



Department  
for Education

# Free school application form

Special free schools

**Published: December 2015**

Insert the name of your free school(s) below using BLOCK CAPITALS

**HALCYON WAY**



# Contents

<b>The application form explained</b>	<b>5</b>
Sections	5
<b>Application checklist</b>	<b>7</b>
<b>Declaration</b>	<b>9</b>
<b>Completing the application form</b>	<b>11</b>
Section A – applicant details (use Excel spread sheet)	11
Section B – outline of the school (use Excel spread sheet)	11
Section C – vision	13
<b>Section D – education plan: part 1</b>	<b>19</b>
Section D – education plan: part 2	19
D1 – an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake	21
D2 – measuring pupil performance effectively and setting challenging targets	49
D3 – a staffing structure that will deliver the planned curriculum within the expected income levels	60
D4 – the school will be welcoming to pupils of all faiths/world views and none	67
D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately	71
Section E – evidence of need	79
E1 - provide valid evidence that there is a need for this school in the areas	79
E2 – valid evidence of need for non-statemented pupils/pupils without an education, health and care (EHC) plan	90
Section F – capacity and capability	90
F1 (a) Skills and experience of your team	90
F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school	111
F3 – independent schools only: a good educational track record and credible plans for meeting the standards of the state sector	N/A

F4 – Independent schools, including special institutions that are privately run only: a good financial track record and credible plans for meeting the standards of the state sector	N/A
F5 – Independent schools only: an appropriate, well-maintained, and secure site	N/A
Section G – accurate financial plans that are consistent with the rest of the application, demonstrate financial viability, and are based on realistic assumptions about income and expenditure	119
Section H – premises (use Excel spread sheet)	123
<b>Annexes</b>	<b>N/A</b>
<b>CV template (Annex A)</b>	<b>125</b>
<b>Self-assessment form for independent schools</b>	<b>N/A</b>
<b>Governance self-assessment</b>	<b>N/A</b>



## The application form explained

Before completing your application, please ensure that you have read both the [background information and glossary document and the relevant assessment criteria booklet](#) carefully. Please also ensure that you can provide all the information and documentation required.

### Sections

#### Declaration

The declaration must be made by a company member on behalf of the company/trust. The declaration section is found in the Word application form. All applicants are required to complete this section in full.

**All applicants will need to complete sections A, B, C, E, H and I in full.**

For sections D, F and G, the information you need to provide will depend on the type of group you are. Please refer to the relevant section of the *background information and glossary document*, and the *assessment criteria booklet*, for the information your group should include in these sections.

**Section A** asks you for applicant details in the Excel form.

**Section B** asks you to outline your proposed free school(s) in the Excel form.

**Section C** asks you for detailed information on the vision for your school(s) and is to be completed using the Word form.

**Section D** asks you for detailed information on your proposed education plan(s) and is to be completed using the Word form.

**Section E** asks you to evidence that there is a need for the school(s) you are proposing in the Word form.

**Section F** asks you to demonstrate that you have the capacity and capability to open the school(s) you are proposing and is to be completed using the Word form.

**Section G** specifically asks about costs. This requires the completion of the relevant sections of the Excel budget template.

**Section H** asks for information about premises, and suitable site(s) you have identified. This requires the completion of the relevant section of the Excel application form.

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

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

## **Submitting Sections A to H**

The completed Word and Excel templates and the budget plans need to be submitted by email to the department by the application deadline to:

[FS.applications@education.gsi.gov.uk](mailto:FS.applications@education.gsi.gov.uk). Your email must be no larger than 9MB in size.

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

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

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

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

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

## **Submitting Section I**

Section I, ie the Personal Information form, is required for each member, director, and principal designate who has not submitted forms within the past 365 days; together with a list of those members, directors, and principals designate who have submitted Section I forms within the past 365 days. These need to be submitted by email alongside a copy of Section A (from the Excel template) to [due.diligence@education.gsi.gov.uk](mailto:due.diligence@education.gsi.gov.uk) stating the name of the school in the subject title.

## **Data protection**

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

## Application checklist

Task to complete	Yes	No
1. Have you established a company by limited guarantee?		✓
2. Have you provided information on all of the following areas (where appropriate)?		
<b>Section A:</b> Applicant details	✓	
<b>Section B:</b> Outline of the school	✓	
<b>Section C:</b> Education vision	✓	
<b>Section D:</b> Education plan	✓	
<b>Section E:</b> Evidence of need	✓	
<b>Section F:</b> Capacity and capability	✓	
<b>Section G:</b> Budget planning and affordability	✓	
<b>Section H:</b> Premises	✓	
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	✓	
4. Have you fully completed the appropriate budget plan(s) where necessary?	✓	
5. Have you included CVs in the appendices for all relevant individuals in the template provided and in line with the requirements set out in the criteria?	✓	
6. <b>Independent schools only*</b> : Have you provided a copy of the last two years' audited financial statements or equivalent?	N/A	

7. <b>Independent schools only*</b> : Have you provided a link to your school's most recent inspection report and completed an externally validated self-assessment and governance assessment?	N/A	
8. <b>Independent schools only*</b> : Have you provided the documents set out in the criteria document specifically around your current site?	N/A	
9. <b>Re-applications only</b> : Have you changed you application in response to the written feedback you received, if you are re-applying after being unsuccessful in a previous wave, as set out in Section 4.4 of this guide?	N/A	
10. Have you sent an email (of no more than 9 MB in size**), titled: <b>Free School Application - School Name: [insert]</b> with all relevant information relating to Sections A to H of your application to: <a href="mailto:FS.applications@education.gsi.gov.uk">FS.applications@education.gsi.gov.uk</a> before the advertised deadline?	✓	
11. Have you sent two hard copies of the application by a guaranteed delivery method such as 'Recorded Signed for' to the address below?  Free Schools Applications Team, Department for Education, 3 <sup>rd</sup> Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT	✓	

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

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

Section I of your application	Yes	No
<p>12. Have you sent:</p> <ul style="list-style-type: none"> <li>• a copy of Section A (tab 1 of the Excel template); and</li> <li>• copies of the Section I Personal Information form for each member, director, and principal designate who has not submitted one of these forms within the past 365 days; and</li> <li>• a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days</li> </ul> <p>by emailing scanned copies of Section I forms to <a href="mailto:due.diligence@education.gsi.gov.uk">due.diligence@education.gsi.gov.uk</a> stating the name of the school in the subject title, including a full list of members, trustees, and the principal designate (if appointed); and a copy of Section A?</p> <p>(See guidance for dates and deadlines)</p>	✓	

## Declaration

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

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

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

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

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

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

Signed:



Position:



Print name:



Date:



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

Please tick to confirm that you have included all the items in the checklist:	<input checked="" type="checkbox"/>
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## Completing the application form

### Section A – applicant details (use Excel spread sheet)

This section will need to be completed by **all** applicants. Please:

- complete the Section A tab in the Excel spread sheet; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

### Section B – outline of the school (use Excel spread sheet)

This section will need to be completed by **all** applicants. Please:

- complete the Section B tab in the Excel spread sheet; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.





## Section C – vision

This section will need to be completed by **all** applicants.

Please:

- use the space provided below; and
- provide one version of this section, referring to individual schools or circumstances if you are applying for more than one school;
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

### Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

#### **Vision, Values and Ethos – ‘Halcyon Way’**

The new free school, Halcyon Way, will be an outstanding provision for children with severe-moderate learning needs based on the defining principles that underpin Kingfisher School’s practice.

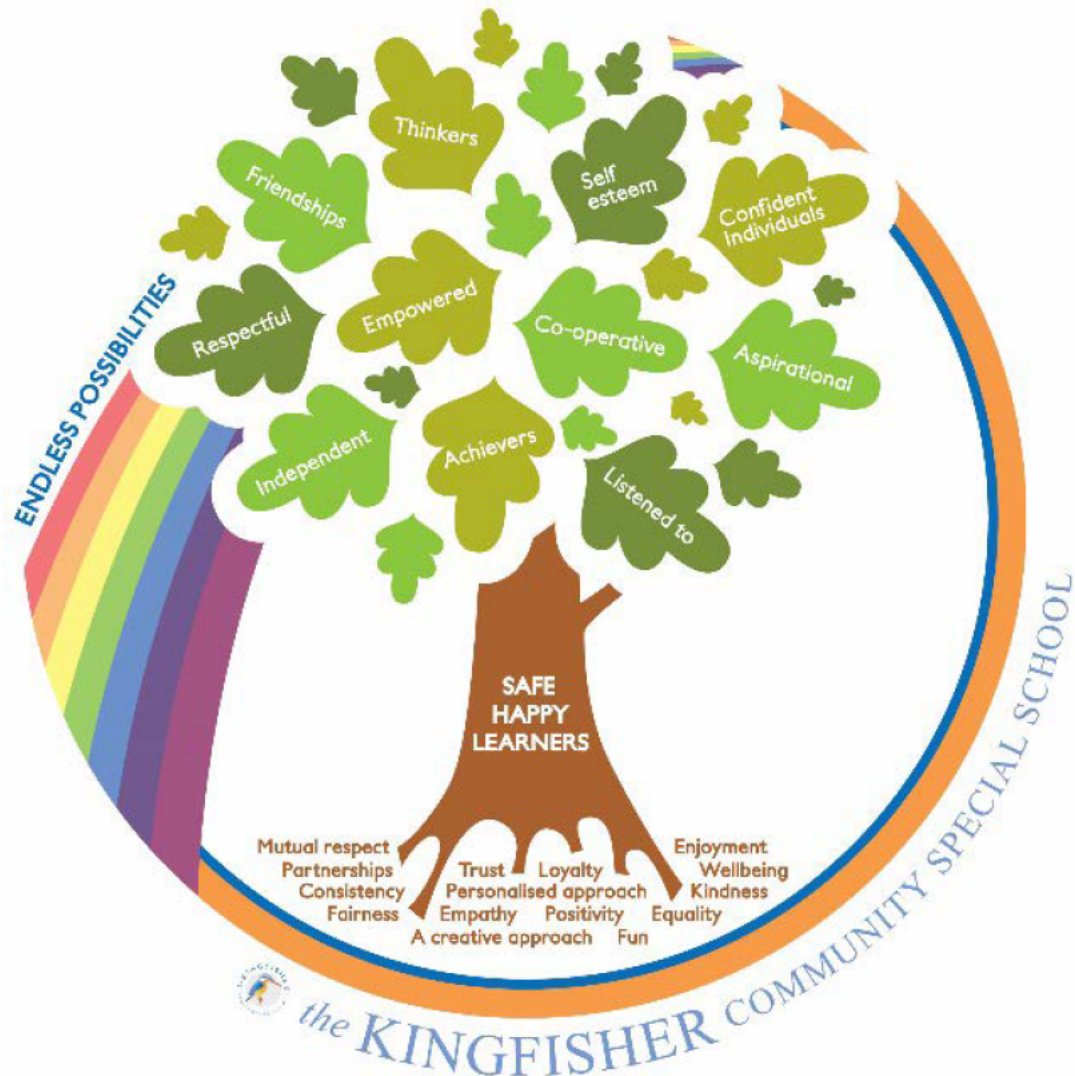
There is an opportunity to build the new free school [REDACTED]

[REDACTED] This would create two distinct schools benefitting from a collaborative approach across the Kingfisher Trust, ensuring that the new school is a school in its own right, purpose built to meet the needs of its population but with the advantage of sharing resources with Kingfisher including specialist learning environments, backroom support, leadership capacity and staff expertise.

The Values and Vision Tree of Kingfisher will be developed across the Trust to underpin every aspect of each school’s provision. The roots represent the values, aiming for every child and community member to be a **safe, happy learner**, with the leaves representing the expected **outcomes** for each learner and the rainbow the vision of “**Endless Possibilities**”.

**Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area**

The Vision and Values will be developed with children and staff to ensure a clarity of expectation and what that looks like in practice for all stakeholders.



**Children** – will be valued as individuals (regardless of gender, race, disability) – developing their strengths and addressing any past negative experiences, with opportunities to develop the confidence to take a full and active part of school life, planned through an innovative and creative core curriculum and personalised learning pathways (linked to EHC Plans) with therapeutic approaches to help children get ready for learning. Wellbeing and the development of basic skills through early intervention strategies will give children the greatest life-chances. Children will be enabled to be included into society as confident, self-assured citizens with belief in themselves. Having had a positive experience in their formative years and being given the tools to help them overcome any barriers to learning, children will become as independent as possible (rather than feeling isolated or dependant on a 1:1 Teaching Assistant in a mainstream setting).

**Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area**

At Kingfisher (Ofsted 2014)

*“The most able pupils make outstanding progress due to the attention given to developing their speaking and writing skills. From the early years and across the school teachers and support staff encourage pupils to be independent and this develops their confidence exceptionally well.”*

**Families** - will have positive supported relationships with the school and be involved in building the necessary foundations in their child’s education, empowering them to make choices about their lives and how they can support their development at home. Personalised plans, progress and achievements will be shared and celebrated during each child’s learning pathway.

The consequence of an inappropriate mainstream placement can cause serious disruption to both academic and social development of a child; this in turn can exacerbates the difficulties parents face, including a negative impact on sibling education, family cohesion and the ability of parents/carers to work or train for employment. The team seeking to set up the new free school already have extremely good working relationships, communication/consultation systems with families and support groups in the area.

*“The work of the school in helping pupils, and their parents, to make informed choices about next steps is outstanding and this helps the most able pupils, for example, secure the appropriate placement when they leave Kingfisher. Partnerships with many other agencies are extensive.”*

Ofsted 2014

**Staff** – will be part of an effective team that are supported by Lead Practitioners across the MAT. They will be encouraged to reflect on their practice and develop the necessary skills and pedagogy to plan effectively to ensure good and better teaching, providing optimum learning opportunities for each child. Systems and processes within the school will ensure staff work cohesively, with access to relevant data and support in analysing pupil progress and interventions. Growing effective leaders from within the organisation is a key principle of Kingfisher in ensuring a shared understanding, philosophy, vision and values set. This gives staff clear leadership pathways and opportunities and also supports sustainability and capacity across the MAT.

**Commissioners** – will be secure in commissioning places from a high quality provision that ensures individual achievement and progress. Kingfisher is already highly regarded by the Local Authority.



**Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area**

*“The Local Authority’s excellent partnership with the school ensures that other schools benefit from the expertise of several of its staff, as well as its Chair of the Governing Body.”* Ofsted 2014

**Local Community** – will be part of the children’s education – helping them to understand the world they live in and becoming confident inclusive members of society. Pathways will be developed that enable each child to access their local community, as a skilled citizen, with an understanding of the British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

**Oldham School Community** – Kingfisher has always been outward facing and a successful system leader, developing reputation and practice in the support offered to other children, as one of the first National Teaching Schools and a National Support School, both within Oldham and across other Local Authorities; children benefit from staff unceasingly developing their skills and expertise through reflective practice and coaching and a continually improving ethos – always asking why and how we could improve. Part of this would be in developing a special Initial Teacher Training programme for teachers in successful SEND practice. To this end, the staff team in Halcyon Way would be highly skilled through personalised development and a coaching, self-reflective ethos.

*“There are leaders throughout the school, and professional development and coaching means that all staff work very effectively together.”* Ofsted 2014

**Key Features of Halcyon Way**

The provision at Halcyon Way will be developed with the successful key features of Kingfisher underpinning policy and practice.

The Kingfisher Community Special School (applying to become the Kingfisher Learning Trust MAT) is a highly successful special school for children with severe and complex learning needs (average P Level 3ii-4). The school continues to develop its provision to ensure the children receive the very best learning opportunities and as a result, achieve the best possible gains in learning. Kingfisher has been recognised as a highly successful special school (judged outstanding in 2007; 2010; 2014 by Ofsted – with no areas for development identified in these inspections).

## **Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area**

In the last inspection, a standard was identified as ‘the Kingfisher way’:

*“The quality of teaching has improved since the previous inspection, even though it was then also judged as outstanding. This is because of the relentless drive to do things the ‘Kingfisher’ way, a standard to which all staff aspire.”* Ofsted 2014

Halcyon Way will be a values-led school, where innovative approaches will help support the children in getting ready for learning, ensuring the provision meets every child’s needs – whatever challenges they face. Provision will be continually developed with a clarity of expectation in terms of high aspirations for the children and underpinning rationales. A collaborative ethos supported by a clear vision and strong values-set will ensure that children are helped to be ready for learning by a team in partnership with many professionals such as health colleagues.

The new school will have a core curriculum offer linked to the National Curriculum with bespoke pathways for each individual child using the principles of the Kingfisher creative approach to learning. Staff will be encouraged to think differently – looking at each child as an individual with the highest of expectations. The curriculum and teaching and learning strategies will be adjusted to meet the needs of every child rather than expecting the children to fit a standard curriculum model. The emphasis will be on equipping the children with the skills they need for the future in a creative way, enabling them to explore, develop and ultimately generalise their learning. The skills each child needs to learn will be identified and a Personalised Learning Pathway devised to best meet those needs. Halcyon Way’s creative approach to learning, like that of Kingfisher, will result in the children becoming successful independent learners, achieving in a safe and happy learning environment.

Kingfisher’s vision is for ‘Endless Possibilities’; striven for in every element of provision – nothing but the best will do. The Kingfisher Trust will underpin each of its schools with the same values, ethos and vision and as such, this will be the underpinning ethos of the new Free School – Halcyon Way.

### **Who is the Free School for?**

We are seeking to establish a 140 place free school in Oldham to be opened in September 2017, for children aged 4-11 years, with a Nursery provision, for children with Severe to Moderate Learning Difficulties (SLD – MLD), including needs associated with SLCN and SEMH. All children will have an EHC Plan (Statement) or be undergoing an EHC needs assessment.

Kingfisher is the only special school for the primary age range, serving pupils with complex and severe learning disabilities from within Oldham. There are regular and

**Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area**

frequent referrals from the LA of pupils whose needs cannot be met in mainstream schools, with pupils working above P- Level 6 being turned away and having to be supported in mainstream schools.

There is a need for this free school as there is no choice of school for this group of children other than to attend mainstream provision. Here it can be increasingly difficult to provide the personalised approach required to support children in acquiring basic skills let alone an enriched curriculum offer.

**Where do we want to locate the free school?**

[REDACTED] The benefits [REDACTED] would be to create a collaborative approach for all children benefitting from the existing specialist resources – [REDACTED] To bring coherence and consistency, key personnel will work across both schools made possible by the same location. [REDACTED]

**Future Expansion of the MAT**

The Kingfisher Community Special School (applying to become the Kingfisher Learning Trust) has a clear vision for the future to manage the expansion of the MAT in order that the quality of the provision is in no way compromised. In opening the free school, Halcyon Way, a fundamental part of the vision is to provide the same outstanding provision for children with SLD – MLD. In order for this high quality to be maintained, any future growth will be carefully planned and managed in order for the underpinning vision and values of the school to be established alongside excellent systems and procedures.

## Section D – education plan: part 1

This section will need to be completed by **all** applicants. Please:

- use the table below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

In the table below, please provide the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time. Please add additional rows/columns if appropriate. If you are an existing independent school wishing to become a free school, please use the first column to show how many pupils you currently have. If you are proposing more than one school you will need to complete a separate table for each.

If you are proposing to open later than 2017, please leave the relevant earlier columns blank.

	<b>Current number of pupils (if applicable)</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
Reception		10	10	15	16
Year 1		4	10	10	16
Year 2		4	10	15	16
Year 3		8	15	15	18
Year 4		6	10	15	18
Year 5		4	15	15	18
Year 6		6	10	15	18
Totals		80	100	120	140

## Section D – education plan: part 2

### **D1 – an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

If you are applying for more than one school and they will all be similar, please provide one version of this section, referring to individual schools or circumstances, where relevant. If schools will be different, you may find it simpler to provide more than one version of this section.



All applicants will need to complete the table of subjects and hours. Please use the table below.

