21 - Year 1 of the school operation: (9 classes)

The Trust anticipates in September 2020 the new special school will open with a composition of up to 50 learners as follows:

All classes will have access to the specialist teams:

NHS Cambridgeshire Community services for: Nursing, dietician, Physiotherapy, Occupational therapy, Speech and language therapy, Community Paediatrician.

Sunflower Care Ltd – additional nursing (provided by trust)

School specialist team: specialist Teaching assistants for Physiotherapy, sensory, autism support, communication and Interaction for therapy provision + access to school nurse + access to parent support adviser).

Head of School and 1 Assistant Head + TLR posts within allocated structure and provided release time for management time. A school secretary/ Admin Assistant and access to services from the Executive central team for the trust.

- **EYFS class team**

(1x Teacher, 1 x Class Lead Teaching Assistant and 3 x Teaching Assistants)

- **Key Stage 1 team (2 classes):**

Class 1 team - (Year 1):

1 teacher, 1x Lead Teaching Assistant Level 3 and x 3 Teaching Assistants at Level 2

Class 2 team – (Year 2) Note: Class 2 (Year 2) will have a 2 year curriculum cycle.

1x teacher, 1x Class Lead Teaching Assistant Level 3 and x 3 Teaching Assistants at Level 2.

- **Key stage 2 (2 classes) :Year 3 and 4, and Year 5 and 6 class**

Class 3 & 4 team (Year 3 and 4)

1x teacher, 1x Class Lead Teaching Assistant Level 3 and x 3 Teaching Assistants at Level 2.

Class 5 & 6 team (Year 5 and 6)

1x teacher, 1x Class Lead Teaching Assistant Level 3 and x 3 Teaching Assistants at Level 2.

- **Key stage 3: (2 classes):**

- **Class 7 team** (Year 7) (one year curriculum cycle)

1x Teacher, 1x Class Lead Teaching Assistant Level 3 and x 3 Teaching Assistants at Level 2.

- **Class 8 & 9 team** (2 year curriculum cycle)

1x Teacher, 1x Class Lead Teaching Assistant Level 3 and x 3 Teaching Assistants at Level 2.

- **Key Stage 4: (1 Class):**

Class 10 & 11 team (two year curriculum cycle leading to Entry level accreditations and on demand Unit award accreditations)

1x Teacher, 1 Class Lead Teaching Assistant level3 + 2 teaching assistants Level 2

- **Post 16 provision** for up to 4 learners (three year curriculum cycle in place).

We do not anticipate a large intake of Post 16 but expect some PMLD pupils:

1xTeacher, Class lead teaching assistant + 2 Teaching Assistants Level 2.

Further staff may be added to support high needs pupils as identified on EHCP.

Head of school - Access to supply budget for staff cover + 1.5 Teacher for PPA + 1 Teacher with release time for TLR managers

2021 / 22 - Year 2 of the school operation: (10 classes)

All classes will have access to the specialist team:

NHS Cambridgeshire Community services for: Nursing, dietician, Physiotherapy, Occupational therapy, Speech and language therapy, Community Paediatrician.

Sunflower Care Ltd – additional nursing (provided by trust)

School specialist team: specialist Teaching assistants for Physiotherapy, sensory, autism support, communication and Interaction for therapy provision + access to school nurse + access to parent support adviser).

The Trust anticipates in September 2021 the composition of 80 learners as follows:

Head of School, Assistant Heads. The TLR managers from the staffing structure and provided with release time for management duties. School secretary + Reception/ Admin Assistant.

- **EYFS class team**

(1x Teacher, 1 x Class Lead Teaching Assistant and 3 x Teaching Assistants)

- **Key Stage 1 team (2 classes):**

Class 1 team - (Year 1): (One year curriculum cycle)

1 teacher, 1x Lead Teaching Assistant Level 3 and x 3 Teaching Assistants at Level 2

Class 2 team – (Year 2) (2 year curriculum cycle)

1x teacher, 1x Class Lead Teaching Assistant Level 3 and x 3 Teaching Assistants at Level 2.

- **Key stage 2 (2 classes) :Year 3 and 4, and Year 5 and 6 class**

Class 3 & 4 team (Year 3 and 4)

1x teacher, 1x Class Lead Teaching Assistant Level 3 and x 3 Teaching Assistants at Level 2.

Class 5 & 6 team (year 5 and 6)

1x teacher, 1x Class Lead Teaching Assistant Level 3 and x 3 Teaching Assistants at Level 2.

- **Key stage 3: (3 classes):**
- **Class 7 team** (Year 7) (one year curriculum cycle)
1x Teacher, 1x Class Lead Teaching Assistant Level 3 and x 3 Teaching Assistants at Level 2.
- **Class 8** (1 year curriculum cycle)
1x Teacher, 1x Class Lead Teaching Assistant Level 3 and x 3 Teaching Assistants at Level 2.
- **Class 9** (1 year curriculum cycle)
1x Teacher, 1x Class Lead Teaching Assistant Level 3 and x 3 Teaching Assistants at Level 2.

- **Key Stage 4: (1 Class):**
Class 10/11 (two year curriculum cycle leading to Entry level accreditations and on demand Unit award accreditations)
1x Teacher, 1 Class Lead Teaching Assistant level 3 and 2 teaching assistants Level 2

- **Post 16 provision for 12 pupils.** (build up across intake for Year 12, 13 or 14)
2 x Teacher, Class lead teaching assistant + 1 vocational specialist Teaching assistant
Level 3 and 2 Teaching Assistants Level 2.

Head of school - Access to supply budget for staff cover + 2.5 Teachers for PPA + 1 Release Teacher to provide time for TLR Managers.

2021 / 22 - Year 3 of the school operation: (12 classes)

Head of School + 2 Assistant Heads.

TLR Managers from staffing structure and provided with release time for management duties. School Secretary + Reception/ Admin Assistant. Access to services from the Executive central team.

- **EYFS class team**

(1x Teacher, 1 x Class Lead Teaching Assistant and 3 x Teaching Assistants)

- **Key Stage 1 team (2 classes):**

Class 1 team - (Year 1): (One year curriculum cycle)

1 teacher, 1x Lead Teaching Assistant Level 3 and x 3 Teaching Assistants at Level 2

Class 2 team – (Year 2) Note: Class 2 (Year 2) will have a 2 year curriculum cycle.

1x teacher, 1x Class Lead Teaching Assistant Level 3 and x 3 Teaching Assistants at Level 2.

- **Key stage 2 (2 classes) :Year 3 and 4, and Year 5 and 6 class**

Class 3 & 4 team (Year 3 and 4)

1x teacher, 1x Class Lead Teaching Assistant Level 3 and x 3 Teaching Assistants at Level 2.