Subject/other activity	Hours per week		Mandatory/ Voluntary	Comments
	Nursery (part-time)	Reception (full-time)		
Communication and Language	3.5	4	Mandatory	Full time Reception places will be 25 hours/week and part time Nursery places 15hours/week. The hours listed are approximate teaching hours excluding assemblies and breaks. The three Prime Areas will constitute the main time allocation through the week. The thematic approach however, will ensure specific areas of learning together with the life skills and enrichment elements of the curriculum will result in a practical, creative and “hands on” approach to learning. For full time Reception places, enrichment activities will be within their weekly time allocation. For part time Nursery placements, enrichment elements such as educational visits will be offered as voluntary if they take place outside of the part time placement.
Physical Development	3	4	Mandatory	
Personal Social and Emotional Development	3	4	Mandatory	
Literacy	1	2.15	Mandatory	
Mathematics	1	2.15	Mandatory	
Knowledge and Understanding of the World	1	2.15	Mandatory	
Expressive Art and Design	1.5	2.15	Mandatory	
KS 1 and 2	KS1	KS2		
English	5	5	Mandatory	
Maths	4	4	Mandatory	



Science	2	2	Mandatory	The timings given are approximated and exclude assemblies and breaks. There will be a mix of discrete subject teaching and cross-curricula thematic teaching. Science, for example will have additional time allocated via cross-curricula approaches. Some subjects may not be taught weekly but their allocation would be taught over a half term. For example, a teacher may choose to have a Design and Technology project day where there is an intensive approach to teaching skills and knowledge where the children can complete the whole process from design to completion. Vocational and enrichment elements will also be included within the teaching allocation of the main school day.
PSHE	1.5	1.5	Mandatory	
Art and design	1	1	Mandatory	
Computing	1	1.5	Mandatory	
Design Technology including Cooking and Nutrition	1.5	1.5	Mandatory	
History	0.45	0.45	Mandatory	
Geography	0.45	0.45	Mandatory	
PE	1.5	1.5	Mandatory	
Music	0.45	0.45	Mandatory	
Languages		0.45	Mandatory	
RE	1	1	Mandatory	

All applicants will need to complete this section you will give us different information depending on which type of group you are.

**D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

**Part 1**

The proposed new school will cater for a different population of children to those currently at Kingfisher; the population of Halcyon Way will be children with severe to moderate learning needs. We are planning to open the new school in September 2017, growing over time, aiming for full capacity within four years.

In the first year 2017/18 it is proposed to transfer up to a possible 18 pupils from Kingfisher who are either currently working at or projected to work at P6 and above within Lower KS2 in English and Maths. This will give the children a more age and developmentally appropriate cohort from whom they can learn both academically and

## **D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

socially. The new school will also offer an opportunity to more fully bridge the gap between an often inappropriate mainstream placement and one within Kingfisher with an increasingly complex and severe population.

The projected places allocated include numbers expected at the start of each academic year, with an allowance of an additional 20 places available for allocation throughout the year in order to allow for flexibility for those children in need of appropriate provision following mid – year annual reviews (Personalised planning meetings), emergency assessment placements or those moving into the area from outside the local authority. Historically, there is evidence of need for a number of these places to be available. Since 2012, 39 admissions have been accepted into Kingfisher mid-year, with additional numbers of SLD/MLD declined a place. For the purposes of planning and budgeting, the total numbers of pupils expected in each year of growth have been used, for example in 2017, 80 pupils in total will be expected but it is likely that 60 places will be taken up in September with the remaining 20 being available through the year. This would be the expected pattern over all four years of growth.

A greater number of places have been proposed at Key Stage 2 in the first years as historically, there has been more demand as children move out of Key Stage 1 and their needs can no longer be “managed”.

### **Part 2**

#### **Pupil Population**

Halcyon Way will be a school (plus a Nursery) for children aged 4-11 years with Severe to Moderate Learning Difficulties (SLD – MLD) with EHC Plans or Statements and those undergoing an EHC needs assessment.

The table below shows the current population of Kingfisher – children with complex and severe learning needs and the projected needs of the new school – children with severe to moderate learning needs:

	PMLD	ASD/SLCN	SLD Complex	SLD	MLD
Kingfisher	26%	55%	19%	N/A	N/A
Halcyon Way	N/A	N/A	0%	50%	50%

It is likely that the profile of the children at Halcyon Way will reflect the overall demographic of Oldham, as in Kingfisher currently, in that around 60% of pupils will be of non-white British origin and the proportion of pupils in receipt of Pupil Premium will likely be around at least 53%. Halcyon Way will support children in receipt of Pupil Premium through a robust system of monitoring and evaluation, already in place across

## **D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

the Trust, identifying and addressing any identified gaps in attainment. Children from ethnic minority backgrounds will have the support of Family Link Support Officers, again working across the Trust, who will liaise with families and provide any additional support necessary, ensuring relationships with families are established and maintained. There is an increasing number of families from other minority backgrounds also settling within the Oldham area and as these groups are identified, Halcyon Way will reflect the needs of the different cultures.

The current gender split at Kingfisher is 29% girls and 71% boys, but this weighting towards boys is due to 55% of the population having a diagnosis of ASD or SLCN. Within the SLD – PMLD population the gender split is approximately 50:50. It is likely therefore that the population of the new school will reflect this even split. As the curriculum will be tailored to meet individual needs, gender, alongside any other identified groups will be a consideration when planning particular strategies used in meeting all needs.

### **Pupil Groupings**

Pupils will be grouped in classes of up to ten children based on both their age and their preferred learning style and ability. In the first year, depending on the spread of year groups of the pupils, it may not be possible to establish single age classes, but as learning is planned to meet the specific age and stage of each child, this will be accommodated through planning each child's individual learning pathway. Kingfisher has found that grouping pupils according to their learning style and stage of development is a successful approach in ensuring that all children's learning needs are met most effectively. Learning environments will also be tailored to particular groups and key resources targeted accordingly. As there is flexibility for the new school in its adherence to the National Curriculum, where mixed aged classes are set, a "best fit" will be established in terms of curriculum content.

This model is proven to be successful at Kingfisher with Ofsted (2014) saying:

*"The most able pupils achieve outstandingly well because of teachers' high expectations and the specifically tailored and personal support pupils receive."*

Halcyon Way will cater for children with less complex SLD – MLD which means there will be a very different focus and pace to teaching and learning, however even though the level of attainment will be different to the children at Kingfisher, the fundamental approaches and principles of teaching and learning will remain the same. Staff teams will plan strategies and approaches specific to each child in the class and the curriculum content will be differentiated and extended for individuals according to their learning style, level and access needs. All staff working with each child will be part of the process.



## **D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

### **Time Allocation of Subjects**

Although there is no longer any specific recommendation or guidance from the DfE regarding the allocation of either teaching hours or allocation of time for specific subjects, Halcyon Way will plan to deliver a broad and balanced curriculum, based on the specific needs of the children. Most children will need additional time to consolidate and generalise key skills; there will be a greater emphasis and weighting given to English, Maths and PSHE, with the focus on creativity and personalised approaches in developing key skills across and through the whole curriculum range. The learning profiles of the children at Halcyon Way will be such that the children will be able to access the National/EYFS Curriculum but at a lower level than their mainstream peers, needing greater emphasis on meeting their individual access and communication requirements. Time will be given to enable children to reinforce, revisit and consolidate skills and opportunities given for children to generalise these across the curriculum.

The school day will start for pupils at 8.50am and children will leave at 3.15pm.

### **Curriculum Overview**

The model below shows how the National Curriculum will be underpinned by elements of Vocational and Enrichment opportunities to enable the planned outcomes in the Vision to be achieved. Enrichment and Vocational opportunities will be an integral part of each child's core offer. These will be the fundamental foundations of the new school in terms of developing Learning Pathways for each child to achieve their aspirations and planned outcomes to 'give children the greatest life-chances, enabling them to be included into society as a self-assured citizen with an underpinning confidence and belief in themselves'.

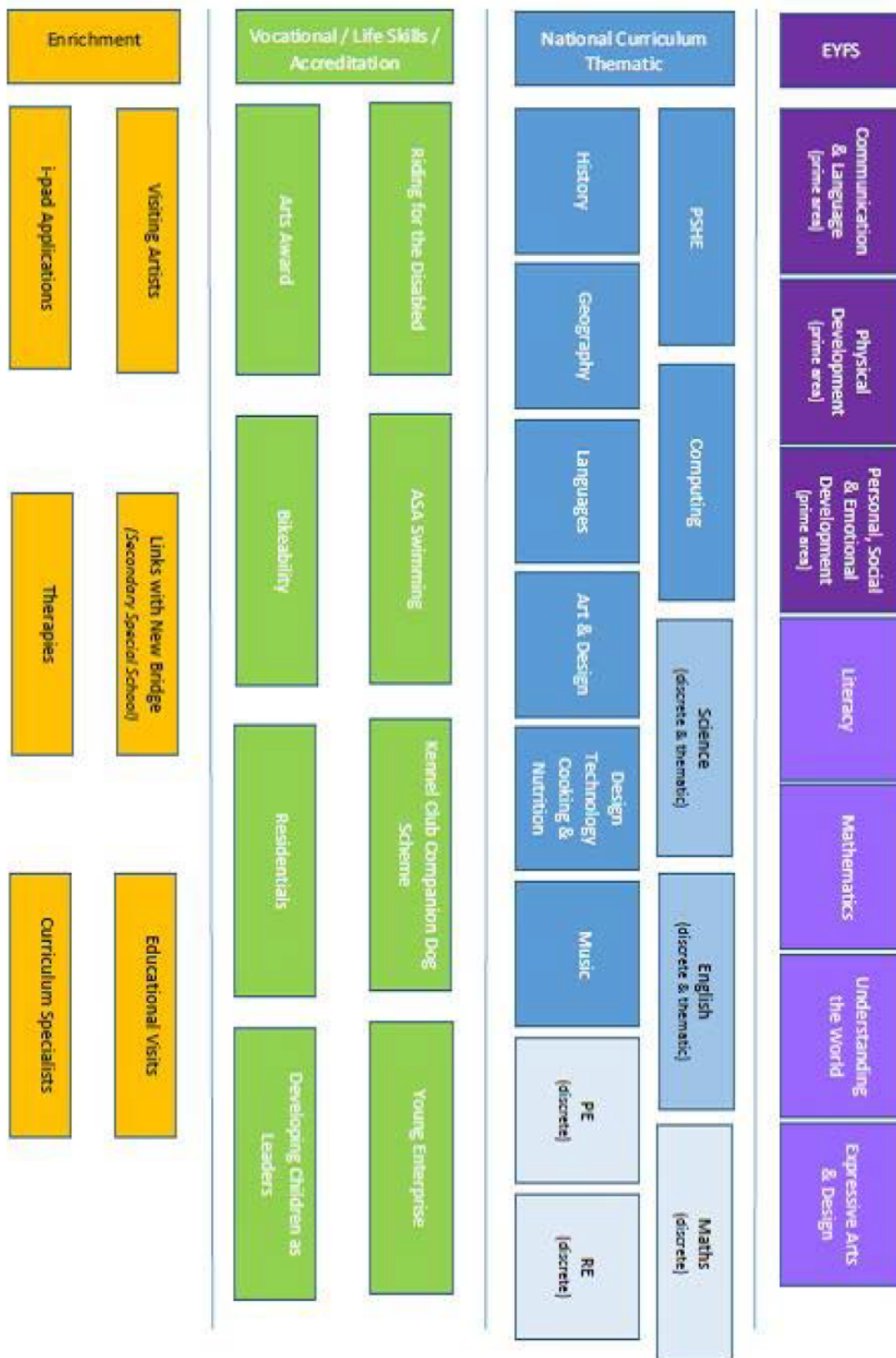
Each term's learning will be planned in terms of:

- National Curriculum / Early Years Foundation Stage Curriculum
- Vocational / Life Skills / Accreditation
- Enrichment

One of the key differences for children attending Halcyon Way will be their capacity to have a greater influence on their learning, understanding their own achievements and successes and how to make the next steps in their learning. The curriculum will enable greater flexibility in meeting their individual learning needs but also allow for a more mainstream breadth and curriculum content. For many children, Halcyon Way will bridge the gap between special provision and mainstream provision. For some children already attending Kingfisher, the focus of the school has become specialised in meeting complex needs and for others attending mainstream schools, the provision is not individualised enough. Children at Halcyon Way will have access to highly trained staff in meeting their learning needs but within a more mainstream, yet flexible curriculum model.

**D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

**Curriculum Overview at a Glance**



**D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

All children will receive a “core offer” in terms of EYFS/National Curriculum. Each Year group will also have a planned allocation of Vocational/Life Skills/Accreditation aspects in order to develop and apply their skills in real situations. Enrichment activities would be planned through the half termly themes but also planned for individuals as appropriate according to need, for example, access to Play Therapy.

**Cycle of Themes**

Halcyon Way will deliver a thematic, creative curriculum based on a four year cycle of themes for Key Stages 1 and 2 and a two year cycle of themes for EYFS. These have been designed specifically for the new school. Although this will ensure a consistency of approach between the two schools, it will also provide a differentiated approach to enable staff to meet needs appropriately. This will enable shared understanding of key themes of learning across the school but give variety and breadth of opportunity. The four year cycle will ensure that children do not repeat themes more than twice during their time at Halcyon Way.

EYFS Two Year Cycle of Themes						
Cycle	Autumn	Autumn	Spring	Spring	Summer	Summer
Cycle A	Ready, Steady, Go	Blast Off	Oink, Moo, Quack	Glorious Mud	Magical Places	The Wheels Go Round
Cycle B	Here I am	Twinkle, Twinkle	Splish, Splash, Splosh	Flower Power	Treasure Chest	Travelling By

Key Stage 1 and 2 Four Year Cycle of Themes					
Cycle	Autumn Term		Spring Term	Summer Term	
A	Knowing Me Knowing You	Starlight Starbright	Home Grown	Spin Me A Yarn	Around the World in 42 days
B	Are you Ready?	Let it Shine	Wild Woods	The Way We Were	Ticket to Ride
C	Let's Start at the Very Beginning	I Believe	Green Fingers	Ancient, Old and Wrinkly	A Drop in the Ocean
D	Home Sweet Home	Somewhere Out There	What's That?	Catch Me If You Can	Where in the World

**D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

**Exemplar details of thematic approach to curriculum and planned vocational and enrichment activities**

EYFS Cycle 1 Spring 1

Oink, Moo, Quack

<p><b>EYFS – Prime Areas</b></p>	<p>Communication and Language</p> <ul style="list-style-type: none"> <li>• Phonics - Initial sounds. Looking in mirrors and copy sound shapes with an adult</li> <li>• Intensive Interaction – exploring sounds we can make with our mouths</li> <li>• Animals down on the farm - copying and making animal sounds, explore sounds within stories, poems and songs</li> <li>• On the farm role play area</li> </ul>	<p>Physical Development</p> <ul style="list-style-type: none"> <li>• Completing simple animal jigsaw puzzles</li> <li>• Covering animal shapes with their silhouettes</li> <li>• Action songs and rhymes about animals</li> <li>• DMP (Development Movement Play)</li> <li>• Movement to music</li> <li>• Outside learning - exploring the physical space through using play equipment to</li> <li>• climbing, spinning, stepping, running (DMP)</li> <li>• Exploring fine and gross motor skill opportunities</li> </ul>	<p>Expressive Art and Design</p> <ul style="list-style-type: none"> <li>• Dressing up animal costumes,</li> <li>• On the stage: outdoor learning environment children to create role play/explore movement/fancy dress</li> <li>• Using animals and their prints/colours to create simple drawings exploring texture and colour</li> <li>• Using junk to create 3D sculptures and models - giving names and stories to their creations</li> <li>• Music - exploring sounds made with our bodies and with instruments</li> <li>• Using found objects to make sounds pans, lids, bowls and spoons (Links with outside learning)</li> </ul>	
<p><b>EYFS – Specific Areas</b></p>	<p>Literacy</p> <ul style="list-style-type: none"> <li>• Writing and recognising their names and basic CVC words</li> <li>• Mark making in variety of textures</li> </ul>	<p>Mathematics</p> <ul style="list-style-type: none"> <li>• Pouring, tipping, sorting, liquids</li> <li>• Farm sounds linking with maths counting songs/rhymes</li> <li>• Counting simple objects within sand/water/</li> </ul>	<p>Understanding the World</p> <ul style="list-style-type: none"> <li>• Outdoor learning opportunities</li> <li>• To listen to sounds within nature</li> <li>• Opportunities to look and play with multi-</li> </ul>	<p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> <li>• Being me - exploring children's own identity what are their feelings,</li> </ul>



**D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

	<ul style="list-style-type: none"> <li>• Copying initial letters with fingers, toes</li> </ul>	<ul style="list-style-type: none"> <li>• tactile trays</li> </ul>	cultural toys, non- gender specific toys and books <ul style="list-style-type: none"> <li>• To develop relationships with friends and adults whom they engage with</li> </ul>	their belongings, key members of their family <ul style="list-style-type: none"> <li>• Self-portrait – developing looking and seeing from an early age – looking at mirrors, photographs and the relationship between the different parts of their bodies and face</li> </ul>
Vocational / Life Skills / Accreditation	Riding for the Disabled		Kennel Club Companion Dog Scheme	
Enrichment	Farm visit		Animals visiting school	

**Exemplar Details of Creative Curriculum Model for ‘Knowing Me, Knowing You’, excluding discrete subjects:**

Key Stage 1	Key Stage 2
<p><u>Science</u></p> <p>Animals including Humans</p> <p>Importance of exercise, eating healthily etc, links to DT, Eat Well Plate. Basic needs of humans, looking after your body, hygiene – why is it important to keep clean etc.</p> <p>Experiment and record heart rate after different activities, what exercise do people do, link to Maths, statistics</p>	<p><u>Science</u></p> <p>Animals including Humans – Year 3</p> <p>Identify that animals including humans require the amount of nutrition</p> <p>Animals including Humans – Year 4</p> <p>Construct and interpret a variety of food chains identifying producers, predators and prey</p> <p>Animals including Humans – Year 5</p>



**D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

	<p>Describe the changes as humans develop to old age – how the body changes</p> <p>Animals including Humans – Year 6</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle</p> <p>Identify and name the parts of the human circulatory system and describe the functions of the heart, blood vessels and blood</p>
<p><u>Computing</u></p> <p>Exploring range of programmes on the computer based on the body, dressing up, using a mouse drag and drop, basic keyboard skills etc</p> <p>Use the computer to research history and geography themes, simple word processing etc.</p> <p>Using a range of hardware, laptop, desk top, tablets etc</p>	<p><u>Computing</u></p> <p>Use logical reasoning to explain how some algorithms work and detect and correct errors in algorithms and programs</p>
<p><u>PSHE</u></p> <p>Health and Wellbeing - Healthy Eating, Keeping Fit, body awareness</p> <p>SEAL – New Beginnings: how do I feel, how do others feel, exploring friendships</p>	<p><u>PSHE</u></p> <p>Health and Wellbeing – explore positive and negative on our physical, mental and emotional health in the media</p> <p>Recognise how images in the media do not always reflect reality and can affect how people feel about themselves</p> <p>Deepen their understanding of their feelings and the feelings of others</p> <p>SEAL – New Beginnings: how do I feel, how do others feel, exploring friendships</p>
<p><u>History</u></p> <p>Family Tree - who is in their family, create timeline Look at the life of a</p>	<p><u>History</u></p> <p>Britain from the Stone Age to the Iron Age</p>

**D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

<p>significant local person, for example Jack Crompton; children can research and develop enquiry skills. Give choices of other significant historical people and children can choose who they would like to find out about and develop enquiry and research skills.</p>	<p>Explore what happened in the Ice Age that affected the Stone Age</p> <p>What evidence they leave behind</p> <p>Explore the life of a Neolithic hunter/gatherer</p> <p>Climate change during the Stone Age</p>
<p><u>Geography</u></p> <p>Locational knowledge – where the children live within the wider world. Where is Oldham?</p>	<p><u>Geography</u></p>
<p><u>Art and Design</u></p> <p>Portraits – looking at your own portrait and other artist’s portrayals of portraits – Matisse, Picasso, Van Gogh, Monet. Comparing their own work with famous artistic styles.</p> <p>“Exploring drawing, painting and colour mixing”</p> <p>“Using line and shape”</p> <p>“Sharing their ideas”</p>	<p><u>Art and Design</u></p> <p>Stone Age - learn about the history of art and look at cave drawings/paintings (depicting stories)</p> <p>Develop design techniques using print making to make own familiar story in the style of a cave painting</p> <p>Look at role of illustrator</p>
<p><u>Music</u></p> <p>Use their voice in singing songs, rhymes and chants, choral speaking. Using their bodies to make music</p>	<p><u>Music</u></p> <p>Play and perform in an ensemble context</p> <p>Use voice and play music instruments – using increasing accuracy, fluency and facial expression</p> <p>Example of music to listen to – Horrible Histories “Stone Age”</p> <p>Tell a story through song and music</p>

**D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

<p><u>DT</u></p> <p>Design, Make and Evaluate project – make themselves a bag to bring their belongings to and from school.</p> <p>“Design and make a purposeful, functional, appealing product for themselves”</p> <p>“Research, make mock ups, templates. Use tools to join things together, evaluate fit for purpose.”</p> <p><u>Cooking and Nutrition</u> – Eat Well Plate</p>	<p><u>DT</u></p> <p><u>Cooking &amp; Nutrition</u></p> <p>Learn about a healthy and varied diet</p> <p>Look at a Palaeolithic diet – which was the Stone Age diet – this was anything they could gather eg nuts, meat and berries – compare to the diet which we have today – today we have these as well as processed foods and dairy</p> <p>Explore why we need a healthy diet</p> <p>Explore different recipes to make with berries – eg smoothies, porridge with berries, blueberry muffins</p>
<p><u>Languages Day</u> – Europe</p> <p>Greetings</p>	<p><u>Languages</u></p> <p>discrete</p>
<p>Life Skills/Vocational</p>	<p>Life Skills/Vocational</p>
<p>Year 2 ASA Swimming</p>	<p>RDA</p>
<p>Enrichment</p>	<p>Enrichment</p>
<p>Visits to school from health partners, for example, dentist, school nurse etc</p> <p>Arts Award</p>	<p>Tatton Park Stone Age Centre</p>

**Curriculum Approaches**

With a proven track record of excellence for the creative curriculum provided at Kingfisher, the new free school will build on this and further develop it for children of higher cognitive ability. As a more able group of learners, the National Curriculum will be much more accessible to the children at Halcyon Way, but the need for appropriate strategies to meet their learning needs will still be fundamental. In terms of outcomes, the levels of attainment for children at Halcyon will be higher and as such the children will be able to access a more “mainstream” curriculum content.