Class 5 & 6 team (year 5 and 6)

1x teacher, 1x Class Lead Teaching Assistant Level 3 and x 3 Teaching Assistants at Level 2.

- **Key stage 3: (3 classes):**

- **Class 7 team (Year 7) (one year curriculum cycle)**

1x Teacher, 1x Class Lead Teaching Assistant Level 3 and x 3 Teaching Assistants at Level 2.

- **Class 8 (1 year curriculum cycle)**

1x Teacher, 1x Class Lead Teaching Assistant Level 3 and x 3 Teaching Assistants at Level 2.

- **Class 9 (1 year curriculum cycle)**

1x Teacher, 1x Class Lead Teaching Assistant Level 3 and x 3 Teaching Assistants at Level 2.

- **Key Stage 4: (2 Class):**

Class 10 (two year curriculum cycle leading to Entry level accreditations and on demand Unit award accreditations)

1x Teacher, 1 Class Lead Teaching Assistant level 3 and 3 teaching assistants Level 2

Class 11 team (two year curriculum cycle leading to Entry level accreditations and on demand Unit award accreditations)

1x Teacher, 1 Class Lead Teaching Assistant level 3 and 3 teaching assistants Level 2

- **Post 16 provision for 16 pupils. (2 classes) (build up across intake for Year 12, 13 or 14)**

P1 class (Post 16 group 1)

1xTeacher, Class lead teaching assistant + 1 vocational specialist Teaching assistant
Level 3 and 2 Teaching Assistants Level 2.

P2 class (Post 16 group 2)

1xTeacher, Class lead teaching assistant + 1 vocational specialist Teaching assistant
Level 3 and 2 Teaching Assistants Level 2.

Head of school - Access to supply budget for staff cover +2.5 x Teacher for PPA and Release Teacher time for TLR Managers.

2022 / 2023 - Year 4 of the school operation: (12 classes)

The Trust anticipates in September 2023 that the school will reach maximum capacity of 110 learners. We expect all classes to reach capacity and follow a similar pattern of classes as Year 3.

Head of school

Assistant Head – line manager for EYFS, KS1 and KS 2

Assistant Head – Line Manager for KS 3, KS 4 and Post 16

School secretary and Reception/ Admin

Access to services from the Central Team line managed by the Executive Head Teacher

- **EYFS class team**

(1x Teacher, 1 x Class Lead Teaching Assistant and 3 x Teaching Assistants)

- **Key Stage 1 team (2 classes):**

Class 1 team - (Year 1): (One year curriculum cycle)

1 teacher, 1x Lead Teaching Assistant Level 3 and x 3 Teaching Assistants at Level 2

Class 2 team – (Year 2) Note: Class 2 (Year 2) will have a 2 year curriculum cycle.

1x teacher, 1x Class Lead Teaching Assistant Level 3 and x 3 Teaching Assistants at Level 2.

- **Key stage 2 (3 classes) :Year 3, Year 4, and Year 5 and 6 class**

Class 3 team (Year 3)

1x teacher, 1x Class Lead Teaching Assistant Level 3 and x 3 Teaching Assistants at Level 2.

Class 4 team (Year 4)

1x teacher, 1x Class Lead Teaching Assistant Level 3 and x 3 Teaching Assistants at Level 2.

Class 5 & 6 team (year 5 and 6)

1x teacher, 1x Class Lead Teaching Assistant Level 3 and x 3 Teaching Assistants at Level 2.

- **Key stage 3: (3 classes):**

- **Class 7 team** (Year 7) (one year curriculum cycle)

1x Teacher, 1x Class Lead Teaching Assistant Level 3 and x 3 Teaching Assistants at Level 2.

- **Class 8** (1 year curriculum cycle)

1x Teacher, 1x Class Lead Teaching Assistant Level 3 and x 3 Teaching Assistants at Level 2.

- **Class 9** (1 year curriculum cycle)

1x Teacher, 1x Class Lead Teaching Assistant Level 3 and x 3 Teaching Assistants at Level 2.

- **Key Stage 4: (2 Classes):**

Class 10 (two year curriculum cycle leading to Entry level accreditations and on demand Unit award accreditations)

1x Teacher, 1 Class Lead Teaching Assistant level 3 and 2 teaching assistants Level 2

Class 11 team (two year curriculum cycle leading to Entry level accreditations and on demand Unit award accreditations)

1x Teacher, 1 Class Lead Teaching Assistant level 3 and 2 teaching assistants Level 2

- **Post 16 provision for x 2 classes** (build up across intake for Year 12, 13 or 14)

P1 (Post 16 group 1)

1xTeacher, Class lead teaching assistant + 1 vocational specialist Teaching assistant
Level 3 and 2 Teaching Assistants Level 2.

P2 (Post 16 group 2)

1xTeacher, Class lead teaching assistant + 1 vocational specialist Teaching assistant
Level 3 and 2 Teaching Assistants Level 2.

Head of School - Access to supply budget for staff cover + 3 Teachers for PPA + Release time for TLR Managers.

Facilities required for the delivery of the school curriculum and staffing plan:

We will expect all classes to have sinks and capability for data connections for IT and equipment, some with telephones for communications and overhead tracking to support disabled children.

In addition to the 14 classes for special school class teaching the school will also require:

- Classes to have outside canopy areas for learning outside the classroom
- Classes to have toilet and hygiene facilities for each Key Stage
- Play spaces and areas
- Gardens and small wooded area for forest schools
- Store rooms for Physiotherapy equipment, buggies and standing frames in Key stages so equipment is not on corridors
- Autism base
- PMLD base
- Physiotherapy room
- Communication and Interaction room
- Flexible spaces for pupils to use outside the classrooms.
- 2 Dining room spaces to separate EYFS, Key stage 1 and 2 from older pupils Key Stages 3 to Post 16.
- Hall with PE facilities, suitable in height for trampolines for Rebound Therapy and space for PE store and equipment used for Sensory Circuits. Access to facilities on Co – located site for PE, drama and music performance.
- Hydrotherapy pool and hygiene facilities
- Art and design room
- Music and drama room
- Polytunnel for horticulture
- Kitchen area with domestic and industrial catering facilities
- Laundry room
- 2 meeting rooms
- Staff room
- Staff working room with IT facilities
- Office for Head of School
- Office for Assistant Heads
- Office for TLR Managers

- Therapy suite which comprises of meeting room and office for visiting professionals attached to Physiotherapy Room.
- Parent support Adviser and Parents room.

Extent to which the staffing model matches the curriculum proposed:

The Trust is able through replication of an existing special school model to know that the staffing structure proposed will provide opportunities for EYFS and provision of all three educational pathways to be delivered across the age range.

The economies of scale and support from Spring Common Academy as a Trust with Spring Common Academy in close proximity will support the overall viability of the new special school in terms of financial management projections.

We shall also take full advantage of the co – location with Alconbury Church Academy to make use of facilities on site for our children through the preparation at the Pre – opening stage through our working agreement and very good trust relationship.

The staffing model in day to day operation will enable the Head of School to deploy staff with some flexibility to support the provision of therapy and access to the educational pathways.

Another consideration will be the extent of staff support required for 2:1 activities such as toileting for pupil welfare, support for pupils with medical condition, First aid, and moving handling, positioning and postural management of children. The trust will deploy additional staff to this model to meet the needs of individual children from EHCP making efficient use of the Local Authority matrix funding for top up funding.

The Head of school will also deploy staff to support staff cover for PPA time and to cover in case of staff sickness using the resources allocated from the budget plan from the trust.

Our trust does however recognise that issues arise with SEND children in special schools which means additional staff will be provided on a case by case basis as additional support for children who present with challenging behaviours. The trust will continue to maintain reserves for contingencies to ensure additional staffing or consultancy advice can be made available quickly.

The leadership structure diagram: (See section E):

Members – Trustees – Local Governing Body

Executive Head (Accounting Officer for both special Schools) who line manages Head of schools.

Head of school (Spring Common Academy and Prestley Wood Academy)

Deputy Head (Spring Common Academy due to size of school at 195 pupils) – staff sharing as required for training by Head of School.

2 x Assistant Heads – Both operational EYFS and Primary and Secondary and Post 16 one to focus on developing Autism provision another on SENCO and outreach (second Assistant Head appointed in Year 2 of operation 2021/22)

TLR Managers for Early years and Key stage 1 and 2, TLR Key stage 3 and TLR 14 – 19 provision.

Coordinators appointed by Head of School : for Literacy, Communication and Interaction, Maths, school kite marks for enrichment TLR 3, Science, technology and IT, Art and creativity, Music, PE, PMLD/Sensory

TLR 3 for annual projects as agreed with Head of School and Local Governing Body

HLTAs as designated from staff structure as the school grows from the Teaching assistants team to be deployed by Head of School

Class Lead Teaching Assistants Level 3

Specialist Lead Teaching Assistants Level 3 – Physiotherapy & Sensory, Autism, PMLD

Teaching Assistants Level 2 (according to EHCP needs of children but expect a ratio of 1: 2 due to the complexity of needs anticipated to match the demands at Spring Common Academy)

Executive central team:

Executive Head Teacher (Responsible officer for Trust) and line manager for Heads of schools

Finance and business manager (Chief Financial officer)

Executive Assistant (Operational Manager for Central Team for Trust)

Finance Assistant

Resources Assistant to support marketing and publicity and school resources.

School secretary and Reception and Admin Assistant for Spring common Academy and Prestley Wood Academy to be located at respective schools but line managed by the central team.

D4. Providing for the needs of all pupils and being a fully inclusive school - welcoming to pupils of all faiths / world views and none.

Approach to PHSE, prevent duty, safeguarding and welfare and promoting fundamental British Values

Prestley Wood Academy will be a fully inclusive special school for pupils with an EHCP in the areas of Huntingdon and Sawtry. Spring Common Academy Trust believes that all its schools must provide an opportunity for all pupils and staff to become the best that they can be including, but not limited to, developing each and every individual, providing tailored and effective care for each pupil's specific needs and for each one to progress as far as they possibly can and be valued members of society.

The promotion of safeguarding in the co – located special school will require an understanding of staff from both schools to ensure that safeguarding procedures are maintained using the offsite protocols of reporting causes of concern to the host school and reference to the safeguarding lead. Safeguarding and the protection of children and health and safety shall be a shared responsibility of all staff.

Spring Common Academy Trust believes that every special school should be a place where the community can explore safely the things of the world, of humanity, of faith and any belief without fear of judgement, condemnation or ridicule. It should be a place where it is acceptable to enter into and leave discussion, to offer different views, to disagree and to involve people of all ages, cultural backgrounds and faiths.

Our schools are places that meet the present needs of their communities and encourage them to find fresh ways of thinking and being and acting and where our Trust supports pupils, parents and carers to develop resilience and work in partnership with each school and other organisations. Our schools serve all children regardless of faith, academic ability, race or gender and are schools that admit all pupils with specific educational and medical needs.

Fundamental British values will underpin all of the school's work with opportunities through school council, worship, topic work, curricular activities and through fora where discussions can take place as appropriate, including current affairs. All faiths and religions will be welcome at the school and the school will promote tolerance and respect for all through its practices and through its curriculum. Knowledge and respect for differing cultures will be promoted through the curriculum including external visits and visitors into the school. This will be used as a vehicle to promote Fundamental British Values, including tolerance and respect.

All pupils will be strongly encouraged to regard all people with respect and tolerance. We will ensure that pupils understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. Our school's ethos and teaching will support the rule of English civil and criminal law and we will not teach anything that undermines it. We promote fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Prestley Wood Academy special school will benefit from use of the Trust PSHE programme and links to the Autism Progression framework which we use with all pupils. We believe that personal development is core curriculum and we have a programme in place which we will deliver in Prestley Wood Academy. The PHSE Association provides guidance for Key stage 1 – 4 and places focus upon: health and wellbeing; relationships; and living in the wider world. Our Trust themes for PSHE delivery include: emotional health and wellbeing; sex and relationships; drugs and substance abuse; SMSC (social, moral, spiritual and cultural) development across the curriculum; citizenship; careers education and guidance; diet and exercise; personal safety; and managing risk. Our schemes of work develop topics in these curriculum areas and enables pupils to access discussion both at school and home to gain knowledge and understanding.

School based PSHE and Citizenship compliments and helps children and young people make sense of what is implicitly or explicitly learnt at home from parents, carers, family, friends and wider society. (Definition from National Children's Bureau – PSHE and Citizenship for children and young people with special needs – An agenda for action 2004)

Prestley Wood Academy special school will welcome all pupils irrespective of faith or none. The new special school will adopt the RE syllabus from the Local Authority and ensure that diversity is appreciated. As a trust we have introduced mindfulness into our curriculum for our staff and pupils. We appreciate that spiritual contemplation enables everyone to relax and feel a sense of belonging to the wider world. Many special needs pupils find it difficult to achieve complete relaxation and calm due to sensory defensiveness. We have supported pupils to use sensory techniques to calm and become reflective. Our curriculum dimension for SMSC enables pupils to link their experiences to contemplation.