Halcyon Way will use the National/EYFS Curriculum as the basis for providing broad and balanced learning but will adapt and develop this in order to meet the specific needs of the pupils. The nature of the children’s learning needs is such that they require a

### **D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

greater emphasis on personal, social and emotional aspects of learning in order to meet Aspiration/Outcome One for Halcyon Way, “to ensure each child develops the requisite skills for living and can transfer skills to different situations and environments”. The children will be taught across all the EYFS/National Curriculum subjects/areas, but the weighting of these subjects and the way in which they are delivered will be adjusted according to individual needs. An emphasis will be placed on extending the curriculum to provide opportunities to develop and generalise life skills.

A key principle in curriculum delivery at Halcyon Way, as is currently the case at Kingfisher, would be the focus on strategies in Getting Ready for Learning. This will be a fundamental aspect of teaching and learning and there will be a great emphasis on ensuring that children are ready to learn through the use of a range of strategies differentiated to meet the needs of the children. For example, the development of Individual Response Plans detailing de-escalation strategies in order to avoid the escalation of crises, planning therapeutic interventions such as Play Therapy or involvement in the Massage in Schools Programme (MISP). These approaches are addressed in more detail in Section D5.

In The Early Years Foundation Stage, children would follow the EYFS curriculum, modified and structured to meet their individual needs and learning styles. The learning environment, organisation and structure of the curriculum would be tailored to meet the children’s needs. This will be based on a secure knowledge of how children learn and most importantly how children with additional learning needs make sense of the world around them; this will inform teaching and learning approaches. A broad range of knowledge and skills will be developed to provide a secure foundation for children as they progress through the school and beyond. The EYFS curriculum will serve to inform rather than restrict an appropriate curriculum delivery.

The EYFS at Halcyon Way will provide quality and consistency, so that every child makes good progress from their individual starting point. Positive relationships with adults and peers will be developed to enable children to learn to be resilient and develop independence. Children will learn and play in an interactive environment, which is tailored to meet their needs. This will be underpinned by the existing high expectation of the Early Years provision at Kingfisher which Ofsted, 2014, judged to be outstanding.

*“Early Years provision is outstanding as it was at the previous inspection.... The curriculum engages children’s interest and they respond exceptionally well to the challenges learning holds for them. As a result their behaviour is outstanding.”*

Halcyon Way will utilise the EYFS framework using the three prime areas of Communication and Language, Physical Development and Personal, Social and Emotional development and further develop learning through the specific areas of



## **D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

literacy, mathematics, understanding the world and expressive arts and design. Each child will receive a core curriculum offer delivered through the EYFS two year cycle of themes, enriched by life skills, real experiences and opportunities for enrichment. As at Key Stages 1 and 2, children within the EYFS will access a personalised learning pathway where their attainment is accurately baselined, next steps of learning planned for, targets set and assessed and enriched by varied and meaningful learning experiences. Personalised Learning Pathways (PLPs) which will detail 'the additional to and different from' strategies for each child based on their EHC plan or statement will ensure each child receives their statutory entitlement.

Where appropriate children will be helped to work towards the early learning goals and their progress towards these goals will be reported to parents and/or carers through the Early Years Foundation Stage Profile (EYFSP). At Halcyon Way for some children the EYFSP will not provide an appropriate record the small steps of progress they are making and they may require an additional assessment record such as B Squared. All steps of progress will be recorded appropriately and shared with parents through Personalised Planning Meetings. Transition into Key Stage 1 will be smooth and seamless as the personalised approach to meeting children's learning needs and styles will be continued through Key Stages 1 and 2.

The EYFS/National Curriculum will be followed in all subjects/areas to enable children to transfer easily from and to mainstream settings if appropriate. Fundamentally, the personalised approaches and strategies used in delivery to successfully engage the children in their learning, would be identified and planned in order for all children to achieve. More detail of the structure of the Personalised Learning Pathway can be seen later in this section. In some areas, particular approaches and resources will be used to enhance curriculum delivery as the examples below highlight. These would be further extended and developed depending on the needs of the children.

### Key Stages 1 and 2

#### English

English will be taught daily through a mix of discrete and cross curricular sessions and will also incorporate a daily phonics lesson for between 5 and 15 minutes. These phonics lessons will be differentiated to the needs of the children and progress recorded in each child's Personalised Learning Pathway (PLP) so progress can be monitored.

## **D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

A range of core resources and approaches will be available to suit the children's needs, for example:

- Oxford University Press – Oxford Reading Tree
- Project X – includes ICT resources
- Fireflies
- Fuzzbuzz – a special reading scheme for children with specific learning difficulties
- See and Learn – Speech Kits - Reading and language intervention for Children with Down Syndrome

English will be taught through a topic based approach, with a series of big books linked to each half term theme. Activities and learning opportunities will then be provided, linked to these books and resources. By using the Big Books as a focus for English teaching, classes will be able to ensure that the children access at least 1 non-fiction, 1 play/poetry and 4 fiction texts each academic year. The big books used will be recorded in each child's PLP to ensure that over their time at Halcyon Way, they access a wide variety of texts at an appropriate level.

The teaching of English encompasses the Total Communication approach which recognises children's individual communication needs including signs, speech, symbols, communication aids, etc. Total Communication strategies will be fundamental to the teaching and learning offered at the school and will be in place in order for all children to access a full curriculum.

### Maths

At Halcyon Way, Maths will be taught as a discrete subject but resources may be linked to the half-termly themes. There will be an emphasis on using and applying Maths skills with a recognition that these opportunities present themselves throughout the day for children.

Numicon will be used as an approach to teaching Number in particular. Its approach is multi-sensory using apparatus and focusing on Action, Imagery and Conversation. The programme of activities with Numicon Shapes and rods helps children understand number relationships, spot patterns and make generalisations. Teachers can clearly see how a child solves a problem and understands concepts through observing their use of apparatus. It is a particularly useful approach for those children who are visual and kinaesthetic learners.

### PSHE

The children will receive at least 2 PSHE lessons a week in addition to the SEAL target identified each week in assembly. Social, Emotional Aspects of Learning (SEAL) will be taught throughout the week.

## **D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

Throughout the school day, personal care, self-help skills and the wellbeing of pupils will support the development of vital key skills. Although PSHE is non-statutory within the 2014 Curriculum, we feel it is fundamental to the children's wellbeing. Halcyon Way will base its PSHE Curriculum on the PSHE Association's Programme of Study, which has been updated to reflect the rapidly changing world in which the pupils live and learn and to sit alongside the 2014 National Curriculum. It identifies the key concepts and skills that underpin PSHE education and helps schools to fulfil their statutory responsibility to support pupils' spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life.

The children will access the adapted programme of study for Key Stages 1 to 2 and the three core themes below, with one of these forming the basis of study within each term through the year

- Health and Wellbeing
- Relationships
- Living in the Wider World

### Science

At Halcyon Way we will promote and encourage children to think and work scientifically in all curriculum subjects. Through all the children's learning experiences we will aim for them to become observers and explorers who can predict, anticipate and transfer scientific skills in all areas of the curriculum. Science will be taught as a discrete session at least once a week and then through cross-curricula opportunities and activities at least in one other session but possibly more. The strands of Science will be delivered in the appropriate year groups and children will be active participants in their learning through practical, enquiry based sessions. The children will then learn to transfer their skills within the wider curriculum. Children will have opportunities to work alongside visiting specialist teachers and Scientists to help to embed scientific investigation, encouraging children to develop scientific minds.

### Computing

The provision of ICT solutions at Halcyon Way will be determined by the needs of the children, although it is envisaged that the hardware needs would be relatively mainstream with fewer access considerations required; classes will benefit from interactive whiteboards, laptops and tablets, with an on-site IT Technician supporting training and hardware development. Software will be identified to enable children to access learning and in overcoming barriers to learning. Key software, such as Clicker, will provide a basic word processing package and opportunities for staff to scaffold independent learning. Supporting software will be researched as necessary in meeting individual needs and the motivational aspects of ICT recognised and utilised in engaging children in learning.



## **D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

### Music

'Can Do Music' is an approach to the teaching of Music for children with learning difficulties. It enables:

- withdrawn children to communicate and smile
- distracted children to focus and listen
- anxious children to interact and relax

'Can Do Music' will complement the National Curriculum and its approaches may be adapted to deliver Music in an appropriate and meaningful way. These approaches are also accessible for non-Music specialist teachers, ensuring Music is taught effectively.

### RE

RE at Halcyon Way will promote within the children a sense of awe and wonder in the world around them. It will be based on the National Curriculum and the Oldham Religious Education Syllabus.

RE will be taught as a discrete subject but will also take advantage of cross-curricular links, such as PSHE, Music, Art and Cooking and Nutrition. The main method of teaching RE will be through Godly Play. Godly Play is a method of telling bible stories, presenting parables and lessons about religious traditions using 3D materials. It invites children into the stories and encourages them to connect to the stories with personal experience. It is a gentle way to encourage children to move into larger dimensions of belief and faith through wondering questions and open-ended response time. We will adapt and use this approach in teaching all aspects of the RE curriculum, including the teaching of other faiths.

### Languages

The New National Curriculum requires that pupils within Key Stage 2 must be taught a foreign language. As well as being taught discretely to Key Stage 2 pupils, Languages at Halcyon Way will aim to develop all pupils' understanding and appreciation of different languages through first-hand experience of language, culture, customs, music, dance, art, food and festivals. Following the four year cycle of themes, there will be a language focus for each of the four years which reflects the cultural diversity of the school and also introduces a modern foreign language. Each half term there will be a "Language Day" where classes will immerse themselves in the language and culture of the chosen country and other whole school activities that week will also reflect the Languages focus, for example, Assembly theme or festival, Library Book of the Week.

### Qualifications

As a primary special school for children with SLD and MLD, it is expected that some children will reach the levels of attainment necessary to complete the statutory end of



## **D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

Key Stage 2 tests. These will be administered as appropriate for individuals. For those children achieving below expected levels for the statutory tests, disapplication processes will be followed. It is expected that some children may take all, some or none of these tests and decisions will be made on an individual basis.

At Key Stage 1, the phonics screening check for Year 1 children will be administered and will be repeated as appropriate in Year 2 for any children who did not reach the standard in Year 1, where this is deemed appropriate. Within EYFS, the Foundation Stage Profile will be used as appropriate and children will transfer to the B Squared assessment tool at Key Stage 1.

### **Vocational / Life Skills / Accreditation**

Halcyon Way will also offer children opportunities to gain qualifications in other “non-curricular” areas such as Cycling proficiency, Riding for the Disabled Endeavour and Proficiency Awards, The Kennel Club” Safe and Sound Scheme” and the Dogs Trust “Be Dog Smart” companion dog schemes. This area will be expanded prior to opening and also as new opportunities arise and children’s interests are ascertained, schemes will be identified in which they can engage and achieve.

#### Swimming

The children at Halcyon Way will access sessions at the local swimming pool and will follow the ‘ASA Learn to Swim Pathway’; this is an accredited course that builds from water confidence through to more advance swimming techniques.

#### Arts Award

For children who express an interest and flair for art, they will be offered the opportunity to work towards gaining an accreditation with Arts Award (Arts Award is managed by Trinity College London in association with Arts Council England) at either discover or explore level. This could continue into Secondary education.

#### Live Music Now

Halcyon Way will have strong connections with Live Music Now from an initial partnership with Kingfisher. Musicians will work with the children and staff in providing bespoke musical projects. The Musicians are trained in supporting the children with their Arts Award at Discovery and Explore level.

#### Bikeability

Children at Halcyon Way will have access to ‘Bikeability’, a scheme that provides a guided and staged approach to learning to ride a bike, gaining an understanding of road safety. There are three Bikeability levels, each designed to improve cycling skills. Levels 1, 2 and 3 develops skills from the basics of balance and control to cycling proficiency,

## **D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

making an independent journey on busier roads. Children will share a 'bike area' with Kingfisher where they can practice their skills and will be supported to access some 'quiet' road areas; each level of the scheme will be accredited.

### Riding for the Disabled

The Accessibility Mark from 'Riding for the Disabled Association' (RDA) will also provide opportunities for children to develop new skills. This is a new initiative to encourage more people into the world of horse riding and its therapeutic benefits. There are a whole range of programmes especially designed to enable children to develop skills further and gain awards and qualifications along the way.

The Endeavour Awards recognize progress and achievement outside of the proficiency test scheme.

The Vocational/Life Skills/Accreditation aspects of the curriculum at Halcyon Way will link through to the "Pathways" in place at the secondary special school (New Bridge Academy). They will be able to use the vocational and accredited skills they have learnt as a platform for continuing their interests through '14-19 Pathways'. These strands focus on vocational pathways, offering a wider range of accreditation and work placement opportunities.

### **Enrichment**

The curriculum will be enriched through creative learning opportunities during the school day, such as visiting artists, musicians and performers. Children will be able to explore and learn alongside the various Arts organisations established within the wider community of Oldham and Manchester. Kingfisher has already established relationships with community based groups that Halcyon Way will be able to build upon. Links will also be established between parents and school offering support and information to help children access out of school art based activities/classes and groups.

All children should be given the opportunity to explore and experience appropriate integration links with their local mainstream peers and transitional projects with their receiving school.

The children at Halcyon Way will have opportunities to develop their skills as leaders in working with their peers at Kingfisher, in projects through which they can develop confidence, communication skills and role modelling, underpinned by British Values and further develop aspects of SMSC.

Educational visits, including residential experiences, will be planned as part of each child's PLP through the curriculum offer. These will enable children to develop their skills for life, generalising learning from the classroom to real life situations. Children

## **D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

would develop independence, respect for their world, social skills, self-esteem, an understanding of community and their place within it.

Children's specific interests will be developed through their PLP and children will have opportunities to lead and initiate their own learning based on their interests and motivators, for example, iPad applications – garage band, movie making, art and horticulture. These may include vocational and enrichment opportunities. The children at Halcyon Way would also be able to benefit from Kingfisher's status as a Manchester United Hub School, having access to a full time coach and opportunities to participate in inter-school competitions.

*"Pupils told inspectors how much they 'love their football', they swim, cycle and make use of the high quality outdoor play equipment."*

Ofsted 2014

At Halcyon Way, children will have access to Animal Assisted Therapy through the Companion Dog Scheme. This is a scheme which is particularly beneficial for those children who have social and emotional difficulties. The Companion Dog Scheme would provide opportunities for children to learn how to respond to a dog safely, how to care for a dog, how to "read" a dog's feelings and the commitment and equipment needed in owning a dog. They can explore their understanding of feelings and emotions and build skills. The materials from the Kennel Club "Safe and Sound Scheme" and the Dogs Trust "Be Dog Smart," will be utilised for children for whom they are appropriate. This will be supported across the MAT using the expertise already developed in Kingfisher.

*"Pupils' sporting skills are improving and teachers' extensive use of sensory, play, massage, art, pet and developmental movement therapies, as well as intensive interactions, is having an excellent impact on pupils' health and well-being."*

Ofsted 2014

Halcyon Way will seek to become accredited as a school for 'Campaign for School Gardening' with the Royal Horticultural Society – taking the children through four levels of skills development in this area. Links with Incredible Edibles will help children develop an understanding of sustainability and the process involved from seed to table.

### **Ensuring a Consistent Approach to Teaching and Learning**

We believe the key to Kingfisher's success is fresh thinking – looking at things differently through constant reflection and review of practice and organisational arrangements. This ensures the best possible learning opportunities are creatively developed for the ever changing and increasingly complex and growing population. Practice at Kingfisher does not stand still but develops in response to need.



## **D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

*"The school goes from strength to strength. High quality performance has been sustained over a long period of time. Governors and staff are relentless in pursuing the highest learning aspirations for every child."*

Ofsted 2014

Policy and Practice have been developed at Kingfisher that underpin all Teaching and Learning based on Philosophy, Principles, Practice and Performance and these will underpin the practice of Halcyon Way. Ofsted (2014) judged the quality of teaching to be outstanding saying:

*"The quality of teaching has improved since the previous inspection, even though it was then also judged as outstanding. This is because of the relentless drive to do things the 'Kingfisher' way, a standard to which all staff aspire."*

The Appraisal Policy sets out how Kingfisher School improves outcomes for children and raises the morale of teachers, by motivating them to up-date their skills and improve their performance.

Appraisal in the new school will be a supportive and developmental process designed to ensure that all staff have the skills and support they need to carry out their role effectively and improve their professional practice.

*"Teachers and support staff work together exceptionally well in lessons; the school's excellent provision for their professional development means that all staff are not only eager to take on responsibilities but are actively supported to do so."*

Ofsted 2014

Objectives will be set for all staff before or as soon as is practicable after the opening of the school, linked to the start of each appraisal period for teachers. The objectives set will be Challenging, Specific, Measurable, Achievable, Realistic and Time-bound (SMART) and will be appropriate to the individual's role and level of experience (with key performance indicators). The new school will operate a system of Quality Assurance to confirm that all appraisers are working to the same standards. Targets will be moderated across the new school to ensure that they are consistent between teachers with similar experience and levels of responsibility by the Executive Principal.

Appraisal will be a supportive process that is used to inform Continuing Professional Development (CPD). The new school will encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development, through for example, peer to peer support. Professional development will be linked to school improvement priorities and to the on-going professional development needs and priorities of individual teachers. The new school's CPD programme will be informed by the training and development needs identified as part of the appraisal and professional development process. The Governing Body will ensure in the budget planning that, as

## **D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

far as possible, resources are made available in the school budget for appropriate training and support, agreed for staff, maintaining access on an equitable basis.

A structured Induction Programme will be developed (based on that of Kingfisher) to ensure that all staff have the best possible start and the relevant knowledge and skills to fulfil their role at the new school.

The new MAT Leadership Structure provides leadership guidance/coaching or enquiry project opportunities on which teams and individuals can develop their practice and have evidence-based research that underpins their pedagogical growth. The creation of a new Assistant Head post for Pedagogy enables this to be planned for strategically and implemented with a team of new Lead Practitioners to help staff in their development. Knowledge can be transferred fluidly across the whole MAT, encouraging creativity, innovation and doing things differently to meet children's needs.

All teaching will be expected to be good or better. If a teacher experiences difficulties, the objective will be to provide support and guidance through the appraisal process in such a way that the teacher's performance improves and the problem is, therefore, resolved. The MAT's Lead Practitioner role is to work alongside teachers – modelling and coaching to ensure best practice.

*"The quality of teaching is outstanding and never less than good; it does not fall below this consistently high standard."*

Ofsted 2014

There will be an ethos of accountability through open scrutiny with clarity of roles and expectations within the school's Accountability Framework (see Governance Model). Halcyon Way will be "a place of learning" for both children and staff, having a clearly defined vision and set of agreed values that enables the work of the school to be underpinned by a shared ethos of learning. High expectations will be strengthened through clear policy and procedures that consider every aspect of learning within Halcyon Way's cyclical model to ensure a high quality, consistent, streamlined provision.