As a community we will actively challenge opinions or behaviours in school that are contrary to fundamental British values. We will use the National Teachers' standards and the Headteacher Standards (2015) in our appraisal of teachers and Head teachers. We expect all staff to engender public trust in the profession and maintain high standards of ethics and behaviour, including upholding British values, within and outside school.

While upholding these values, we will welcome pupils from different traditions and ethnic backgrounds. We will communicate actively with prospective parents, pupils and the wider community, making clear in our admissions policy, on our school website, school policies and all literature our values of outstanding education and a love for learning which demands a growing knowledge of respect, tolerance and reconciliation which will be embedded in our teaching.

All staff at our new special school will receive an induction prior to employment with Spring Common Academy Trust that will focus on safeguarding, confidentiality, principles of compassionate care and support and the Trust values. Staff will receive ongoing appraisal to ensure they carry out the competency professional development framework to ensure agreed working practices to maximise safety for pupils. All staff will have targets based upon pupil outcomes and measures of expected and exceeding progress from the annual starting point.

The school will publicise appropriately and make suitable arrangements where any parent asks for their legal right to withdrawal from Collective Worship including any religious festivals such as Christmas and will make appropriate alternative provision available to all pupils so that they are not in any way disadvantaged.

The inclusivity of the curriculum

It is fundamental to the school's ethos that students are, whenever possible, afforded opportunities to understand different views. Outstanding enquiry-based teaching and learning will be crucial to this process. Studies will be taken from the various religious traditions and world faiths. These studies will help pupils have a better understanding for the role of faith in society and a greater respect for people of different perspectives to their own.

Any parent or carer will be able to exercise their legal right to withdraw their child from collective worship or RE lessons. The school will make available the syllabus and organise a meeting to explain the syllabus and identify any specific problematic aspects of the content in the eyes of the particular parent or carer. Once the parent has understood the inclusive nature of the content of the syllabus if they still wish to withdraw their child from specific lessons alternative work or appropriate curricular activity will be arranged for these lessons. This work will support particular faith traditions or more secular worldviews as appropriate.

The curriculum will promote the spiritual, moral, social and cultural development of the children as well as the skills, competencies and values that are agreed as important to the school and community. The school will promote the importance of SMSC as a high priority, which underpins everything we do. This will be seen in policies, practice, attitudes, and the curriculum and in the high prominence of Key Stage PHSCE teaching and in our modelling and promotion of British values. This will be crucial to cementing the ethos of the school so that children from different backgrounds socially, ethnically and geographically will feel part of a corporate entity. These will be driven and developed through every curriculum area.

Our teachers will explain through teaching and learning how 'values education' takes place in the following ways by:

- All staff explaining the meaning of value
- Pupils reflecting on the value and what it means to them and their own behaviours
- By using the value to guide the actions of staff and pupils
- Staff modelling the values through their own behaviours with pupils and with each other
- Ensuring that values are implicitly taught through every aspect of the curriculum
- Through the discussion and work of the School Council
- Involving staff, governors and parents in the values programme, through newsletters which explain how school and home can work together to promote fundamental British values

The development of the policies will be sensitively handled, balancing the needs for inclusivity with distinctiveness of all types. School food will meet the fullest range of dietary requirements and cater for children with allergies or food intolerance.

Staff appointments will be made on merit and following a rigorous safer recruitment protocols. We will expect all staff – leaders, teachers, support staff, including catering and maintenance staff – to demonstrate their knowledge, understanding and practice of Fundamental British Values and how these will be applied in the classroom and school more generally. All positions will be open to relevant qualified people from all background and religions to apply. The Trust and the Local Governing Body will uphold the ethos of the School and code of practice when undertaking staff recruitment.

Promote good behaviour securing pupil safety and their spiritual, moral, social and cultural development

The trust has an expectation that all behaviour is communication and we should try hard to understand behavioural intent. The new special school will adopt the Trust Behaviour Policy with guidance on the system and procedures for reporting and post incident recording to the Head of School. The Head of school will ensure that all pupils on admission will have a completed risk assessment to ensure safe practice with all activities.

The Trust will expect the school to have similar patterns of behavioural incidents as Spring Common Academy with incidents investigated to prevent reoccurrence and also to follow the ethos of full participation not exclusion. We will expect the Head of school to monitor to ensure that behaviour in the school is calm and low arousal in character using the principles of SPELL from the National Autistic Society and restorative approaches.

Section E – CAPACITY AND CAPABILITY

Please explain and provide evidence of how your organisation would meet the requirements in the published specification.

E1 – the necessary experience and credentials to deliver the school to opening

Spring Common Academy Trust has a letter from the RSC to confirm both capacity and capability. The trust has lodged an application of sponsorship as a Multi Academy Trust with the RSC providing details of the Trust growth strategy and confirming that the funding agreement from the ESFA and articles of association enables expansion subject to RSC approval without further consultation.

In addition, the Trust has supporting letters from other outstanding special school partners, other Trusts and local providers. (Please see letters at Annex 3)

Pre –opening group: Prestley Wood Academy - Pre – opening team (see CVs attached at Annex 4)

The Pre – opening group will keep under review any apparent skills gaps and take action to seek out consultancy and advice from DEMAT in discussion with the CEO for DEMAT who is a member of the group.

Accountability to the Spring Common Trust Board

The Pre – opening team was set up by Spring Common Academy Trust Board of Trustees to enable strategic matters to be explored for this Free School submission. CV available in Appendix). The Board of Trustees will continue in an executive role and the pre–opening group will be accountable to the Board of Trustees for decisions that affect the strategic plans of the Trust.

The Pre–opening group details:

We have established a strong pre–opening group to support the development of Prestley Wood Academy to open in September 2020 led by the [REDACTED]. The team is active and draws upon our special education expertise as a trust and the

Pre – opening team information (See Annex 4 for CVs)

Name	Where they live (town/city)	Role(s) (pre-opening team, member, trustee, principal designate, local governor once school is open)	Summary of relevant expertise Please refer to the relevant section of the assessment criteria booklet to check what detail you need to give	Available Time (hours per week)
██████████	Ely	██████████ ██████████ ██████████ ██████████ ██████████	██████████ ██████████ ██████████ ██████████	3 days week and further time as required
██████████ ██████████	Godmanchester	██████████ ██████████ ██████████ ██████████ ██████████	██████████ ██████████	4 hours
██████████ ██████████	Huntingdon	██████████ ██████████ ██████████ ██████████	██████████ ██████████	4 hours
██████████ ██████████	Alconbury	██████████ ██████████ ██████████	██████████ ██████████	2 hours
██████████ ██████████	Brampton	██████████ ██████████ ██████████ ██████████ ██████████	██████████ ██████████ ██████████	1 day per Week

[REDACTED]	Peterborough	[REDACTED]	[REDACTED]	1 day week and as required	per
[REDACTED]	Cambridge	[REDACTED]	[REDACTED]	1 day per Week as required	
[REDACTED]	Bury	[REDACTED]	[REDACTED]	1 day week and as required	per
[REDACTED]	London	[REDACTED]	[REDACTED]	1 day week as required	per
[REDACTED]	Godmanchester	[REDACTED]	[REDACTED]	1 day per week and required	as
[REDACTED]	Cambridge	[REDACTED]	[REDACTED]	Appropriate Time consultation.	for
Invite local Authority representative		Pre – opening Team		Invite to meetings.	