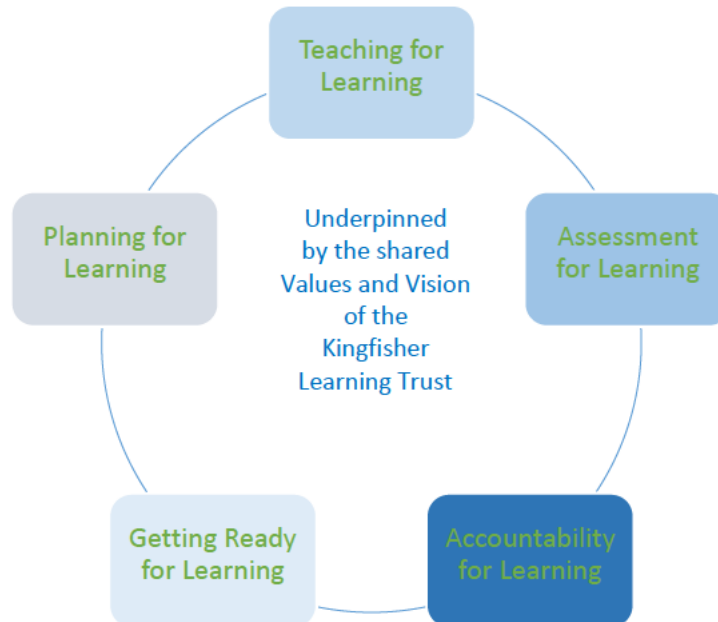
Learning at Halcyon Way will be underpinned by a 5 element cyclical model for learning:

- Getting Ready for Learning
- Planning for Learning
- Teaching for Learning
- Assessment for Learning
- Accountability for Learning

At Kingfisher this model has been developed and is proven in ensuring that every aspect of a child's education and wellbeing is considered in a planned way. Although the needs of the children at Halcyon Way will differ from those at Kingfisher, the strategic

**D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

model will be used to underpin the whole curriculum offer and ensure accountability at every level.



In order to, “give each child a breadth of learning experiences that will help them grow in confidence and develop independence skills” the National/EYFS Curriculum will provide the basis for ensuring all the children experience a full, well-rounded education whilst the personalised approach through the child’s Personalised Learning Pathway (PLP) will ensure the delivery is targeted to the child’s level of learning and presented in such a way that every child is engaged and motivated by learning. Art and Design, Music, Cookery and Nutrition and Computing alongside the core areas of Maths, English and Science will enable all the children to develop key skills for life to enable them to, “Feel valued and respected” and will enable staff to present learning in an exciting and personalised way promoting inclusion and a sense of worth and personal achievement and success. Staff will be skilled in adapting teaching to meet the learning needs of the children, utilising appropriate strategies in order for children to enjoy learning and make all aspects of the curriculum meaningful and accessible. The focus on the development of skills rather than knowledge acquisition will ensure that the children are well prepared for the future and are confident to be able to, “make a positive contribution throughout their local community”.

The Personalised Learning Pathways which will be in place for every child will ensure that the requirements of each child’s Statement of SEN or EHC Plan are fulfilled and targeted support, personalised strategies and approaches are well documented, planned for and evaluated. The structure of these PLPs will incorporate all the statutory requirements of the child’s statement or EHC plan, providing a comprehensive “one



**D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

stop” for individualised educational long and medium term planning documents, recording and assessment tools and health and social care planning and guidance. These plans will also be supported by the child’s Learning Journey which will evidence their progress and attainment. The child’s PLP will be established by the class and wider staff team within the first half term after admission and be reviewed and updated regularly, at least half termly. Any referrals to SaLT, Occupational Therapy, and Physiotherapy for example, will be included in each child’s PLP and guidelines or programmes of work actioned with clear strategies identified for implementation.

Structure of new Personalised Learning Pathways (individual file for each child)

- All About Me – personalised information in this section, will detail how the child learns, what helps and hinders them, who is involved in supporting them and what their communication, learning and access needs
- Getting Ready for Learning - this section will plan each child’s access to learning in terms of strategies for engagement in learning, de-escalation strategies and planned responses to the three stages of crisis. Any data from Physical interventions and Incident Reports will be collated and analysed here and used to inform future planning. Strategies for each child in supporting them to access learning will be detailed here. This will be a crucial page in helping staff support children to engage with their learning
- Communication – here, any specific plans and guidelines in place for the child’s communication, for example Picture Exchange Communication System, Speech and Language Therapy guidelines will be located
- Planning for Learning – this section will contain the long and medium term plans for each individual, with each subject’s key skills at the appropriate level for each child included. Medium term objectives will be highlighted at the relevant level and planned for appropriately. Once key skills are achieved, the relevant B<sup>2</sup> statement can be completed
- Assessment for Learning – within this section all the assessment and recording formats will be stored in order to monitor the holistic needs of each child. The Intervention Record will also be included here in which any additional therapeutic approaches and interventions can be evaluated and recorded.

**D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

Objectives from Statement / Outcomes from EHC Plan:	Targets (update as required):	Planned Strategy (What difference should this make, aspiration towards Objectives/Outcomes?)	Review of Strategies & Impact (Does the strategy need changing/new target needed?)	Date
3 Emotional Development				
3.1 Enable Thomas to develop his emotional maturity and flexible thinking so that he becomes more resilient, less restrictive and rigid and so better able to comply and cope with change	To generalise skills to home using picture rewards to help him respond to another's agenda	<ul style="list-style-type: none"> <li>• Give Thomas a two minute 'warning' to help him get ready to tidy</li> <li>• To remind Thomas that we take turns in activities and he may need to wait</li> <li>• Give a reward for good waiting</li> <li>• To use signing/ tidy up symbols</li> <li>• Reward Thomas with 3 smiley faces/ choosing box</li> <li>• Explaining another's feelings e.g. 'Fred is happy because Thomas helped him tidy'</li> <li>• To refer to his efforts tidying when giving smiley face</li> </ul>	<p>Thomas is responding well to instructions but may still refuse if it is something he doesn't want to do. He can follow detailed requests and is showing excellent understanding. If Thomas is pushing to the front or running when moving around school we walk with him at the back of the line- this needs further practice.</p> <p>Thomas is becoming a very helpful member of the class and is great at tidying his equipment away or helping others e.g. drinks bottles.</p> <p>Thomas is becoming very aware of how his peers may be</p>	Autumn '15



**D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

			feeling and will ask his friends if they are 'ok' if they are unwell/ lying down.	
	To help Thomas adapt to change	<ul style="list-style-type: none"> <li>• Give Thomas a two minute 'warning' to help him get ready to tidy</li> <li>• To look at the timetable at the beginning of each day and explain why something may be different</li> <li>• Give a reward for good waiting/ listening</li> <li>• To use signing/ tidy up symbols</li> <li>• Reward Thomas with 3 smiley faces/ choosing box</li> <li>• Explaining why an activity is different/ in a different place e.g. 'we are writing next/ later because we can swim now'</li> </ul>		PPM Feb '16
				Spring '16
				Summer '16

## **D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

### **Planning for Learning**

The curriculum at Halcyon Way will be designed around skills and follow whole school themes each half term. These themes will be broad enough for all staff to work within to ensure coverage of the National Curriculum where appropriate but most importantly they will enable each child's individual needs to be addressed. The themes will bring a cohesive approach to learning across school, often using a shared language. Initial creative stimuli such as visitors to school, educational visits, drama or music will all used to engage children creatively in their learning. All children will follow a personalised programme of work designed to meet their individual needs and learning style and the themes will allow staff to be creative in their approach, adapting lessons to meet interests and maximise motivation. Pupil voice in learning will be actively encouraged, including the establishment of a School Council.

### **We believe that...**

- careful planning and consideration of each child's needs ensures the best possible learning
- children should be given opportunities to learn and be able to apply skills for life
- each child, whatever their learning need should receive a broad and relevant curriculum
- every child should have accessible learning opportunities that overcomes all barriers to learning
- creative learning opportunities engage children in their learning
- enriched learning opportunities enable learning to be transferred to life situations
- partnership working with parents engages children and families in the learning journey

### **Therefore we intend to...**

- make this vision a reality through valuing the inclusion of all members of the learning community in the learning process
- underpin learning with a skills-based curriculum
- endorse and extend the Total Communication principle and multi-agency working
- ensure equality of opportunity
- personalise all learning opportunities (children and staff)
- ensure parent partnerships and communication about their child's progress and achievements

## **D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

- plan holistically across multi-agencies
- offer creative enriched learning opportunities

### **This will be achieved by...**

- ensuring individuals have the opportunity to access a broad, balanced, creative and relevant curriculum taking into account the National/EYFS curriculum and P-levels
- implementing a thematic approach to planning learning and teaching opportunities
- setting appropriate, measurable and challenging targets for individuals
- providing Teaching and Learning Structures for all Aspects/Subjects that support creative approaches and the development of staff skills
- ensuring all children have detailed Personalised Learning Pathways (PLPs)
- providing a range of learning activities including the use of ICT to enhance learning
- consistent approaches to planning including differentiated learning objectives
- keeping Parents/Carers informed through Parent Booklets each half term
- considering English and Maths, British Values and SMSC in developing key learning for children
- working collaboratively with services to include shared goals, strategies and possibilities
- learning and teaching materials giving thoughtful and well placed consideration to resources and imagery that includes people from different ethnic, religious and cultural backgrounds, people living with disabilities, people in same sex relationships, people who live alternative lifestyles and people who fulfil non stereotypical gender roles in society

### **We hold each other accountable by...**

- ensuring the building blocks of good practice are in evidence through regular scrutiny, monitoring and observation procedures
- ensuring all staff are accountable for pupil learning through effective Appraisal procedures and strategic planning
- monitoring CPD opportunities, ensuring all staff have access to high quality training and support

## **D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

- use of awards for national recognition of good practice, which offer benchmarking in respect of Quality Assurance and capacity to develop further
- moderation of assessment data/standardisation of teacher judgements, ensuring consistency of expectations through planned termly cross-school moderation and pupil progress meetings

### **Transition**

Successful transition both into and out of Halcyon Way will be well planned to ensure that a change of school has minimal impact on the child's learning. If a child has needs that would be best met at Halcyon Way and it is a parental preference to be placed there, transition would be planned so that the needs of the child are shared by all professionals involved, including parents. Staff visits to the child's setting and home will be arranged and supported visits into the new school planned; the individual needs of the child will be considered and the most appropriate timescale agreed. Information sharing would continue on these visits and health care assessments carried out.

In order for the Year 6 children at Halcyon Way to be fully prepared for their move to secondary school (be it special or mainstream), a transition pathway will be in place for each individual child in order to best meet their needs. This will be planned by the school with the input from the child and their parents/carers to ensure that everyone has a clear idea what this will look like and also to agree how all adults can support this.

After the choice of secondary school has been made, school staff will liaise with the chosen school in order to set up an information sharing meeting and initial visits. The amount of visits planned will vary depending on the need of the child and take into consideration any anxieties that the child or their family may have.

Individual 'All About Me' overviews will be incorporated into the pupil's 'One Page Profile' in order to gain enough initial information to share with the child's new staff. School information books from the new school will be shared with the child and supported visits made throughout the final term. This could be extended if the child had been identified as having possible anxieties for transition. Sharing PLPs would also form an integral part of the transition process.

Any accreditations gained at Halcyon Way will establish the foundations for further vocational study and development as these skills and opportunities would dovetail into the "Pathways" available at the secondary special academy, New Bridge.

Kingfisher has established successful transition processes and the new school would build on this outstanding practice.

*"The work of the school in helping pupils, and their parents, to make informed choices about next steps is outstanding and this helps the most able pupils, for example, secure*



**D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake**

*the appropriate placement when they leave Kingfisher. Partnerships with many other agencies are extensive and the school hosts professionals from the health sector.”*

Ofsted 2014

**Parental Links**

Strong parental links will be established and developed through various opportunities during the year. Parents will play an active role in the Annual Review (Personalised Planning) meetings, contributing to the conversation with all agencies involved in supporting their child. Half termly Parent Information booklets will also maintain links with families regarding their child’s learning and Home/School Books completed each day will establish a two-way dialogue between parents and school staff. The Family Link Support Worker will also serve a vital role in establishing and maintaining links with parents throughout the child’s time at the school.

*“The home-school communications diary supports parents in helping their children, including with their homework.”*

Ofsted 2014

**D2 – measuring pupil performance effectively and setting challenging targets**

If you are applying for more than one school, please provide one version of this section, referring to individual schools or circumstances where relevant.

All applicants will need to complete the table below but you will give us different information depending on which type of group you are. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

**D2 – measuring pupil performance effectively and setting challenging targets**

Halcyon Way will follow the same robust systems for pupil progress and target setting as Kingfisher. There is a clear rationale in place in terms of setting challenging targets and what actually constitutes good and outstanding progress for children working at P levels and the lower National Curriculum levels. The children at Halcyon Way will be working at higher levels than those at Kingfisher, but the same high expectations of progress will be expected and the same systems and processes applied.

*“Progress is at least good for all groups, including those who receive additional funding.*

*The most able pupils achieve outstandingly well because of teachers’ high expectations and the specifically tailored and personal support pupils receive.”* Ofsted 2014



## **D2 – measuring pupil performance effectively and setting challenging targets**

### **Aspirations and Outcomes**

**Aspiration 1:** To ensure each child develops the requisite skills for living and can transfer skills to different situations and environments

- ✓ Each child will make good progress through a skills-based curriculum including Wellbeing (PSHE; PE; Cooking and Nutrition) with clearly identified targets and steps of progression (based on Progression Guidance or latest information available/end of year expectations)
- ✓ This would be evidenced through clear individualised assessment and accountability measures based on each child's learning pathway
- ✓ **100% of children will show at least good progress in PSHE in the first year of opening**

**Aspiration 2:** To give each child a breadth of learning experiences that will help them grow in confidence and develop independence skills, achieving an accreditation in at least one vocational area offered

- ✓ Each child's personal development will be evidenced through the criteria within their learning pathway of experiences
- ✓ An enriched curriculum, with accredited pathways, will offer skills for: independence; life; leisure; employment etc including an 'offer' to broaden each child's experiences; this will include a range of residential experiences for different year groups
- ✓ **100% of children will receive accreditation in at least one vocational activity and access at least one enrichment opportunity in the first year of opening**

**Aspiration 3:** To ensure each child makes at least good progress across the curriculum

- ✓ Cycle of scrutiny through pupil progress meetings, ensuring teacher accountability for individual pupils making good to outstanding progress in basic skills English including Communication - social interaction and appropriate social communication skills; Maths; Computing, including ICT access
- ✓ Flexible curriculum design ensuring coverage, with creative 'school day' around allocations of learning blocks. The key is to bring 'meaning' to all learning so each child develops real skills that can constantly be built on – not just 'learning' to pass a test or complete a syllabus
- ✓ Moderated Learning Journeys will evidence progress
- ✓ **70% of the whole school population will make good or outstanding progress in English, Maths, Science** (see school rationale of what constitutes good/outstanding progress)

## **D2 – measuring pupil performance effectively and setting challenging targets**

**Aspiration 4:** To ensure everyone feels valued and respected

- ✓ Plan and provide a learning environment promoting independence with a clear rationale, creating optimum creative spaces for learning - everything having a reason and a place
- ✓ Children will show that they feel safe and have the confidence to move around the site(s) independently, accessing specialist facilities including holistic therapies
- ✓ Provide consistency, structure, order and yet exciting learning challenges along the way
- ✓ Learning environments within the school designed to reduce stress and distractions
- ✓ Structures and routines planned to develop responsibilities for each child and empower them to make confident choices with increased self-esteem and independence
- ✓ **100% of children displaying challenging behaviours will demonstrate at least 20% reduction of incidents within the first term**

**Aspiration 5:** To enable children to make a positive inclusive contribution throughout their local community

- ✓ Develop local community links giving children opportunities to independently access community facilities
- ✓ Where appropriate, have a successful transition to a local school (primary and/or secondary) where children's basic skills are secure for them to move into a mainstream school
- ✓ Annual whole school attendance target of 95%
- ✓ **100% of children will participate in a community based project, for example, Jeans for Genes Day**

### **A Consistent Approach to Assessment for Learning**

**We believe that...**

- Assessment for Learning (AfL) is an integral part of the learning and teaching process, informing the planning of next steps based on each child's progress and achievement
- Each child's achievements, big and small, should be recognised, valued and built upon
- Qualitative and quantitative measures should be used to measure achievement and progress

## **D2 – measuring pupil performance effectively and setting challenging targets**

### **Therefore we intend to...**

- ensure that the curriculum supports and enables effective learning
- ensure that planning reflects ongoing evaluation of progress and next steps for learning
- ensure relevant and useful systems of recording and reporting support the assessment process
- implement the principles of good practice
- support each child in developing skills for lifelong learning
- facilitate staff gaining in confidence to think creatively about qualitative measures of achievement – ‘assessment without levels’

### **This will be achieved by...**

- sharing evaluations, reflecting on and reviewing progress against shared targets and agreeing strategies to enable each child to make progress through:
  - Plenaries to help children understand what they have learnt and next steps
  - Differentiated learning objectives using ‘WALT’ (What we Are Learning Today) to help children take ownership
  - Personalised Learning Pathways (PLPs)
  - B Squared to show small steps of learning
  - Learning Journeys to evidence moderated learning for every child
- completing accurate baselines within the first half term after admission
- encouraging independent learning and active involvement in the learning process
- Personalised Learning Pathways (PLP) including target setting to evidence progress across all areas
- half termly updated Learning Journey evidence, levelled and moderated within and across class teams and shared with each child
- the standardised use of B Squared as a recording tool, completed termly in all subjects
- systems encouraging children to reflect on and celebrate their learning holistically
- using a range of evidence gathering strategies, eg photographs, observations, video etc

## **D2 – measuring pupil performance effectively and setting challenging targets**

### **We hold each other accountable by...**

- the moderation of teacher judgements within teams, across teams, across the trust and between schools
- regular, half termly scrutiny of planning
- regular class based and cross team moderation of levelling in Learning Journeys
- termly scrutiny of Learning Journeys and Personalised Learning Pathways
- monitoring B Squared progress rates and success towards targets set at individual level
- termly pupil progress meetings to evaluate and analyse individual pupil's progress and justify and evidence percentage changes in progress
- rigorous analysis of subject data by aspect/subject leads on a termly basis to identify and action gaps in progress
- yearly evaluation by Lead Practitioner / SLT of effectiveness of subjects in relation to progress data

### **Evaluation & Monitoring of Subject Data**

Data for each subject will be provided for each Subject Lead termly; they will analyse the progress children are making across school, identify those that aren't making good or outstanding progress and start to question why. They will then meet termly with the Head of School and Lead Practitioner to look at progress across the school in their subject area.

Individual pupil progress meetings will be held with all class teachers termly. At these meetings, teachers will use Personalised Learning Pathways (PLPs) and Learning Journeys to evidence progress and discuss targets set, using the available data to drive progress forward. From this, a pupil progress file will be organised which will enable anyone who wishes to see the progress of any pupil in school across subjects to do so. The file will contain the termly updated spreadsheets that show the percentage of progress. It will also contain discussions from the pupil progress meetings with class teachers and narrative around each pupil. This will enable anyone who looks in the file to discover any underlying reason why a pupil may not have made the expected amount of progress, for example, a pupil may have had an extended absence. Each term, class teachers will be given an updated spreadsheet to show progress to date. This will ensure that both class teachers and Subject Leaders can keep track of progress throughout the year and address any issues that may arise within a subject.



## **D2 – measuring pupil performance effectively and setting challenging targets**

A named Governor will take responsibility for pupil progress and visit school to discuss this with the Lead Practitioner. They will also attend the half termly Learning Aspect Forum (LAF) where Subject Leads share developments and progress in their area. The Governor will also feedback to the full Governing Body meeting, along with the Head of School, to ensure Governors are fully aware of pupil progress across the school.

This will build upon the excellent systems that are already in place at Kingfisher.

*“The contribution of the school’s middle leaders to its work is outstanding since they are at the heart of the team working that exists throughout the school, with each team including early years children. These leaders, alongside subject leaders, are held accountable by the school’s Governing Body for the quality of teaching and learning.”*

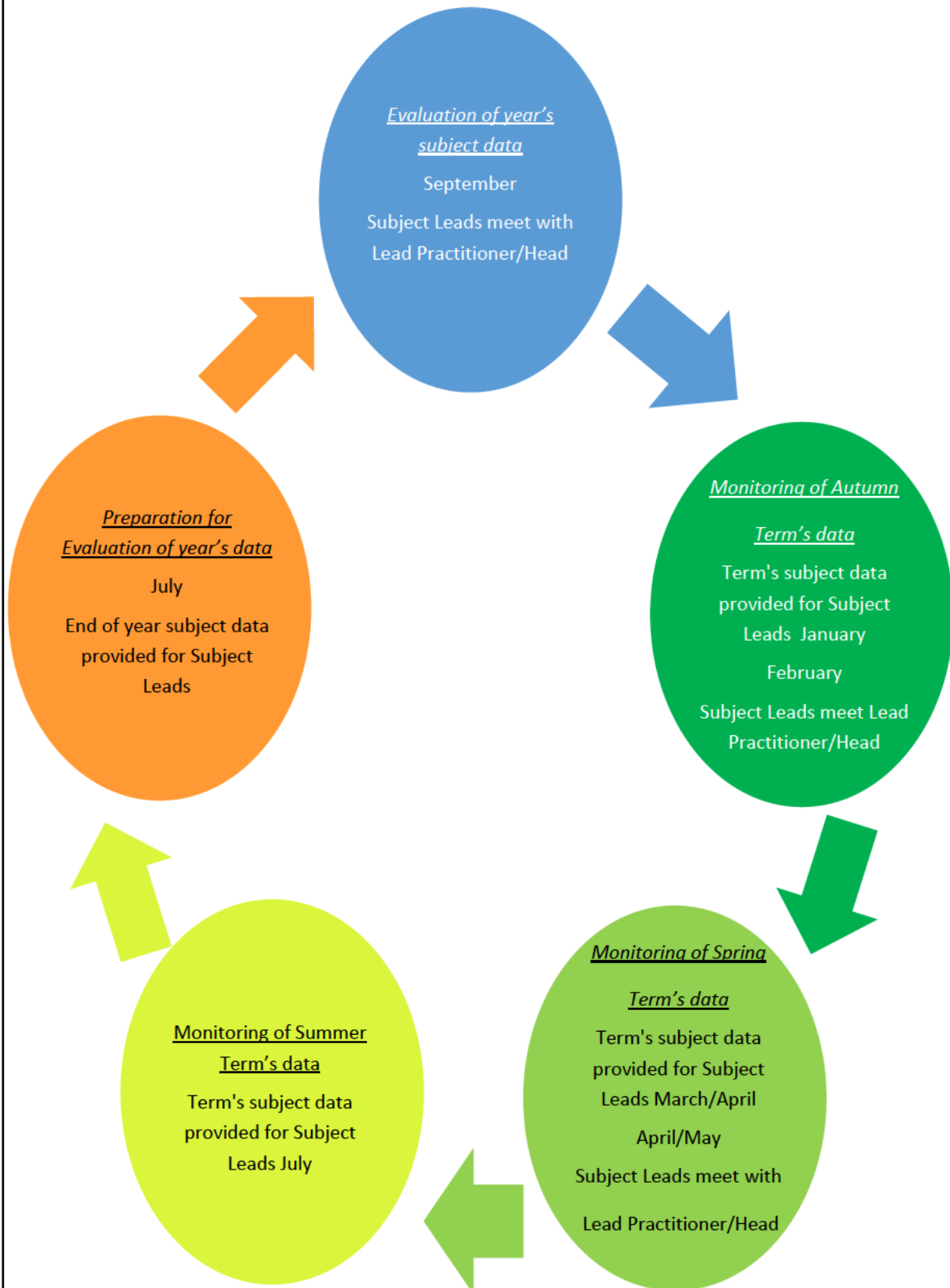
Ofsted 2014

Progress within non-curricula aspects will be monitored, measured and impact evaluated through the Intervention Record included within each child’s PLP. Children’s achievements and successes throughout their school life will be recognised and celebrated in order to motivate, engage and improve self-esteem and some successes measured through accreditation (see Aspiration 2 and 5).



## D2 – measuring pupil performance effectively and setting challenging targets

### Cycle of Monitoring/Evaluation



## **D2 – measuring pupil performance effectively and setting challenging targets**

### **Assessment Tools:**

To ensure that progress and attainment can be evidenced and measured, the new school will use the outstanding systems in place in Kingfisher as a basis on which to further develop its assessment tools, using B Squared as its main tool for assessment in the first instance.

*“The school’s assessment arrangements are rigorous with rigorous systems in place to ensure the targets teachers set for every pupil are challenging, and their assessment of pupils’ performance is accurate. As a result of the effective management of assessment across the whole school and its moderation, the school is rightly confident that the data it gathers is accurate. Leaders use this information to make further improvements as they have recently done, for example, in science.”* Ofsted 2014

This will ensure a consistent approach for all pupils, whether below or above P8. For children working towards end of year expectations, B Squared provides a structured break-down of skills required in order to achieve these expectations.

### **Baseline Assessment**

Each child will have a baseline assessment within their first half term at Halcyon Way, once their Personalised Learning Pathway has been established with supporting strategies to engage them in their learning. An individual pupil progress meeting will be held with the Head of School / Lead Practitioner to moderate judgements for each child. Moderation and standardisation meetings to develop staff skills and judgements will ensure consistency of process and approach across the MAT.

### **Rationale for children working within P Levels:**

Using the National Progression Guidance (2010/11), Halcyon Way will use the rationale developed by Kingfisher to define progress for pupils working within P Levels.

- Over a year, of progress made: 25% requires improvement; 50% is good ; 75% is outstanding
- Over KS2 the expected Median progress for pupils is 2 whole levels or part levels
- Achievement of Lower quartile targets equate to satisfactory progress (requires improvement)
- Achievement of Median quartile targets equate to good progress
- Achievement of Upper quartile targets equate to outstanding progress
- Set end of Key Stage 2 targets in the core subjects, aiming for at least median or upper quartile attainment
- Set annual targets for all pupils, working towards end of key stage targets, to ensure year-on-year pupil progress
- CASPA is used to provide a National benchmark

## **D2 – measuring pupil performance effectively and setting challenging targets**

### **Rationale for children working beyond P Levels:**

- Over a year, of progress made: 25% requires improvement; 50% is good ; 75% is outstanding
- Set annual targets for all pupils, to ensure year-on-year pupil progress
- Raise on Line, Fischer Family Trust and CASPA will be used to provide National benchmarks

The school will also use qualitative information other than B-Squared such as the pupils' levelled Learning Journeys and current work to track and monitor progress, enabling professional judgements to be made about pupil's holistic attainment and progress.

### **Kingfisher's Track Record**

In analysing Kingfisher's data over the last 4 years, the National Progression Guidance has provided a starting point for measuring progress by the end of Key Stage 2 which requires improvement (satisfactory), is good or outstanding. For children working at P4 – NC level 1, school has adapted the National Progression Guidance to cover these children working from Nursery to Year 2 to give an indication of expected progress as a guide in its target setting and analysis.

<u>Targets P4 - NC Level 1</u>
75%+ outstanding
50%+ good
25%+ satisfactory (requires improvement)
-25% inadequate

### **Whole School Subject Analysis**

This data shows the differing levels of progress made by pupils across school.

The retrospective analysis of progress for 2014/15 whole school in English, Maths, Science and PSHE shows that:

- in English, 74% (103 out of 141) of the whole school made good or outstanding progress
- in Maths, 72% (102 out of 141) of the whole school made good or outstanding progress

## **D2 – measuring pupil performance effectively and setting challenging targets**

- in Science, 68% (95 out of 141) of the whole school made good or outstanding progress
- in PSHE, 70% (99 out of 106) of the whole school made good or outstanding progress

### **Halcyon Way Whole-School Target Setting Year 1 of Opening**

- in English, 70% of the whole school will make good or outstanding progress
- in Maths, 70% of the whole school will make good or outstanding progress
- in Science, 70% of the whole school will make good or outstanding progress
- in PSHE, 70% of the whole school will make good or outstanding progress

### **Behaviour and Attendance Targets**

Halcyon Way would be using the same de-escalation strategies and approaches that are currently used at Kingfisher. Based on the success rate in reducing the number of incidents and/or physical interventions, it would be expected that after a child's first term at Halcyon Way, through planned responses to anxieties displayed, a marked reduction would be evident and an increased engagement in learning.

- 100% of children displaying challenging behaviours would demonstrate at least 20% reduction of incidents within the first term
- Whole school attendance target 95% (Oldham Council expectations)

### **Accountability for Learning**

Kingfisher has developed an ethos of accountability where everyone sees themselves as leaders of learning and hold each other to account. This policy and practice will be mirrored in Halcyon Way with the highest of expectations, open scrutiny, reflective practice and peer review to ensure that every child receives the very best provision.

#### **We believe that...**

- we are all learners
- all staff are accountable to themselves; to others and to the 'service' of Halcyon Way
- staff should understand where their role fits within the Halcyon Way 'service'
- 'Scrutiny' should be normalised in developing professional practice to help staff talk about how as an individual they contribute to their team and the school
- all staff should be open to the scrutiny of their peers within a coaching culture and be able to articulate a rationale for their practice



## **D2 – measuring pupil performance effectively and setting challenging targets**

### **Therefore we intend to...**

- be open to challenge from internal and external sources
- develop reflective practitioners who consistently check their practice and develop their professional knowledge and skills
- ensure supportive staff partnerships across school
- create a learning dynamic in meetings – rather than that of reporting back
- promote a clarity of understanding amongst all staff of how we are accountable to each other and what this looks like (eg to own team)
- support staff in knowing what and to whom they are accountable and where particular roles fit – what we do and the underpinning rationale for why we are doing it
- regularly review and update staff Job Descriptions to ensure they are fit for purpose

### **This will be achieved by...**

- monitoring and analysis of Pupil Progress both individually and within cohorts
- meeting statutory requirements – Annual and Interim review meetings, (Personalised Planning Meetings) reporting to parents
- providing best value and actively targeting those children in receipt of Pupil Premium
- robust Appraisal, Professional Development and monitoring systems, ensuring clarity of roles
- Lead Practitioners who support and challenge
- regular Pupil Progress meetings which challenge data and teacher judgements
- the use of National benchmarking – CASPA
- half termly Leading Aspect Forum (LAF) meetings where staff are held to account for their area of responsibility
- all Subject leads to provide strategic plans and feedback termly to Governors
- regular Governor visits with clear focus demonstrating involvement and challenge
- regular, informative newsletters providing key information to parents and other partners
- Strategic Leadership Team regular meetings
- School Leadership Team coaching learning sessions –team coaching as well as individual
- Whole school coaching sessions
- Appraisal / Lesson Observations; Professional Development – making a difference to outcomes
- PD Meetings
- Support Partners – peer observations
- Staff CPD plans



## **D2 – measuring pupil performance effectively and setting challenging targets**

### **We hold each other accountable by...**

- Pupil Progress Meetings / Subject Leader Progress Meetings
- Lesson observations / peer review
- Learning Walks
- Impact of learning through Learning Aspect Forum; Class Team meetings
- Cross-school moderation (including across the Trust)
- Scrutiny of PLPs; Learning Journeys; Planning
- Impact of CPD plans measured and evaluated
- Reporting to Parents, including Personalised Planning Meetings and Annual Reports
- Named Pupil Progress Governor visits/scrutiny
- Reporting to Governors by named Governor and Head of School

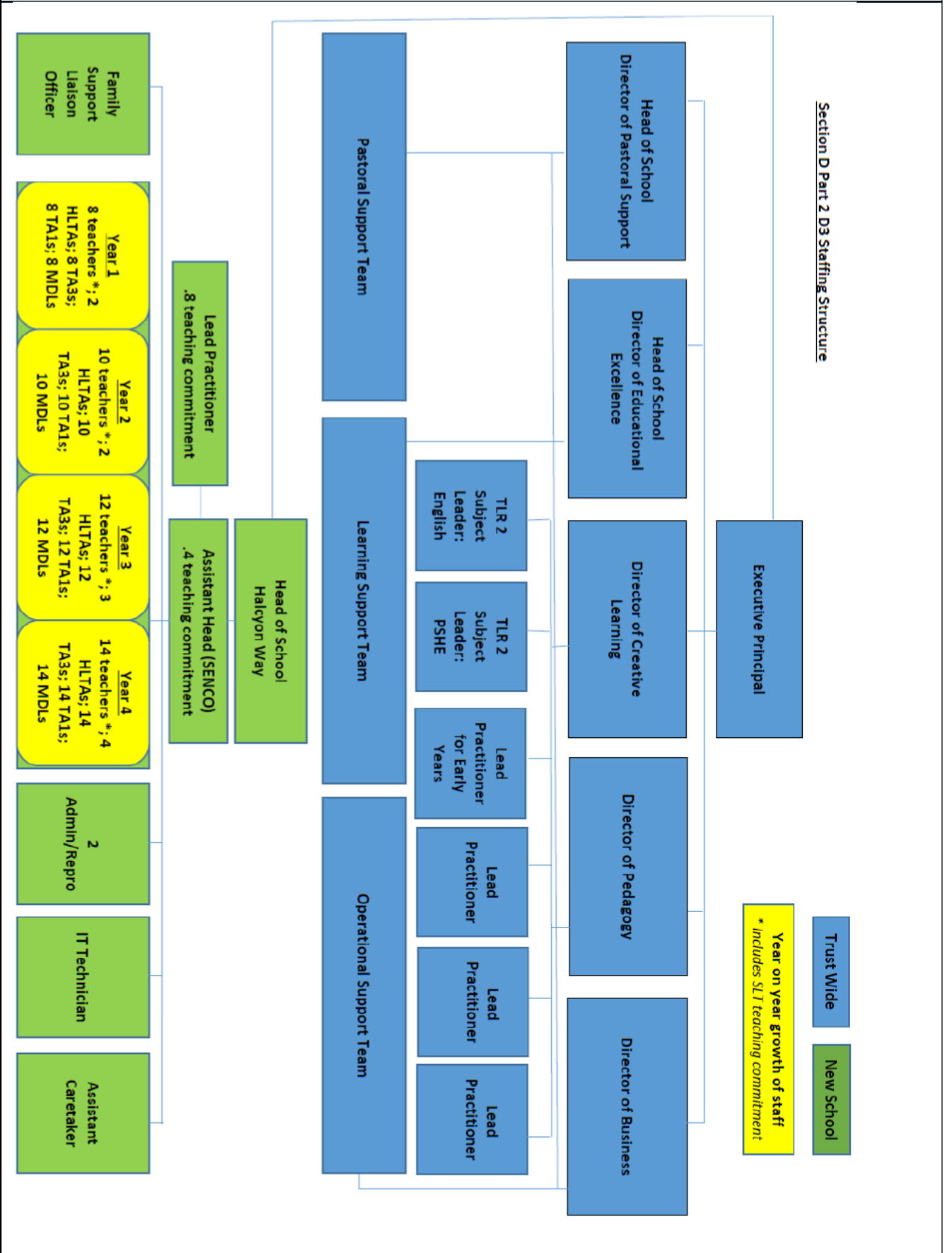
## **D3 – a staffing structure that will deliver the planned curriculum within the expected income levels**

If you are applying for more than one school, please provide one version of this section, referring to individual schools or circumstances where relevant.

**All** applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

**D3 – a staffing structure that will deliver the planned curriculum within the expected income levels**



**D3 – a staffing structure that will deliver the planned curriculum within the expected income levels**

The staffing structure organogram above shows trust-wide staff in blue that will be working across the new school and Kingfisher and the green boxes are staff specific to Halcyon Way. The yellow boxes show the increase in class-based staff over the first 4 years of opening until full capacity, with all teachers taking on a responsibility as a Subject Lead.

Table ii) below shows the percentage of staff time in each school for roles shared across the Trust.

Table iii) shows the staff that will be employed specifically at Halcyon Way and how this will grow from the year of opening to full capacity in year 4.

The budget has capacity to enable the percentages of trust-wide staff to increase at Halcyon Way if required depending on the staff skill-set and growth in pupil numbers

<b>Table ii)</b>			
<b>Trust-Wide Staffing</b>			
<b>Staff Title</b>	<b>Leadership and Responsibilities</b>	<b>% time for Kingfisher School</b>	<b>% time for Halcyon Way School</b>
Executive Principal	<ul style="list-style-type: none"> <li>• Strategy - Leading Change &amp; Continuous Improvement</li> <li>• Governance</li> <li>• Appraisal Policy and Practice</li> <li>• Leading in a Diverse System                             <ul style="list-style-type: none"> <li>- System Leadership</li> <li>- Teaching School Schools with Schools (SWS)</li> </ul> </li> </ul>	70	30
Director of Pastoral Support (Head of School – Kingfisher)	<ul style="list-style-type: none"> <li>• Organisation (whole trust)                             <ul style="list-style-type: none"> <li>- Staffing</li> </ul> </li> <li>• Pastoral Support Team</li> <li>• SENCos</li> </ul>	100	0
Director of Educational Excellence (Head of School – Halcyon Way)	<ul style="list-style-type: none"> <li>• Leading &amp; Improving Teaching and Learning</li> <li>• Pupils' Achievement</li> <li>• Curriculum Development</li> <li>• Aspect Team Development</li> <li>• Creative Learning</li> <li>• EYFS</li> <li>• Learning Support Team</li> </ul>	0	100
Director of Creative Learning	<ul style="list-style-type: none"> <li>• Supporting development of Educational Excellence and Pedagogy development</li> </ul>	80	20

**D3 – a staffing structure that will deliver the planned curriculum within the expected income levels**

Director of Pedagogy	<ul style="list-style-type: none"> <li>Trust-wide Professional Development</li> <li>Trust-wide Leadership Development</li> <li>Action – based R&amp;D</li> <li>Lead Practitioners</li> </ul>	80	20
Director of Business	<ul style="list-style-type: none"> <li>Operational Support – Admin Team; Finance Team; Site and Technical Teams</li> <li>Finance &amp; Audit</li> <li>Administration</li> <li>Communication</li> <li>HR Management</li> <li>Facilities</li> <li>Health &amp; Safety</li> <li>ICT Infrastructure</li> </ul>	70	30
Play Therapist		80	20
Data Manager		80	20
Office Manager		80	20
Finance Officer		80	20
Facilities Manager		80	20

**Lines of Accountability**

**Executive Principal**

Director of Pastoral Care	Director of Educational Excellence	Heads of School	Director of Pedagogy	Director of Business
<ul style="list-style-type: none"> <li>SENCos</li> <li>Pastoral Support Team:                             <ul style="list-style-type: none"> <li>Play Therapist</li> <li>Family Support Liaison Officers (FSLO)</li> <li>HLTA - Behaviour Support</li> <li>HLTA - SMSC</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Subject/Aspect Leads (&amp;TLRs)</li> <li>Learning Support Team:                             <ul style="list-style-type: none"> <li>Moving &amp; Care Lead</li> <li>EVC &amp; Forest Schools</li> <li>Intensive Interaction Manager &amp; Data Analyst</li> <li>Curriculum Technician</li> <li>Classroom IT Technician</li> </ul> </li> </ul>	<p>School-based staff:</p> <ul style="list-style-type: none"> <li>Teachers</li> <li>HLTAs</li> <li>TAs</li> <li>MDLs</li> <li>FSLO</li> <li>Admin</li> <li>Caretaker</li> <li>Technician</li> </ul>	<ul style="list-style-type: none"> <li>Lead Practitioners</li> </ul>	<ul style="list-style-type: none"> <li>Operational Support Teams</li> <li>Admin Team</li> <li>Finance Team</li> <li>Site Team</li> <li>Technical Teams</li> </ul>



**D3 – a staffing structure that will deliver the planned curriculum within the expected income levels**

	- Assistant Speech & Language Therapist			
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**Table iii)**

**Halcyon Way Staffing – inception to full capacity**

Detail	Year 1	Year 2	Year 3	Year 4
Pupil Numbers	80	100	120	140
No of classes	8	10	12	14
Head of School Leading & Improving Teaching and Learning	■	■	■	■
<ul style="list-style-type: none"> <li>• Quality of Teaching &amp; Learning</li> <li>• Pupils' Achievement (&amp; Pupil Premium)</li> <li>• Curriculum Development</li> <li>• Aspect Teams</li> <li>• EYFS</li> </ul>				
Effective Leadership & Management of the Organisation				
<ul style="list-style-type: none"> <li>• Organisation (whole school)                             <ul style="list-style-type: none"> <li>- Staff Deployment, Duties and Responsibilities</li> <li>- Staff Wellbeing</li> <li>- Staff Attendance</li> </ul> </li> </ul>				
Assistant Headteacher	■	■	■	■
<ul style="list-style-type: none"> <li>• SENCo                             <ul style="list-style-type: none"> <li>- Safeguarding</li> <li>- LAC</li> <li>- Admissions</li> <li>- Pupil Attendance</li> <li>- Behaviour</li> <li>- Personalised Planning Meetings</li> <li>- Pastoral Support</li> <li>- Admissions/Transitions</li> </ul> </li> </ul>				
Lead Practitioner	■	■	■	■
<ul style="list-style-type: none"> <li>• Developing T&amp;L across Halcyon Way                             <ul style="list-style-type: none"> <li>- T&amp;L Structures</li> <li>- Creative Approaches</li> <li>- Resources</li> <li>- Learning Environment</li> </ul> </li> </ul>				

**D3 – a staffing structure that will deliver the planned curriculum within the expected income levels**

- Outdoor Learning				
Class Teachers (Subject Leads)	■	■	■	■
Level 3 Teaching Assistants				
Level 1 Teaching Assistants				
Mid-Day Leaders				
Higher Level Teaching Assistants	■	■	■	■
Family Support Liaison Officer	■	■	■	■
Office Administrator /Reprographics	■	■	■	■
Assistant Caretaker	■	■	■	■
IT Technician	■	■	■	■

**Developing a Highly Skilled Workforce**

The section under the heading ‘Ensuring a Consistent Approach to Teaching and Learning’ describes how a quality workforce will be developed in the new school (see Section F2 for detailed accountabilities of Trust and new school personnel).