Pre-opening strategic plan:

- **Project lead:**

The Executive Head Teacher will have accountability to the Board of Trustees for the preparation and review of the pre-opening project plan with milestones and time frames as the project lead.

She will work collaboratively with the Pre – opening Group to secure agreement for key accountabilities to deliver the work in the plan and will set up task and finish groups as required to bring in expertise from the senior management team, further expertise from DEMAT and Cam Trust with experience of setting up successful Free Schools and the Local Authority. She will source and broker any further consultancy and advice when required and suggested by the Pre – Opening team or from Trustees. She will report back progress to the Board of Trustees for Spring Common Academy Trust, staff and parents.

Pre-opening Governance Group ([REDACTED])

- CV and Skills of members and Trustees attached.
- Increase members of Spring Common Academy Trust from 3 to 5
- Support from [REDACTED] as legal representatives for Spring Common Academy Trust and for incorporation of Prestley Wood Academy into the Multi – Academy Trust.
- Support and advice from [REDACTED] for Spring Common Academy Trust with regards to ESFA financial handbook.
- Advice and review of the organogram for the Trust will be led by Chair of Trustees who is a member for the Trust.
- Local Governing Body and their roles and accountabilities to Trustee Board to kept under review by the Board of Trustees for Spring Common Academy Trust.
- Progress Meetings will be recorded and circulated to the Pre-opening Group and the Board of Trustees for Spring Common Academy.

Task and finish groups identified

1. Education: Teaching and learning and curriculum ([REDACTED])

- Expertise from Spring Common Academy senior management team and teaching team will ensure:
- Long term and medium term curriculum maps developed for the delivery cycles for all key stages with lists of resources prepared using examples of best practice from Spring Common Academy.

- Staff induction and training materials developed for new teachers, teaching assistants and support staff from Spring Common Academy and Discovery TSA. Delivery plan for training to be planned two terms prior to opening with Head of School.

**2. Safeguarding group: (Task and finish group to be [REDACTED]
[REDACTED]
[REDACTED]
[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]
[REDACTED])**

**3. Health and safety group (Task and finish group to be [REDACTED]
[REDACTED])**

To consider the new building design for disabled children with SLD/ PMLD and autism and the requirements of the accessibility plan.

**4. Personnel / HR including recruitment strategy (Task and finish group chaired by [REDACTED]
[REDACTED])**

- Job descriptions for Executive Head Teacher, Head of School, Deputy Head, Assistant Head.
- Job description for Business Manager, HR and facilities manager,
- Job descriptions for School secretary and admin posts
- Job descriptions for all teaching posts and Teaching assistant posts, as well as for the Parent Support Adviser
- Marketing materials for Prestley Wood Academy and web site
- HR policies developed that link the school to the Spring Common Academy Trust.

**5. Premises and facilities ([REDACTED]
[REDACTED])**

- Work in collaboration with Cambridgeshire Local Authority to develop the building for Prestley Wood Academy to completion stage for opening. Trustee and associate advisers to assist the Executive Head Teacher to ensure milestones reached and expertise in relation to use of the building conveyed to the project manager and property and design team.
- Terms and condition for property management services and list of service level agreements and contracts for Trust updated since Academy conversion.
- [REDACTED] as legal representative to support completion of any Legal agreement for land and lease from Cambridgeshire County Council, Huntingdon District Council and Urban and Civic. Legal procedures for the Funding agreement to be signed for new special school to be called Prestley

Wood Academy for the Trust. ([REDACTED] legal team to assist as agreed in preliminary discussions)

- Insurance quote from LGSS for Prestley Wood Academy
- Consideration of asset management such as grounds maintenance, alarm for fire and intruders, cleaning services or contracts, school meals and PE and Pool maintenance and how this links to the co-located secondary school as part of DMAT for the Diocese of Ely

6. Finance and audit (Task and finish group to be [REDACTED])

Funding arrangements for Prestley Wood Academy are in place and any potential liabilities/risks are managed effectively for the Trust. We will seek assistance and advice from our Accountants, Rawlinsons, and partners for our Trust. Terms and conditions for Rawlinsons Accountants to be extended to include new special school as agreed in preliminary discussions. Trust to set up Bank account and mandate for Prestley Wood Academy.

Ensure any assets and the title to the school land are effectively transferred to Spring Common Academy Trust. Consider all liabilities.

Additional costs or cost savings by pooling Finance, Premises, Personnel and HR. Consideration of banking services and mandates for Prestley Wood Academy and the overall accounting system.

Consideration of payroll services and pension arrangements as the Trust is a pension provider. Consideration for pooling contracts for economy of scale to reduce costs. Consideration of ICT and infrastructure including data access, SIMS and admin and network connectivity.

Communication and engagement strategy:

Links to local health services and to Local Authority made by Executive Head Teacher during pre-opening stage will outline the strategy for all services to Prestley Wood Academy and the trust overall as a central team. The outcomes of these discussions shall be linked to the communication strategy.

Regular newsletter communications and updates shall be provided to all stakeholders. Within the last half term prior to opening the trust expects this to be an operational role for the Head of School for Prestley Wood Academy.

7. Communication and marketing strategy ([REDACTED]

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

[REDACTED]

We will deliver a strong marketing strategy to capture the interest of the local community and to provide updated information about milestones of strategic delivery. We will reach out to the local schools in Huntingdon, Alconbury and Sawtry and ask them to contribute and provide feedback towards the development of the new special school in a collaborative way.

The pre –opening group will develop a marketing and communication strategy to enable the local community to receive information about the preparations for the new school and gain ongoing public interest and engagement.

The communications lead will develop a list of local representatives and partners as communication points of reference to provide ongoing information in addition to a new special school website.