*“There are leaders throughout the school, and professional development and coaching means that all staff work very effectively together.”* Ofsted 2104

Halcyon Way will employ the same rigorous recruitment processes currently in place at Kingfisher. Ongoing CPD, Appraisal systems, Induction and NQT support will ensure the continued development of a highly skilled workforce.

**Sensitivity Strategy**

Whilst the school anticipates that the LA commissioned places will be filled, should the situation arise where pupil numbers are not as expected, there is a strategy in place to deal with this.

If there is a reduction in pupil numbers, to say 70% of the planned admission number, this will have a direct impact on funding and there will need to be a number of key changes to ensure that the school is viable with such a substantial reduction in pupil numbers.

**Strategies to reduce expenditure**

Even though the plan below shows how staffing cuts would be made if the budget reduced due to lower pupil numbers, this would not impact on the curriculum offer or underpinning vision and values of the school. Proposed budget savings would be made in administration, site management and having slightly higher pupil groups and with the shared resources across the MAT, the high quality provision would remain the same.

### D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

#### 1. Increase Class Sizes

The main change is a reduction in the number of classes, which has a positive financial perspective as fewer staff will need to be employed. However, it means larger class sizes for a period until pupil numbers rise to provide additional budget resources.

<b>Table iv)</b>			
<b>Impact on class sizes and staffing requirements should pupil numbers reduce to 70%</b>			
<b>Year</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>
No of pupils	56 (80)	70 (100)	84 (120)
No of classes	5 (8)	6 (10)	7 (12)
No of pupils per class	11.2 (10)	11.6 (10)	12 (10)
No of teachers*	3.8 (6.8)	4.8 (8.8)	5.8 (10.8)
No of TA3	5 (8)	6 (10)	7 (12)
No of TA1	5 (8)	6 (10)	7 (12)
No of MDL	5 (8)	6 (10)	7 (12)

\*as per the original financial template, the SLT staff will have a teaching commitment of 1.2 FTE

The figures from the original financial template are shown in brackets next to each new number.

Overall the numbers of staff reduce in year 1 from 22.8 FTE (discounting MDL) to 18.8 (82% of the original staff).

#### 2. Reduce Other Staff

With fewer pupil numbers we would need a reduction in non-classroom support staff; an option would be to:



#### 3. Automatic Reduction of other Costs

With lower pupil and staff numbers, some associated costs are reduced; examples of these would be classroom resources, ICT resources, staffing recruitment costs, staff CPD and SLAs that are based on pupil numbers (for example catering) or staff numbers (for example absence insurance).

A stress test has been carried out using the above strategies to present a balanced budget on a 30% reduction in pupil numbers. This has been completed on the DfE financial template.

## **D4 – the school will be welcoming to pupils of all faiths/world views and none**

All applicants will need to complete this section in full for each school they wish to open. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

### **D4 – the school will be welcoming to pupils of all faiths/world views and none**

#### **Halcyon Way – A Welcoming School**

The school will be welcoming pupils of all faiths/world views and none. Outstanding relationships, based on British Values, will underpin the school's ethos, impacting on partnerships with parents, the community and pupils.

Shared values will underpin the whole school ethos, celebrating the uniqueness of the individual, including those with different faiths and beliefs. Assemblies will utilise the multi-faith calendar and develop children's knowledge, understanding and acceptance of other faiths and celebrations. The use of Godly Play, although initially an approach to teaching Christianity, will be extended to encompass other world faiths, particularly those represented within the school population. The school will welcome staff and visitors from different faiths and backgrounds in order to enrich the children's experience of a multi-cultural society and use the strengths and knowledge of individuals to further enrich the curriculum delivery and links with home and the wider community. Family Support Liaison Officers will be able to offer support to children and their families in the local communities and bring a greater level of understanding into the school environment. They will support parent groups, family workshops, Person Centred Planning meetings and other school events in order to help bring communities together. Language days each half term will provide key opportunities for staff and children to explore and celebrate the diversity of cultures in Oldham and in the world as a whole, through the exploration of different customs, celebrations, music, dance, food, language and costume. Links with other schools will be developed to further nurture understanding between the children of diversity and acceptance of individuality both in terms of culture and faith but also in understanding disability.

There will be evidence of teamwork throughout the school, including a multi-agency holistic approach, which promotes a sense of mutual respect, tolerance and cooperation and reflects the values of the school. The school will promote an inclusive ethos, promoting citizenship and an understanding of democracy, helping create a society that celebrates differences and is at ease with itself. This will be achieved by promoting pupil voice through a School Council and helping children to participate meaningfully in their learning and celebrating pupil achievements.



#### **D4 – the school will be welcoming to pupils of all faiths/world views and none**

The school curriculum will be planned through the learning of skills alongside knowledge, enabling pupils to respect the feelings and beliefs of others. Children will be supported to understand and accept differences, understanding and respecting diversity of race, culture, gender and disability, achieved through first-hand experience. They will be required to use their imagination and creativity; develop an appreciation of artistic, cultural and sporting opportunities through a rich and varied curriculum. This will be based on the outstanding provision of Kingfisher yet developed to meet the different needs of the population of Halcyon Way.

*“The school’s promotion of equality of opportunity is exceptional. As one parent commented, ‘My daughter doesn’t feel any different to all other pupils, and that’s worth so much to us as parents’. Specialist equipment is provided in classrooms so that the less able pupils have access to the full curriculum. For example, the school has an extensive collection of bicycles of all sizes and configurations so that every pupil who can is able to experience this activity, enhancing their well-being and ensuring the development of skills for life. These activities, and there are many others, supports pupils’ learning exceptionally well.”*

Ofsted 2014

*“The school does not tolerate discrimination of any kind and the school community is extremely calm and cohesive.”*

Ofsted 2014

Children will feel pride in their school community which will impact on standards of behaviour, an understanding of rules and positive attitudes to learning:

- Pupils will be supported to know the difference between appropriate and inappropriate responses and to understand the consequences of their actions through a structured learning environment that gives clear boundaries
- Pupils will be given opportunities to share feelings through SEAL sessions, focussed upon in assemblies; regular opportunities will be provided for pupils to develop their emotional literacy which will support them to understand their own feelings and develop an empathic approach to others
- The school will work hard to develop the pupils’ understanding of their feelings and how these impact on others. Much work will be undertaken with all pupils on cause and effect and consequences as appropriate
- The school’s Positive Response Policy will ensure that a responsive environment is provided for pupils who find life situations particularly difficult and who are still developing more appropriate skills. As a result, pupils will respond positively to the consistent approach and understanding of staff
- The vast majority of pupils will respond well to positive and concrete reward strategies and they will demonstrate how they can begin to manage their responses more appropriately

#### **D4 – the school will be welcoming to pupils of all faiths/world views and none**

Kingfisher recognises that any inappropriate behaviour is often the result of a pupil's lack of communication skills, reduced awareness of social situations and various individual triggers.

Ofsted 2014 recognised that at Kingfisher:

*“The behaviour of pupils is exemplary and this reflects how happy and safe they feel in school.”*

At the new school, a personalised approach for each pupil focussed on an understanding of their own circumstances and triggers will be planned for to significantly reduce incidents of frustration and distress.

#### **Curriculum**

The creative themed curriculum will be planned to ensure inclusivity in that faiths, cultures, world views, disabilities and gender are all reflected in learning activities, environment and resources.

#### **SMSC and British Values**

The teaching of Spiritual, Moral, Social and Cultural education will be embedded across all curriculum areas with teachers identifying and planning how it will look within each learning session. Through spiritual education the children will begin to gain an understanding of the world around them, helping to foster their imagination and creativity. Through moral development the children will learn about their environment, relationships and different cultures, instilling in them a sense of justice and an awareness of what is right and wrong. Social development will enable the children to feel like they are part of a bigger team, showing awareness of the needs and feelings of others, turn taking, sharing, respecting others and an understanding of themselves and their immediate environment. By focussing on cultural development, the children will experience different cultures and learn about their own heritage, thus incorporating British Values and developing the children's real sense of right and wrong.

- Community cohesion will be a strong focus and the school will work with a wide range of partners, enabling children to access diverse facilities, and develop as effective members of a wider community
- Children will participate in a range of cultural activities that enable them to appreciate the cultural influences that have shaped their heritage
- The creative approach to learning will provide a multitude of experiences, for example, educational visits, visitors to school, use of the outdoor environment and will enable the pupils to reflect on their learning and contribute to individual next steps for learning
- ‘Godly Play’ will be used to inspire awe and wonder, extend learning and offer reflective times to consider “I wonder” questions

#### **D4 – the school will be welcoming to pupils of all faiths/world views and none**

- Daily collective worship will focus on a shared sense of spirituality
- There will be a focus within Learning Environments on what SMSC and British Values look like in practice for the School's community and this will be shared and celebrated
- SMSC and British Values will be considered in lesson planning and linked to individual pupil targets within their Personalised Learning Pathways (against their EHC Plan/Statemented outcomes/objectives to help them in 'getting ready for learning')

#### **PSHE**

PSHE will support children to be healthy, active and lead fulfilling lives. Children will learn to respond positively to challenges, solve problems and handle risks, helping them to develop self-confidence. This area of learning lays the foundations for long term well-being. The children will learn about their place in society both in school and beyond and be supported to develop an awareness of acceptable and unacceptable behaviours towards their peers within social situations. They will also learn about their responsibilities both as individuals and as members of groups and teams and the relationships they form with others.

Children will develop a growing self-awareness and a commitment to self-improvement so they can make informed decisions that lead to happy and healthy lives. They will be encouraged to raise their aspirations, set goals and work to achieve them. In preparation for the next stages of life, children will benefit from having vocational links with some subject areas that will help them to become ready for these next steps. Through a School Council, some pupils will experience being part of a democratic group and will be able to use their voice to influence change.

Sex and Relationships Education will be planned sensitively and appropriately through a variety of lessons including weekly SEAL sessions to develop children's relationships and ability to express their feelings and emotions.

#### **Safeguarding & Welfare**

A key focus across the curriculum will be how children can keep themselves safe and how they can ask for help. Safeguarding and Wellbeing Policies, including E-Safety, will reflect this and will give guidance for staff as to what they can do to help support children when in vulnerable positions. There will be a Safeguarding Lead (SENCo) in each school and staff will be given regular, updated training, ensuring that they are aware of procedures; this will also be part of the induction process for new staff.

#### **Prevent Duty**

The SENCo will also be the identified Lead for 'Prevent' and there will be a clear awareness throughout the school of roles and responsibilities of this Lead. Staff will



**D4 – the school will be welcoming to pupils of all faiths/world views and none**

know how to make a referral if necessary and will have a good awareness and understanding of the Prevent Strategy, Prevent Duty, the school's responsibilities in relation to this, and local partnership arrangements for Prevent Safeguarding.

The SENCo will attend the Workshop to Raise Awareness of Prevent (WRAP) training, to enable them to understand the risk of radicalisation and extremism and how to recognise and refer children who may be vulnerable. All members of the Strategic Leadership Team and the Governing Body will be aware of the Prevent Strategy, understanding the Prevent Duty and the responsibilities of the school through specific training either from the LA or disseminated by the SENCo. All staff will receive training so that they understand that Prevent is a Safeguarding issue, and know how to recognise and refer children who may be vulnerable to radicalisation – this will be facilitated by the Prevent Lead (SENCo).

The Safeguarding Policy will recognise the importance of Prevent and will include the appropriate internal Prevent referral process.

**D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately**

This section covers how your school will address the particular needs of children at the school.

All applicants will need to complete this section in full for each school they wish to open. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

**D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately**

All the children attending Halcyon Way will have a statement of SEND or an EHC Plan, which will identify their primary need as SLD or MLD. All the children at the school will be identified by Local Authorities through parental preference at Person Centred Planning Meetings; places will then be determined in partnership with the school and LA.

As part of the school's Local Offer, every child will have a Personalised Learning Pathway (PLP) which will detail their learning needs, preferred learning styles, multi-agency involvement and guidance and also their personal curriculum planning documentation, recording and assessment tools. Strategies will be carefully planned in order to meet the identified objectives or outcomes of each child's Statement of SEN or EHC Plan and these will be evaluated and reviewed at least termly. An example of this



**D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately**

can be seen in D1. These plans are the fundamental tool by which every child's needs will be identified, planned for, addressed and evaluated. Stored electronically as well as on paper, these will form the basis for smooth transition of information between classes, phases and schools. These files will be a single reference point for all the information surrounding each child, involving key information from all the relevant professionals and shared with parents through Person-Centred Planning Meetings.

Ofsted, 2014 acknowledged how well Kingfisher adapt practice to meet the changing needs of the pupil population:

*“The curriculum is rich and makes extensive provision for pupil's spiritual, moral, social and cultural development. It is always evolving since the changing nature of the intake of pupils is becoming more demanding over time.”*

An Intervention Record will also form part of the PLP which will record any additional interventions a child may receive in terms of therapies or personalised approaches such as Play Therapy, Animal Assisted Therapy and the outcomes and impact of these interventions. The children at Halcyon Way will benefit from the shared resources within the Trust and the health care professionals on site.

**Getting Ready for Learning**

This is a key consideration for all the children in order for them to access learning. Attention to the child's personal needs and wellbeing will be fundamental to the school's approach in enabling children to access the curriculum and consolidate learning.

Maslow's Hierarchy of Need will play an underpinning role in getting children ready for learning with consideration of:

- physical need
- safety needs
- love and friendship needs
- self-esteem
- self-fulfilment & actualisation

As a key value of the new school, there should be a mutual respect between everyone involved in the learning process and each child's learning will be planned for holistically, including advice from a range of professionals which will be updated regularly within their PLPs. In order to meet all these needs, Halcyon Way will accommodate and work alongside a range of agencies. Kingfisher already has well established links with external agencies and this will be built on to ensure that a holistic approach is in place for all its pupils.

**D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately**

*“The school works with a very wide range of agencies and professionals, including the health professionals on site, to reduce risks, particularly for any pupils whose circumstances may make them vulnerable.”* Ofsted 2014

Health needs

As all pupils will have a Statement or an EHC Plan, their health needs will need to be reviewed regularly. This will take place at annual medicals with the paediatrician who would then be able to update medicines, refer children for appointments and discuss any outstanding medical problems. This information will then be fed back into the annual Person-Centred Planning Meeting to ensure that health outcomes are being shared with parents and staff and appropriately planned for. School staff will be trained to give any medicines with robust policies and processes in place for staff to follow to ensure the safe administration. All school staff will have yearly training for asthma awareness, epilepsy and administration of medicines. Through SLAs, there will be some additional support from the school nursing team who will be responsible for immunisations, safeguarding (health related) and for staff training and updating of skills. Support from the Community Nursing Team will also be available if needed.

The new school will also have access to dieticians and to the incontinence team. This usually means that parents only have to attend one meeting to address their child's medical needs. Parents can often find it difficult to know who to ask for help; the school's FSLO will be there to signpost them to appropriate services, support and training.

Other links to health teams will include Occupational Therapy. This team can provide advice around optimal seating, specialised equipment and sensory assessments. Although they will not be based on site, the links that Kingfisher already has with this team mean that the successful referral system that is already in place can be followed.

The SLA with the Speech and Language Team (SaLT) will ensure that children will have an assessment (if needed) on entry and a programme of therapy devised. This will then be carried out by the class staff team as part of the child's PLP, taking advice from SaLT when targets have been achieved, and devising next steps.

All the health professionals will be invited to the Personalised Planning Meetings and interim meetings, ensuring that relevant information regarding each child is shared, progress evaluated and next steps planned for.

The Assistant Head, as safeguarding lead, will be responsible for liaising with these professionals.

**D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately**

Safeguarding

The Assistant Head will be the identified safeguarding lead, with the Head of School being the second named person. They will work closely with the MAT's Director for Pastoral Care. Each will be fully trained to deal with safeguarding issues, attending courses run through the Oldham Local Safeguarding Children's Board (LSCB). In order for school staff to have a full understanding of safeguarding procedures, they will undertake training every 3 years to update knowledge but will also have access to any new, relevant publications from the DfE. This will be in line with the outstanding provision at Kingfisher:

*'All staff are well trained to recognise the risks pupils face and take effective action to ensure their safety and well-being.'* Ofsted 2014

The school's safeguarding processes will be included in all induction training, ensuring that all new staff are well informed; this will also include the Prevent Duty. Any decisions for referrals to social care will be made by the safeguarding leads, with them attending any follow up meetings. Good working relationships with the social care team are already established through Kingfisher and personnel are known to them. The Early Help Offer has now been launched in Oldham. This would be accessed through social care or through the FSLO as and when appropriate for the family.

Behaviour

Halcyon Way will be committed to providing the highest quality intervention through a secure understanding of their individual experiences and the impact these have on their behaviours. These can often be challenging, verbally, physically or both, to those around them. The support, encouragement, understanding, modelling and rewarding of improved reactions and responses from adults and peers can shape the child's learning in helping them to communicate appropriately. Indeed on some levels, challenging outbursts are often the learned, current way of expressing frustration, concerns and anxieties.

Within this context the school will provide an even more responsive environment for children who find life situations particularly difficult and who are still developing more appropriate skills. Staff will be committed to taking an active role in this process by using reflective practice to review situations, plan calmly and clearly to support alternative responses, not judging the child on their responses, but guiding the child to make more appropriate choices. Class teams (and Support Teams) will be a key element in maintaining consistency of approach and mutual support. Successes will be celebrated and shared and will help children maintain and develop their skills further, focussing on the positive and learning to build on their success.



**D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately**

In order for the children to be 'ready to learn' their possible anxiety triggers need to be identified. All children at Halcyon Way will have an 'Anxiety Response' Plan as part of their PLP. This will incorporate the Team Teach approach, which is 95% de-escalation strategies and this will be the primary strategy used to support children to manage their own behaviours. The plans identify the 3 different crisis stages a child may be at and what behaviours that child may display at each stage. Class staff will plan the strategies that best address these behaviours in order for the child to remain calm and engaged. All plans will be bespoke to each child to ensure the most suitable approaches are in place. Strategies will be agreed with the child, and where appropriate parents; these will be reviewed weekly and updated half-termly.

Example of Anxiety Response Plan

What do my responses look like?		
Stage 1 Anxiety Responses	Stage 2 Defensive Responses	Stage 3 Crisis Responses
??? will vocalise loudly and pace around the room. May seek reassurance from adults by reaching toward their face or grabbing at their wrists /clothes	??? will bang himself and his head against solid objects that are close by e.g. adults. He will grab with more force and may hurt staff	??? will begin to cry and shout ??? can hit out by pushing and scratching others ??? will grab both arms, push and bang head against staff
Stage 1 Staff Responses	Stage 2 Staff Responses	Stage 3 Staff Responses
Verbal support from staff. ??? sometimes responds to positive touch on his shoulders if he is feeling anxious. If he is beginning to hurt staff, consistent language to be used. 'No' and 'move away, I am working with ???'	Use of consistent language as at stage 1. Minimum speech. Use of a supportive touch to guide ???	If appropriate give ??? choice to go outside with support from an adult, or to have some quiet time on his own with an adult. If ??? is becoming extremely distressed or physically hurting staff or others, use single elbow or single elbow to seats
What are the common triggers?		
<ul style="list-style-type: none"> <li>• ??? can become distressed if he is hungry</li> <li>• ??? can become anxious when he sees specific children around School or when he is moving out of the classroom, particularly if he is on his own with an adult</li> <li>• ??? can be wary of new people</li> </ul>		



**D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately**

All staff will be Team Teach trained with a Team Teach tutor being available within the school. Training will be updated every other year, with new staff attending training at the beginning of the academic year. The school will be supported by a Behavioural Consultant who already has links with Kingfisher. This expertise will provide a chance for staff to review practice and discuss any concerns.