8. Providing local links to other schools and Discovery TSA [REDACTED]

[REDACTED]

As a designated teaching school with NCTL the Spring Common Academy has followed the advice of the last Ofsted inspection to share SEND expertise within the local area and the region. The Trust now leads Discovery Teaching School Alliance to provide specialist SEND training, SENDCO support and outreach and inclusion in the local area of Huntingdonshire and the Eastern region.

The Trust will continue at a time of growth to support networks between schools to provide effective school to school support to raise the standards of achievement in local secondary, primary schools and Alternative provision within the area of Huntingdonshire.

We will link with Cam Trust and other secondary schools to ensure the Discovery TSA action plan with the support of the TSA facilitator continues to meet the needs of the local area in collaboration with other Teaching School alliances.

Recruitment and retention

We believe that a strength of our bid is that Spring Common Academy does not have any issues with staff recruitment due to the reputation of the school and the way that staff are valued over time to ensure very good retention. Due to the local proximity of Spring Common Academy to Alconbury Weald it is both practical and realistic for both schools to share staff and their expertise to support staff induction and training to ensure quality standards and value for money.

The national picture for recruitment and retention of staff is different. Specialist teachers and support staff for special schools are both regionally and nationally very hard to recruit. Personnel are currently attracted to Spring Common Academy as an outstanding provider and NCTL Teaching School, National Support School and as an effective staff training provider.

As an equal opportunities employer, the Trust prioritises staff training and development and talent management to enable staff to be closely mentored by experienced staff so that their capacity can grow for career progression within all staff teams.

The [REDACTED] is already in place at Spring Common Academy and will assume the role of Project Lead for Prestley Wood from pre-opening through to opening. A Head of School will be recruited to take the lead on pre-opening activities one term before opening. The recruitment process will begin early so that we ensure the best candidate for the role. The post will be advertised in September 2018 to allow sufficient time for a second stage process should the desired candidate not be found at the first attempt. A gradual induction will take place (to fit with any current role at the time) in the spring term 2020 in order to facilitate a full time start to the role in summer 2020.

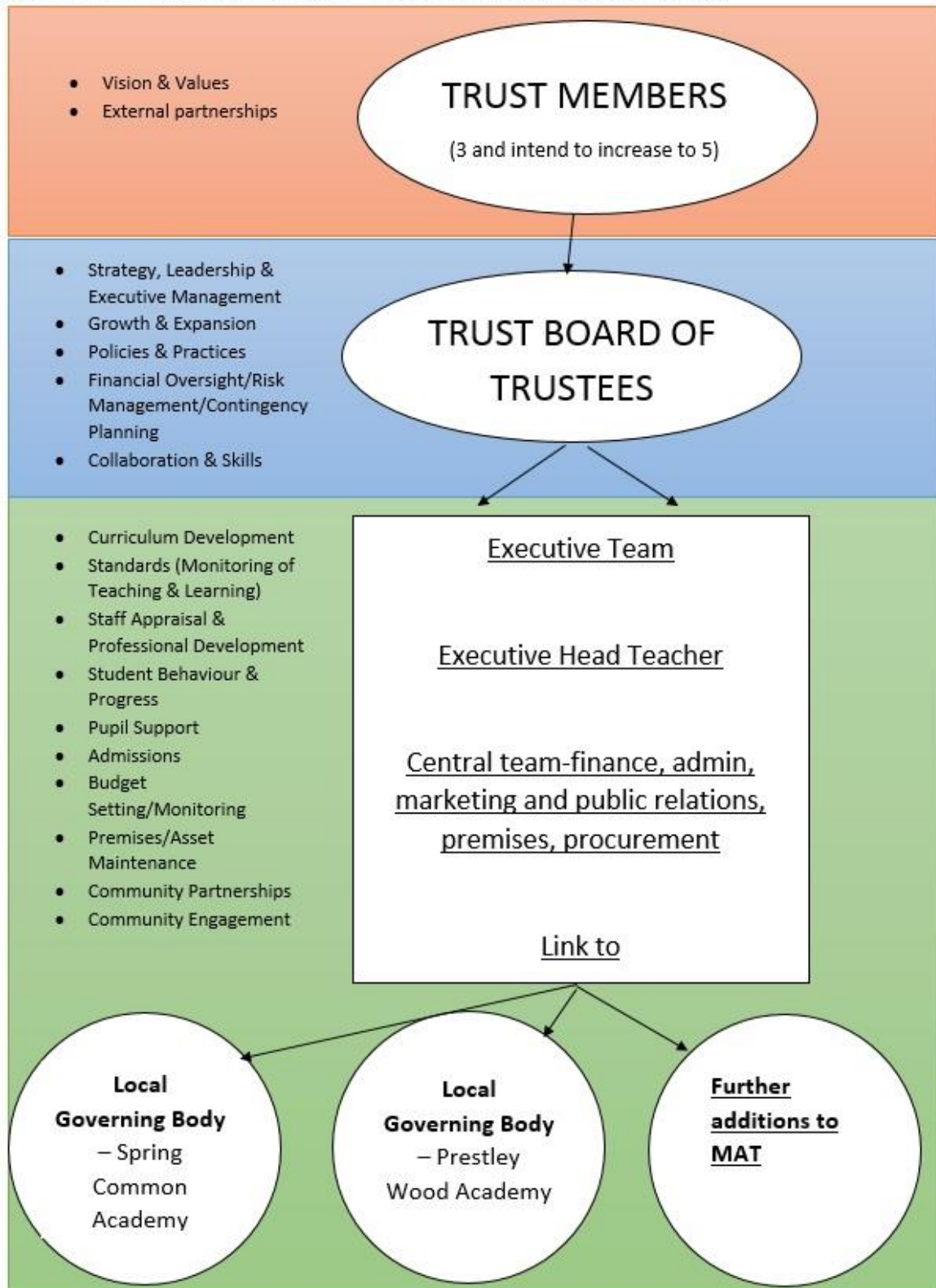
The Trust will recruit key staff a term prior to opening to enable the Head of School to build up a new team to open Prestley Wood Academy. Our Executive Head Teacher will mentor and support the Heads of School and this is an important factor because we anticipate in both cases the Head of School designate will be new to the role of leading an autonomous school. Due to issues with leadership recruitment in special schools and schools at other phases we do not expect a serving Head Teacher to be appointed to these posts. The Head of School will be recruited within two terms of opening so will be able to shadow and complete training at Spring Common Academy and attend additional training with regard to safeguarding ethos and management of pupils with challenging behaviours prior to the opening of the new school.

The pre-opening group, led by an HR expert from the Board of Trustees, will assist the development of a recruitment and retention strategy to enable the new special school to be fully staffed with high quality and well trained individuals.

We intend to recruit staff to ensure adequate staff training and induction to the Trust so that the ethos and values of the Trust are embedded. We believe this decision from the Trust will support our safeguarding strategy in the pre – opening stage and enable home visits to be undertaken by the new formed staff team

E2 – governance structure, and roles and responsibilities that will ensure accountability and effective decision making in the Academy Trust and drive improvement in the Free School.

Spring Common Academy Trust – Diagram of Governance structure



PRE OPENING GOVERNANCE & LEADERSHIP



Roles and responsibilities of company members, trustees, proposed committees and the principal:

Trust Members – Members (currently three but to be increased to five). Members appoint Trustees, hold them to account and when required have powers to dismiss Trustees.

Members meet for an Annual Meeting and additional meetings are convened when required to follow up trust issues or concerns with Local Governing Body overall effectiveness and performance of schools in the MAT.

The members will review progress and evaluation with the Trust longer-term strategic plan and review opportunities for growth.

Trustees of Spring Common Academy Trust – Trustees are responsible for all of the academies within the Trust.

They have Strategic oversight and hold leaders and academies to account for the performance of the Trust objectives and performance indicators.

Committees: Finance and audit, Premises and Facilities Management and health and safety, Curriculum and Behaviour and Attendance, Personnel, staff and pupil welfare and safeguarding

LGB – Local Governing Bodies:

Responsibility is delegated to the Local Governing Bodies by Trustees based on the Scheme of Delegation – earned autonomy.

Each LGB shall have 5 Board meetings per year to review the work of the committees and make decisions for their respective academies.

Committees: Curriculum - teaching and learning, Personnel - staff and pupil welfare, Safeguarding - Safeguarding and Health and safety, Behaviour and Attendance

All members and trustees within the Trust have long standing expertise of school governance and bring a wide range of skills and knowledge to the Trust Board to enable it to drive forward Trust business and school performance effectively. Trustees have the experience to ensure Spring Common Academy Trust ongoing success and that there will continue to be rigorous oversight of performance and a robust strategy for growth.

The collective skills of the Trust Board include governance (including LGB), all through special school curriculum (including mainstream school requirements at all phases to ensure broad and balanced curricular provision in the special school), finance, legal, HR, ICT, marketing, procurement and premises.

MAT central service delivery

The MAT central services are provided under the direction of [REDACTED]

[REDACTED], is the lead applicant for the new special school and will be overall accountable for the success of the new school through pre-opening and into opening stage.

The core team will be supported throughout pre-opening by the wider Trust personnel as they continue to be recruited in the short and medium term.

Expert practitioner and teacher training from Spring Common Academy and the wider Discovery Teaching Schools Alliance schools will be available for the new special school as brokered support by the Executive Head and National Leader in Education.

As we move forward, we will factor in additional expertise as required throughout pre-opening and into opening for Prestley Wood Academy. As a MAT we have significant support from local schools whom we work in partnership with and the community, including parents. We will draw from the expertise of DEMAT and Cam Trust and learn from their previous experience of setting up a successful free school.

Spring Common Academy is central to high quality provision in the local and surrounding areas and we therefore understand local issues. This knowledge will facilitate the smooth opening of the free school in constant communication with Cambridgeshire Local Authority. We have the skillset needed to ensure successful special schools for the whole age range 3 to 19 age range and can provide an 'Outstanding' level of education and be viable and ensure sustainability.

The Spring Common Academy Trust Scheme of Delegation provides for clear levels of responsibility for current and future academies, the local governing body, Executive Headteacher and Heads of School are expected to adopt.

A clear decision making process for high performing schools is part of that. All governance arrangements and the Scheme of Delegation will continue to be reviewed during the pre-opening phase to determine what changes or adoptions are necessary if any issues emerge.

For the new special school, clear, challenging and aspirational targets will be set for staff and pupils and agreed by the Trust in order for the school to respond with the correct level of support and response. The Trust maintains this by using the principle

that working closely with the head teachers and local governing body members of its schools it can ensure that teaching and learning and the links to the community are of the highest quality.

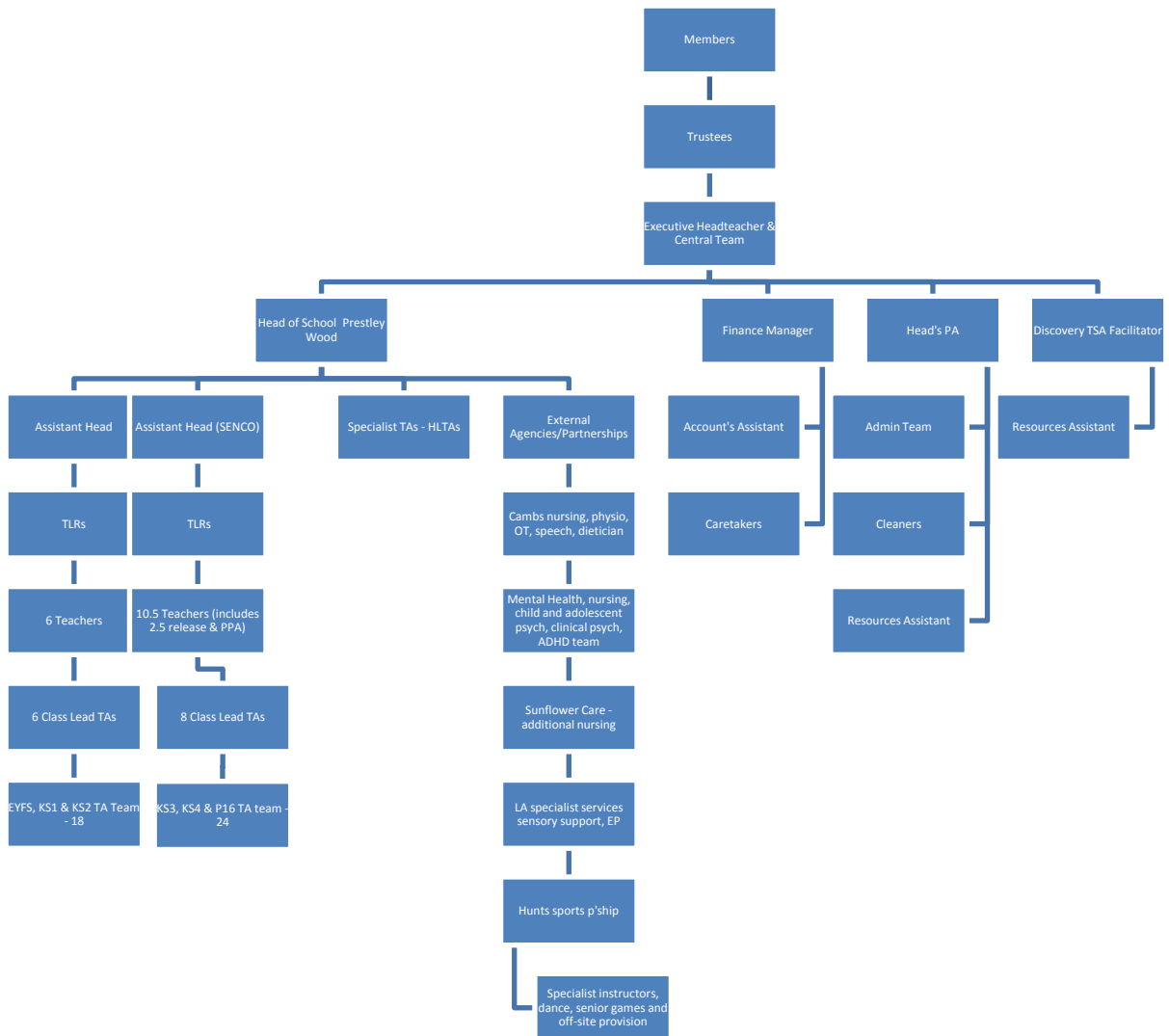
Strategy for avoiding conflicts of interest and for securing independent challenge to members and trustees.