Data will be collected to ascertain which strategies are most effective for each child; this will then inform future planning. All provision will build on the already outstanding practice at Kingfisher.

*“The behaviour of pupils is outstanding.... Despite the very high level of needs of all pupils, learning observed during the inspection was never interrupted by incidents of inappropriate behaviour. There are no exclusions.”*

*“Inspectors witnessed calm, purposeful and busy learning in all of the lessons visited and around the school, including at playtimes and lunchtimes. As one member of staff commented, Issues arise as a result of individual needs but these are well-managed with appropriate strategies in place for the individual child.”*

Ofsted 2014

Physical interventions will only be used as a last resort – this is demonstrated in the dramatic reduction of instances at Kingfisher since 2009, when Team Teach principles were formally adopted by the school.

Attendance

The annual attendance target for all pupils will be set at 95% (the agreed level from Oldham LA). These levels will be monitored through the Administration Team and low attenders identified. Support from the FSLO will be vital in order to build relationships with families who may have become dis-engaged from the education system. Meetings within school and home visits will be encouraged to develop positive relations between home and school and support families to re-engage and help to make their attendance at school a much more positive experience. Halcyon Way will develop home learning links to welcome parents into school to share their child’s achievements, successes and any issues regarding the education of their child – providing opportunities to signpost families towards any additional support they may need. These are well established at Kingfisher:

*“Parents are rightly delighted with how well their children learn and are cared for.”*

Ofsted 2014

**D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately**

Therapies

At Halcyon Way, the thematic approach will use a half termly whole school theme which will be broad enough for all staff, regardless of the age and stage of development of the children to deliver the curriculum in an innovative and appropriate way. There will be an expectation for creative teaching approaches, building on children's prior learning, interests and learning styles through which the breadth of curriculum will be delivered. The importance of "Getting Ready for Learning" is a fundamental component and Halcyon Way will use a range of therapeutic strategies and approaches such as Play Therapy, Yoga and Massage in Schools Programme (MISP), in ensuring the children are well prepared and best able to learn. Such therapeutic approaches will be accessed as appropriate for individuals. For example, Play Therapy - Play is a child's natural medium of expression and Play Therapy is a method that is used to help children help themselves. It is an effective therapy that enables children to modify their behaviours, clarify their self-concept and to build healthy relationships. Play Therapy helps children to find healthier ways of communicating as well as developing fulfilling relationships, increasing resiliency and facilitating emotional literacy. Play Therapy can help children in school in a variety of ways including:

- Building healthier relationships with staff and peers
- Reducing the social and emotional barriers to learning
- Enhancing verbal and non-verbal communication skills
- Supporting the social and emotional aspects of learning
- Addressing the needs of vulnerable children
- Heightening staff understanding of individual pupil needs

Kingfisher has established a range of therapeutic approaches to support children to engage in their learning; Ofsted, 2014:

*"The additional support provided is extensive and includes a range of therapies and sensory interventions as well as developmental movement play, in which the school excels. As a result of these strategies, pupils who are supported by this money (Pupil Premium) make at least the same progress as others."*

A highly skilled work-force will be employed at Halcyon Way, with Lead Practitioners from across the Kingfisher Trust ensuring that pedagogy is appropriately developed to meet each child's needs. This is detailed in D1 – ensuring a consistent approach to teaching and learning. As a result, every child at Halcyon Way will be taught by reflective practitioners, ensuring enjoyable, active and challenging quality learning opportunities.

**D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately**

**Therefore we intend to...**

- ensure that the teaching within Halcyon Way is of a high quality (see Appraisal processes D1)
- clarify what the Teacher Standards look like in practice at Halcyon Way and the National Occupational Standards for Teaching Learning for TAs
- take advantage of diverse and creative learning opportunities
- recognise and value SMSC in all aspects of school life including cultural diversity
- underpin all learning opportunities with British Values, ensuring equality of opportunity
- promote partnerships with families, broadening learning opportunities between home and school

**This will be achieved by...**

- providing an appropriate level of challenge through differentiated learning opportunities
- using knowledge of prior attainment and learning preferences to help achieve potential
- providing opportunities for children to demonstrate and extend and generalise learning
- providing appropriate, accessible resources including ICT
- modelling and promoting mutual respect and valuing individuals
- being creative in making learning stimulating, appropriate and enjoyable
- helping children recognise and understand their learning goals, sharing clear, differentiated learning objectives
- encouraging children to use thinking skills effectively and applying these in a variety of situations
- providing opportunities to learn in a range of contexts, including Educational Visits
- ensuring staff have clear roles in supporting learning
- promoting appropriate homework activities in the half-termly Parent Booklets which outline 'how you can help your child at home' and also set specific homework tasks as appropriate



**D5 – the particular needs of the children coming to the school have been carefully considered and will be met appropriately**

Based on the outstanding practice of Kingfisher where:

*“The behaviour of pupils is exemplary and this reflects how happy and safe they feel in school.”*

*and*

*“The quality of teaching is outstanding and never less than good; it does not fall below this consistently high standard.”*

Halcyon Way will have the support of existing expertise in setting up and developing practice to meet the particular needs of the children coming to the school. Further evidence of this can be found in data relating to physical interventions at Kingfisher, reducing from 250 in 2009/10 to 32 in the period from September 2015 to January 2016.

Halcyon Way will work hard to ensure that comments from Kingfisher reflect to practice of the new school:

*“Typical comments from parents are: ‘My son is the happiest he’s ever been, and so am I’, and ‘Kingfisher has brought the best out of our daughter.’”* Ofsted 2014

## **Section E – evidence of need**

This section asks you to evidence that there is a need for the school(s) you are proposing. **All** applicants will need to complete this section in full for each school they wish to open.

### **E1 - provide valid evidence that there is a need for this school in the areas**

This section will need to be completed by **all** applicants. Please:

- use the space provided below;
- include evidence as annexes; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.



**E1 – provide valid evidence that there is a need for this school in the area**

The Local Authority has committed to commissioning all the places at the proposed new school, Halcyon Way. All the children will have either a Statement of SEN or an Education, Health and Care (EHC) plan. Pupils without an EHC plan or Statement will not be admitted and therefore section E2 is not necessary.

The table below shows the two year projected growth of numbers at Halcyon Way and Oldham Local Authority are fully committed to filling these places.

Table 1								
Projected two year growth of Halcyon Way and LA commissioned pupil numbers								
2017 / 18	R	Y1	Y2	Y3	Y4	Y5	Y6	Total LA Commissioned Places
	10	10	10	15	15	10	10	80
2018 / 19								Total LA Commissioned Places
	20	10	10	20	15	15	10	100

**Letter of Commitment from Local Authority**

Free School Applications Team  
 Department for Education  
 3<sup>rd</sup> Floor  
 Sanctuary Buildings  
 Great Smith Street  
 London SW1P 3BT



Dear ■■■

Re: Proposed Special Free School, Halcyon Way, Oldham

Oldham Local Authority has previously stated its support for the creation of the proposed free school, Halcyon Way, by the Kingfisher Learning Trust.

The school population in Oldham has increased year on year since 2011 and we have seen a marked rise in demand for special school provision. One of the areas of need that has seen a high increase is Autistic Spectrum Disorder and Complex Communication and Interaction difficulties. A new Special Academy was recently established for children and young people with this type of need, to ensure that parents had a range of diverse provisions from which to choose. Since that school opened all the commissioned places have been filled and the school is now taking in more children than was planned as demand has increased and parents are making an active choice.

At the secondary phase, parents of children with severe to moderate learning difficulties have a choice of mainstream or specialist provision, as our secondary special school, New Bridge Academy, offers generic specialist provision. At the primary phase, Oldham

**E1 – provide valid evidence that there is a need for this school in the area**

does not have specialist provision to meet the needs of children with severe to moderate learning difficulties and associated behavioural and communication needs. These children are currently accommodated in mainstream provision with high levels of individual additional support, which can limit their autonomy and can lead to isolation. Oldham LA welcomes this application for a new special free school as it will provide an alternative choice for parents where there is currently none.

We would expect to commission a minimum of 80 places during the first year of opening, and a minimum of a further 20 places in each of three subsequent years or until the school has reached its capacity of 140.

The cost of the top up funding would match the Band of Learning Difficulty for each child. These top-up costs are: [REDACTED] In the first year we anticipate that of the 80 commissioned places, there would be a combination of Reception age group plus those who have previously attended a mainstream setting but whose needs would be better met in this specialist setting. The new school would be offered as an option to parents at Statement/EHCP Review meetings to give parents of children with MLD/SLD, a choice they currently do not have. The process of developing the cohorts for the new school would begin in the year prior to its opening, with information being provided as appropriate at the Annual Review meetings of children with this type of need.

There is no doubt that the establishment of this school, under the sponsorship of the Kingfisher Learning Trust, will significantly enhance Oldham LA's ability to offer parents an element of choice when considering the type of setting in which they would prefer their children to be taught.

Yours sincerely

[REDACTED]

[REDACTED]

The views of the eight neighbouring Local Authorities across Greater Manchester have also been sought as part of this consultation process, during January 2016; responses were received from Tameside, Rochdale and Bury. These Authorities currently have their own MLD/SLD provision but have stated that the demand for places is increasing and currently outstripping supply. It is therefore possible, that some places at Halcyon Way would be taken by children in neighbouring authorities if available. Priority, however, would be given to those children from Oldham.

As part of the application process, the views of different groups of parents with children with severe to moderate learning difficulties were sought.

### **E1 – provide valid evidence that there is a need for this school in the area**

- Parents of children currently attending Kingfisher, who may move to the new school
- Parents of primary aged children with severe to moderate learning difficulties within Oldham. POINT (Parents of Oldham in Touch) is the established Parent Forum for parents and carers of children and young people aged 0-25 with additional needs, who live in or access services in Oldham. POINT currently has over 700 members.
- Parents of primary aged children with severe to moderate learning difficulties within Oldham and neighbouring Local Authorities through Down Syndrome West Pennine (DSWP) which is the support group for families of children with Down syndrome across the North West, based in Oldham but now reaching families in many neighbouring authorities. Over a 100 families regularly attend the group support sessions.

Information is provided on Kingfisher's website at <https://kingfisher.oldham.sch.uk>

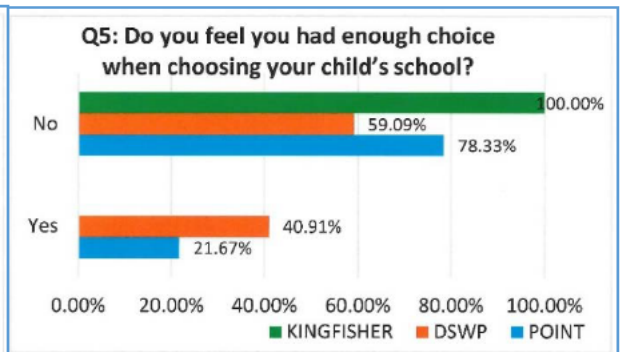
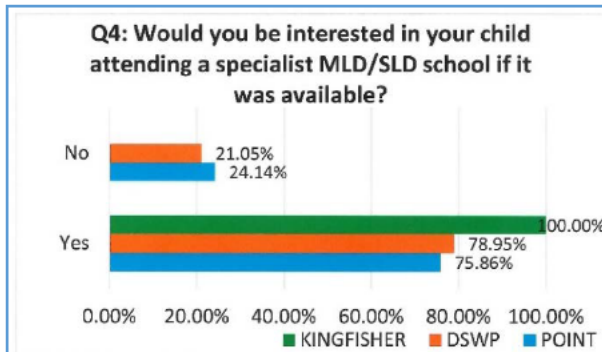
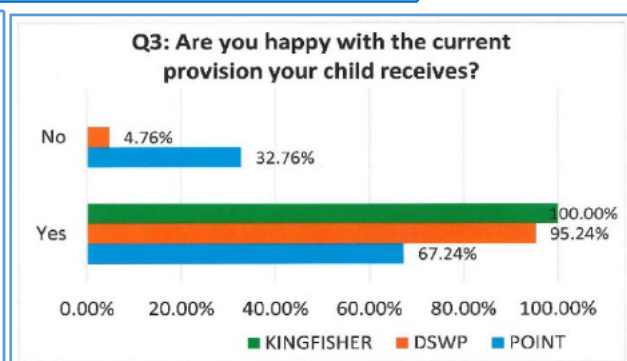
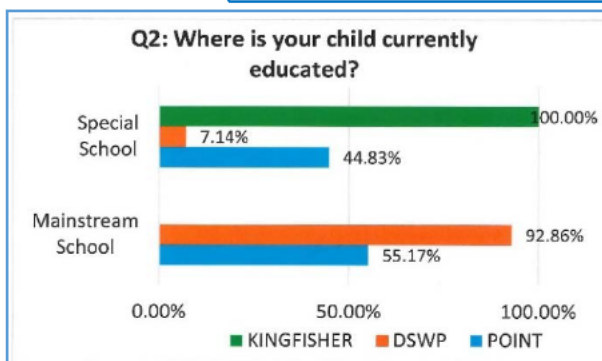
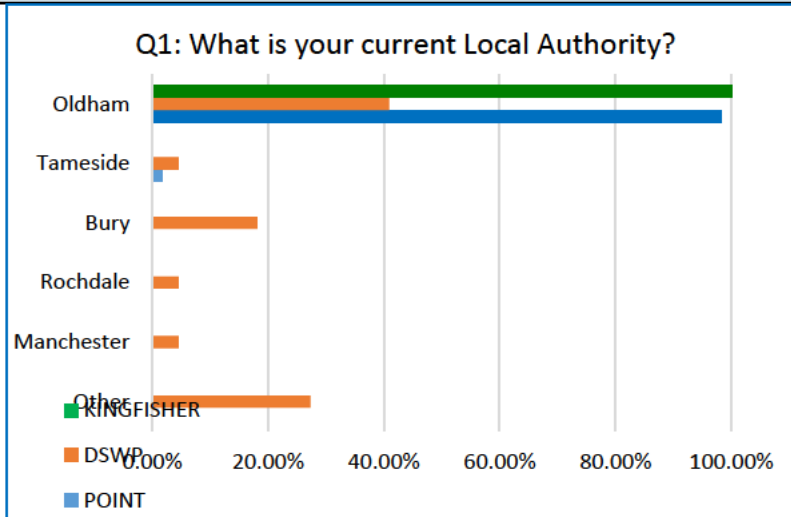
Feedback was sought in face to face meetings and some via questionnaire with the information below:

*“Kingfisher is in the early stages of consultation with the Local Authority to explore the possibility of establishing another special school in Oldham for children with Moderate to Severe Learning Difficulties. Kingfisher currently caters for children with severe and complex needs but is now oversubscribed and there is no choice for parents of children with MLD other than to be supported in a mainstream setting. Places at the proposed new school would be available to children from neighbouring authorities, should these Local Authorities not have their own MLD/SLD provision. We would be grateful if you would indicate whether a specialist MLD/SLD provision would be of interest to you and your child. Please be assured that any expression of interest at this stage does not commit you in any way, but will simply help us establish whether there is a need for this type of provision.”*

The following graphs and analysis show parent responses from the three target groups with the outcome of these enquiries strongly supported the case for the establishment of a new school for children with severe to moderate learning difficulties.



**E1 – provide valid evidence that there is a need for this school in the area**



Ascertaining specific commitments to the request for a place at the new school from parents was not possible at this stage, since all children attending Halcyon Way will have a Statement of SEN or an EHC Plan and as such, would be placed at Halcyon Way through the Local Authority. The Local Authority is fully committed to the establishment of a new school for this group of pupils and will have the additional option of offering MLD provision to parents that was not previously available to them. The questionnaire responses from the target group of parents clearly demonstrates their view that there is currently no choice for them and their children. A large proportion of them would both welcome more choice and prefer a specialist provision rather than a mainstream placement.



## **E1 – provide valid evidence that there is a need for this school in the area**

In analysing the data from these consultations, the following conclusions can be formed:

- The majority of children with MLD/SLD are currently educated within the mainstream setting
- There is a mixed picture of parental satisfaction in relation to their child's current provision
- If available, a high proportion of parents (75 -100%) would be interested in a SLD/MLD provision
- Between 59 -100% of parents felt they did not have enough choice when considering their child's placement

### **Oldham Education and Skills Commission (OESC) Report**

This report was published on Friday 15<sup>th</sup> January 2015. [REDACTED]

[REDACTED], the commission conducted a wide-ranging review of the Local Education offer in 2014. Of the 19 recommendations made, recommendation 3 specifically recognises the capacity issues within the special school sector and the lack of provision for children with SLD-MLD. The Report states:

*“Whilst Children with Special Educational Needs and Disabilities are not identified as an under-performing group, the Commission identified some specific issues that require addressing. The Commission recommends that:*

- *Additional capacity and new ways of working to meet the needs of children with SEND in Oldham be developed. An increase in diagnoses of autistic spectrum disorder (ASD), Profound and Multiple Learning Difficulties (PMLD) and Complex Communication and Interaction Difficulties in particular is creating a pressure on current provision. Demand for places at New Bridge and Kingfisher Special Schools is high, with both schools admitting children over capacity despite having recently increased their Planned Admissions Numbers in order to accommodate Oldham children in local specialist provision wherever possible*
- *At the time of an application for a statutory Education, Health and Care (EHC) Plan needs assessment, the primary need is not always clear and is often identified as a result of the assessment process or from on-going assessment in the school setting. The lack of bespoke special provision for children with moderate and severe learning difficulties (MLD/SLD), including needs associated with Speech, Language and Communication Needs (SLCN) and Social, Emotional and Mental Health Needs (SEMH) has resulted in some children being placed in mainstream provision with full time support causing significant pressure for the schools involved in managing the impact of the inclusion of this group of learners in the mainstream cohort*

## **E1 – provide valid evidence that there is a need for this school in the area**

*Further provision is therefore needed to meet the needs of children with MLD/SLD and ASD. The new Hollinwood Academy which opened in September 2015 has addressed some issues of capacity to meet the needs of children with ASD and severe and complex SLCN. However, further provision is needed to meet the needs of children with MLD/SLD. Pupil forecasts in June 2015 (SCAP data) show a continued overall increase, with a consequent expected increase in the number of children with SEN and the associated proportion of children requiring specialist provision.*

*In order to address this problem, immediate consideration should be given to establishing a free school to meet the need for additional capacity for children with SEND in the primary phase and to work with mainstream schools to embed effective practice.*

*There will also be a subsequent need to review the capacity within secondary provision to accommodate the potential expanded cohort of children with MLD/SLD who will have attended the expanded primary provision.”*

### **Parental Engagement Plan**

Information regarding the potential new free school is currently posted on Kingfisher's website. Once the new school has been confirmed, it is the intention during pre-opening to further target prospective parents through:

- Close liaison with the Local Authority when reviewing admission requests
- Liaison with SENCOs in mainstream setting prior to Person Centred planning meetings re Halcyon Way offer
- Attending and/or providing information to Person Centred Planning Meetings in local mainstream settings
- Providing information at Personalised Planning Meetings of those children identified currently at Kingfisher
- Further liaison with POINT and hosting of an Information Evening for prospective parents
- Marketing through social media, school website and the press

Halcyon Way will be marketed as an option from September 2017 for pupils with SLD-MLD with an EHC plan or statement of SEN. We will then be better placed to give accurate numbers of requests for places, have more accurate year group expected numbers. The Admissions Policy of the new school will be for all potential pupils to be identified by the Local Authority as they currently are at Kingfisher and Halcyon Way will establish clear admission criteria based on need, ensuring that children from Oldham receive priority.

**E1 – provide valid evidence that there is a need for this school in the area****Why are we seeking to establish a Free School in our area?**

Table 2 shows the numbers of primary aged pupils with MLD and SLD placed in either mainstream or special schools over the last five years. It is clear to see that the MLD population in Oldham remain in mainstream settings as there is currently no specialist provision for this group. There is also a noteworthy number of children with less complex SLD who are currently educated within mainstream settings who could potentially benefit from the provision being proposed at Halcyon Way.

<b>Numbers of pupils in primary phase with designated primary learning needs: SLD; MLD</b>				
<b>Academic Year</b>	<b>MLD</b>		<b>SLD</b>	
	Mainstream	Special	Mainstream	Special
2011	28	0	17	3
2012	24	1	13	27
2013	26	0	14	20
2014	33	0	13	17
2015	34	0	11	17

Significant numbers of pupils have transferred from mainstream to special provision either at Year 6/7 or during the academic year, over the past 5 years. A high proportion of these pupils have severe to moderate learning difficulties; some have additional needs such as PD or challenging behaviours due to disengagement from an inappropriate curriculum. There was no other choice for parents than to choose mainstream primary. The majority of the pupils were taught individually or in groups outside their classroom, with very high levels of individual support. Although this might sound like inclusion, these pupils were on the whole learning alongside their mainstream peers rather than learning with them. The pupils transferred to the generic secondary special school in Oldham which has the capacity to accept this group of learners.

<b>Increase in applications for statutory/EHC needs assessments for children with an identified SEN with primary needs including MLD, SLD (and SLD secondary need with SLCN primary need)</b>				
Calendar year	Number of applications for assessment	Statements issued naming mainstream	Statements issued naming special	Subsequent transfer to special (including those excluded from their mainstream school)
2011	49	15	17	14
2012	83	52	13	24
2013	91	48	25	25
2014	111	59	18	18



**E1 – provide valid evidence that there is a need for this school in the area**

As can be seen from Table 3:

- The statements naming mainstream have grown by 393% over four years, with there being no alternative choice for parents
- In 2011, 93% of pupils issued with a statement, initially attending mainstream settings, later transferred to a special school
- In 2014 only 30% of children issued with a statement placed in mainstream schools, were able to transfer to the special school – this highlights a significant gap in the option for parents to choose a special setting
- This data indicates there is a need for a school for children with severe to moderate learning difficulties

**Table 4**

**Shift in population of the primary special school**

Primary Learning Need	Jan 2002 (PLASC)		Jan 2009 (PLASC)		Jan 2011		Jan 2015	
	%	Number	%	Number	%	Number	%	Number
<b>PMLD</b>	9%	12	25%	28	33%	39	24%	36
<b>SLD</b>	21%	27	43%	47	33%	39	29%	43
<b>ASD</b>	19%	24	25%	28	28%	32	47%	70
<b>SLC</b>	4%	5	7%	7	6%	8	0%	
<b>VI</b>	5%	6	0%		0%		0%	
<b>PD</b>	16%	20	0%		0%		0%	
<b>MLD</b>	24%	31	0%		0%		0%	
<b>Other</b>	3%	3	0%		0%		0%	
<b>Total number of children</b>		128		110		118		149

When Kingfisher opened in 2001, the population of children was very different, including children with MLD. Over time, the increase in pupils with complex learning needs has meant that children working at lower National Curriculum and higher P Levels, remain in their local mainstream setting, often feeling isolated or dependent on a 1:1 Teaching Assistant; usually resulting in them lacking in confidence with few opportunities to develop any independence skills. Numbers at Kingfisher decreased but are now significantly rising, resulting in Kingfisher being a school for children with severe and complex needs. This shows the need for a new school for children with less complex SLD/MLD.

Table 4 shows steadily increasing numbers and complexity of need at Kingfisher. Kingfisher is now over capacity (PAN of 140) with 159 pupils on role, all with complex and severe needs. The new school would serve a completely different group of learners with only 18 presently on roll at Kingfisher possibly being suitable for the new free school. From September 2014 to date, 18 pupils have been refused a place at Kingfisher on the grounds that their needs did not meet the severe and complex criteria, but who did have a moderate or severe learning need. These children have remained in mainstream provision as there is no other choice for them at present.



### **E1 – provide valid evidence that there is a need for this school in the area**

Currently, Kingfisher is the only special school for primary aged children with complex and severe learning needs in Oldham. There is also a SEMH primary phase school. The need for the new free school is driven by a recognition that current specialist provision within the area is both over-subscribed and does not cater for the full continuum of learning needs for children with SEND.

Halcyon Way will provide high quality, personalised teaching and learning opportunities for this group of children, currently educated within the mainstream sector in Oldham with varying success. Children will be taught alongside their peers and whilst receiving the support they need in which to thrive, they will be encouraged to develop independence skills and high levels of self-esteem. Teaching staff will be qualified and experienced in teaching children with learning difficulties, understating the individual needs and adapting strategies and approaches accordingly. The thematic approach to the curriculum underpinned by vocational and life skills, will support children to achieve within a nurturing, “can do” ethos where positive role models and high expectations will be fundamental. The ultimate difference at Halcyon Way will be that the curriculum and teaching strategies will be designed around the children rather than making them fit a prescribed curriculum model and style of delivery. The learning environment will be designed to meet each child’s needs rather than the expectation that they need to make changes in order to “fit in”. Children will be recognised and supported as individuals with their own learning pathway developed for them, enabling them to succeed.

The lack of bespoke special provision for children with less complex SLD/MLD, including needs associated with SLCN, has resulted in a proportion of children being placed in mainstream provision with full time support. This has caused significant pressure for the schools involved in managing the impact of the inclusion of this group of learners in the mainstream cohort. Here it is increasingly difficult to provide the personalised approach required to support children in acquiring basic skills, let alone an enriched curriculum offer. There are regular and frequent referrals to Kingfisher from the LA of pupils whose needs cannot be met in mainstream schools. This is supported by the findings of the Nuffield Foundation Study, “The Making a Statement Project” (2013) which highlighted that children with SEN in mainstream settings were mainly supported by Teaching Assistants with very little input from a teacher and little autonomy with their peer group.

MENCAP (2014) conducted a study of 1,000 parents of children with SEN, and found that there was a significant movement of children away from mainstream settings since 2013/14, resulting in higher demand for provision in specialist places. Parents in Oldham do not currently have this option. At present in Oldham, 60 primary aged children are placed in mainstream settings with a diagnosis of SLD – MLD who do not

**E1 – provide valid evidence that there is a need for this school in the area**

have a choice of school setting. At Kingfisher there are currently at least 18 pupils that would benefit from the new free school provision.

Pupil forecasts in Oldham (SCAP data June 2015) show a continued overall increase of 2% year on year. Consequently, a growth in the numbers of children with SEND and those requiring specialist provision can also be seen, with numbers of children in the primary special school increasing by 3%. (Tables 5 and 6).

	R	Y1	Y2	Y3	Y4	Y5	Y6	TOTAL
2011	22	5	19	21	24	18	30	139
2012	6	22	5	23	24	28	21	129
2013	20	10	28	9	25	28	31	151
2014	17	25	13	29	12	26	29	151
2015	21	20	29	21	32	13	25	161
Increase 2011-2015	-1	15	10	0	8	-5	-5	22

Oldham has seen an increasing trend in the number of statements issued each year and the overall number maintained. The following data (Table 6) is taken from the SEN2 Survey Return 2015:

	2011	2012	2013	2014	2015
Number of statements maintained	1014	1008	1058	1094	1160
Number of statements issued	147	93	152	151	164

Children with statements of SEN show an increase of 12%. Demand for specialist pupil places is predicted to increase at a much higher rate than mainstream places.

This information provides compelling evidence of the need for a special school for children with less complex severe to moderate learning needs as there are no high quality special school places for these pupils in Oldham.

Please tick to confirm that you have provided evidence as annexes:

## E2 – valid evidence of need for non-statemented pupils/pupils without an education, health and care (EHC) plan

This section will need to be completed by **all** applicants. Please:

- use the space provided below;
- include evidence as annexes; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

E2 – valid evidence of need for non-statemented pupils/pupils without an education, health and care (EHC) plan
N/A

## Section F – capacity and capability

### F1 (a) Skills and experience of your team

**All** applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

If you are a sponsor with at least one school, or a MAT with at least two schools, and you have a letter or email from your RSC office saying how many free schools you have capacity to open, you need to:

- Tell us **who (a named individual) is in charge** during pre-opening and provide their CV.

If you do not meet the criteria set out above, please:

- complete the table below; and
- provide a short commentary on your plans to manage the pre-opening project.

You must complete a separate line for each member. Please identify individuals who will be company members, trustees, the chair of trustees, members of the pre-opening team and if applicable, the local governing body, including the chair if they have been identified.

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)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]





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<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>
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<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>
<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>










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

<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>
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			[REDACTED]	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]



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



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## F1 (a) Skills and experience of your team

- The table above demonstrates that we have access to individuals with specific and sufficient time commitments and relevant experience; where the Kingfisher team do not have the necessary knowledge and skills, extra personnel have joined the team [REDACTED]

- The new Kingfisher Leadership Structure has created capacity in the system to ensure that standards at Kingfisher continue to improve and practice be developed whilst key leaders work on the new school plans

*"The contribution of the school's middle leaders to its work is outstanding since they are at the heart of the team working that exists throughout the school, with each team including early years children. These leaders, alongside subject leaders, are held accountable by the school's Governing Body for the quality of teaching and learning."*

Ofsted (2014)

- Time has been allocated to the Kingfisher team to ensure that the necessary design and managing the pre-opening phase of the new school can be planned (with flexibility allowed where needed). This is through a structured timetable of meetings that separates business from free school development and ensures the relevant 'expertise' can be drawn on at planned times
- Specific times each week have been given from the Council Lead for qualifying and analysing need and commissioning places plus marketing the school to appropriate families
- The premises team have already met and have produced initial designs of the building and site, which will inform the overall block plan layout for the proposed site. They will give the necessary time for the project
- Oldham's Parent/Carer Forum & Parent Partnership are already consulting with parents and have agreed to give the time necessary to gather the required information and support marketing to appropriate families

- [REDACTED]

- Advice and guidance has been sought from other schools that have been through the process of opening a new school and conversion to a MAT, namely the New Bridge Group and [REDACTED]. There are a number of other personnel and Trusts both locally and nationally that will be contacted, [REDACTED]

- [REDACTED] the

- An Academy project team has been established with key Governors [REDACTED] and members of the Strategic Leadership Team

- As Kingfisher converts to a MAT and plans to open the new free school, (plus the [REDACTED] working as strategic lead for the Oldham Schools Alliance and as a Commissioner for the Oldham Education Skills Commission), it will need to ensure that the provision of the new school is outstanding, before it is ready to consider expanding further

Ofsted (2014):

*"The Headteacher provides leadership that is second to none. Her attention to every detail is complemented by intelligent systems to monitor and evaluate pupils' and the school's performance."*

### F1 (a) Skills and experience of your team

- 

Ofsted (2014):

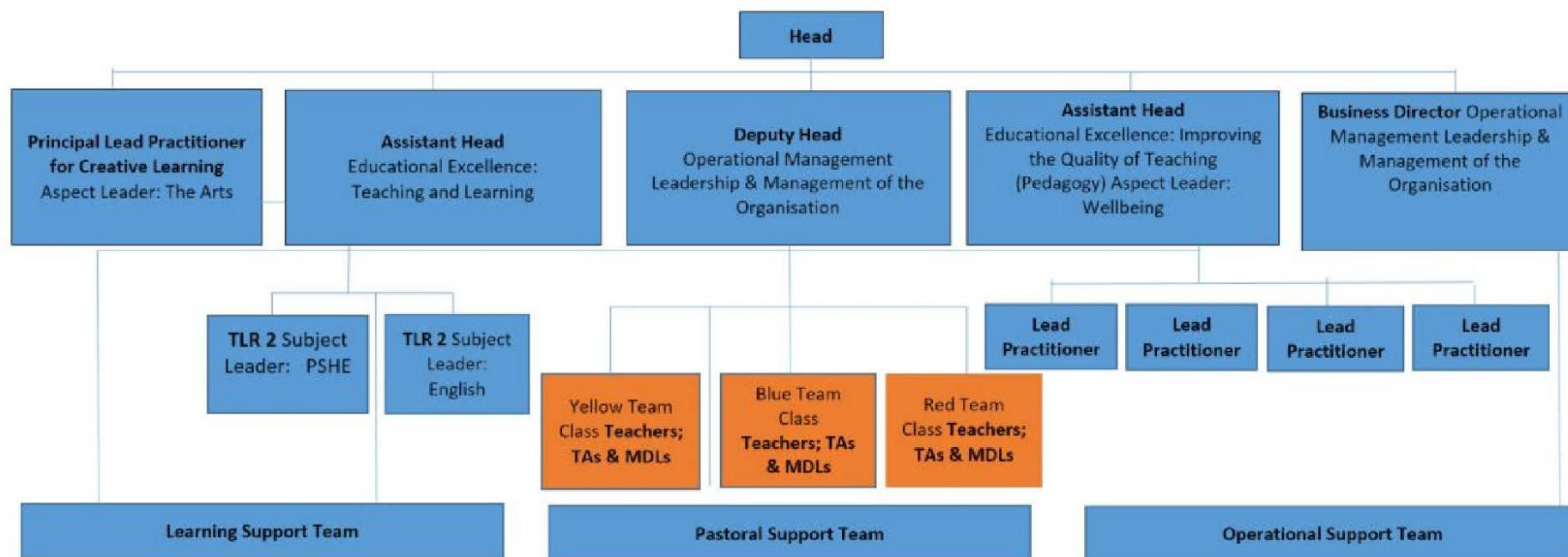
*“The school’s leadership and management are outstanding. The school has improved since its last inspection because the quality of its teaching is now never less than good.”*

## F1 (b) Skills gap analysis

This section will need to be completed by **all** applicants. Please set out any skills gaps that you think exist within your group and how you intend to fill them.

### Experience and Credentials

Kingfisher has recently undergone a Leadership re-structure which built additional capacity into the team in January 2016 to enable members of the team to give dedicated time to the pre-opening phase of the new school (based on advice taken from other schools that have been through the process). The Strategic Leadership Team has an additional Assistant Head and four Lead Practitioners. The school is underpinned by precise procedures and processes that enable staff to fulfil the expectations and accountabilities of their role whilst members of the Leadership Team devote time to planning for the new Free School.







Skills/experience missing	Where is the gap? ie pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
		[Redacted]
[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]

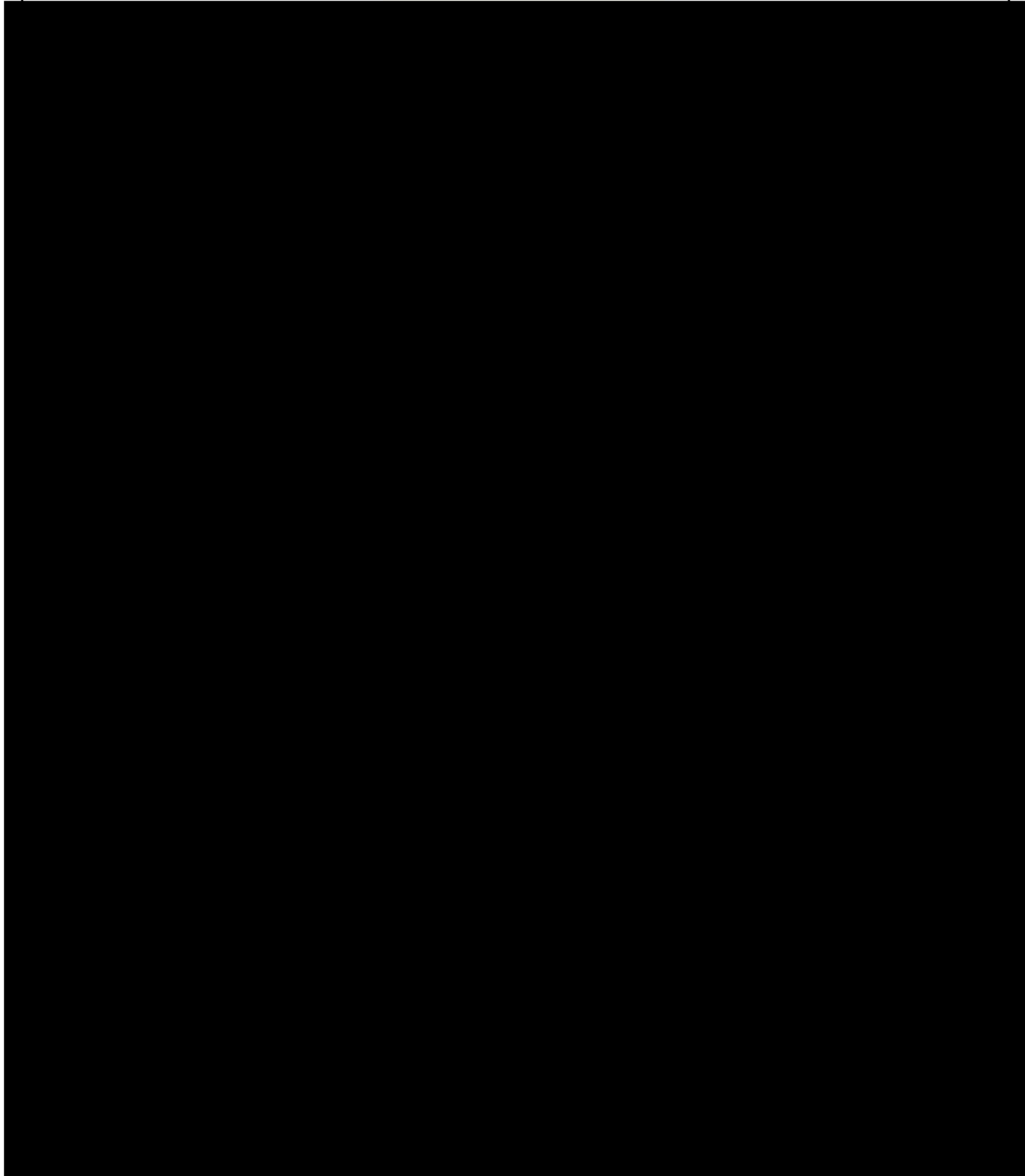
Skills/experience missing	Where is the gap? ie pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]

Skills/experience missing	Where is the gap? ie pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
<p>[Redacted]</p>	<p>[Redacted]</p>	<p>[Redacted]</p>
<p>[Redacted]</p>	<p>[Redacted]</p>	<p>[Redacted]</p>

**F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school**

**F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school**

**Kingfisher Learning Trust – Governance Structure and Roles and Responsibilities**



## **F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school**

Kingfisher is currently a maintained school and will be applying for multi-academy trust status for September 2016 as the Kingfisher Learning Trust. It is planned for the maintained school (Kingfisher Special School) to convert to academy status and for the new free school to join the Trust.

The Governance structure of the Kingfisher Learning Trust will be based on the already exemplary model of Kingfisher School and this will provide the backbone to the Trust Structures. Ofsted (2014) judged Governance at Kingfisher to be 'outstanding' saying:

*"Governance is exemplary, providing expert challenge to school leaders; the Chair and vice chair of the Governing Body are outstanding role-models."*

Robust measures are already in place to ensure that Governors are able to acquire detailed information. Performance Indicators are set through the School's Strategic planning mechanisms, enabling Governors and School Leaders to constantly review, challenge and evaluate performance. This is enhanced by regular Governor Visits to school where they are able to discuss matters with a range of stakeholders.

### **Ofsted (2014) said of the Governance of the school that:**

*"Governance of the school has continued to be very effective since the previous inspection. The Governing Body has not become complacent but has continued to drive the school forward. Governors have an accurate view about the school's performance, including the quality of teaching. They are knowledgeable about the needs of the pupils and use intelligent processes to monitor and evaluate performance. Governors have a forensic understanding of the school's data since they are involved fully in its evaluation. Governors manage pupil premium funding exceptionally well and this enables them to use every penny to best support disadvantaged pupils with the result that they achieve at least as well as others in the school; like others their attainment is very low, but their progress from starting points is at least good but more often outstanding. The governing body has a robust system to check the performance of staff and this rewards good teaching and addresses underperformance, all within a tightly controlled budget. Safeguarding policies and procedures meet current requirements. The Governing Body and school leaders do not have a 'cosy' relationship. Governors are supportive and have empathy, but they are also sharp and business-like."*

### **Conflicts of Interest and Securing Independent Challenge**

There are presently no conflicts of interest within Kingfisher's Governance. If any arise in the future, the Trustees will manage them by following:

- the Academies Financial Regulations
- the Trust's Memorandum and Articles of Association
- the most recent