The Trust does not anticipate any conflicts of interest. The Trust is a mature entity and key personnel already have significant experience of running an outstanding school.

Spring Common Academy Trust continually reviews its central support services functions, including how it manages the Teaching Schools Alliance, and the need to broker any third party support. This model will continue as the new free school comes on line.

As the Trust continues to grow, it will balance the services it provides in-house and those that third parties will provide based on growing internal capacity and capability. Any additional resource that may be required in the meantime will be procured in line with the Trust's existing financial rules, regulations and development plans, which will comply with procurement regulations and be open to audit from Rawlinson Accountants based in Peterborough. We will consult [REDACTED] our legal team for any legal advice. For HR we shall use EPM Ltd for advice and continue with their payroll services.

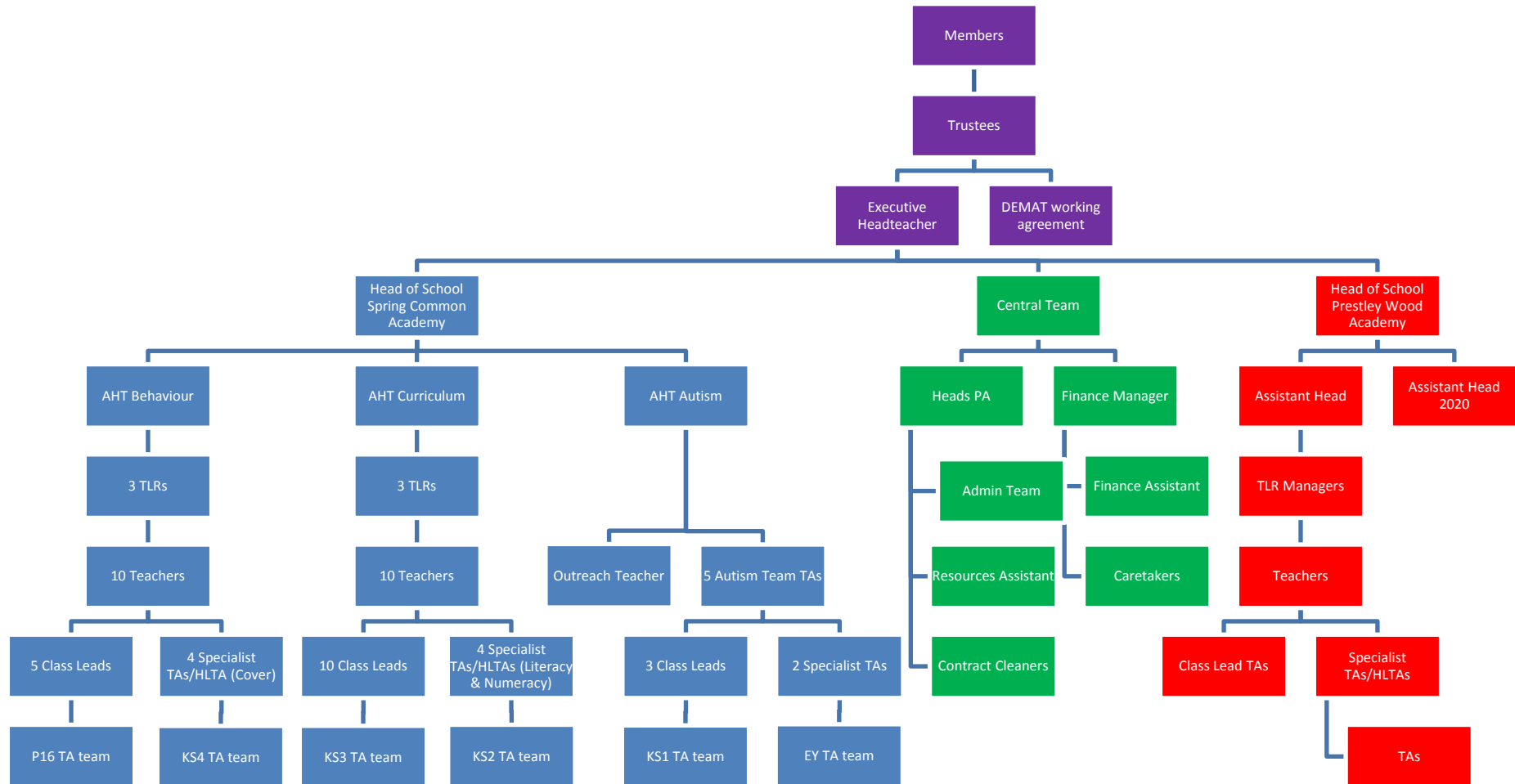
The Trust recognises that it will need to be mindful of managing the dual role of Trustees who are also employed at the schools and will continue to have regard to the Articles of Association in regard to any issue that will be discussed at Trust Board level. These arrangements will apply to all work undertaken with DEMAT as the co-located school and include roles they shall provide to Local Governing Body roles. Any conflict of interest will be declared at the outset and the DEMAT representative will be required to excuse themselves from any meeting while a discussion takes place.



PRESTLEY WOOD ACADEMY ORGANOGRAM

Final build-up for 2022 - Year 4

Annex 10 - Spring Common Academy Trust organogram



Annex 10 - Spring Common Academy organogram

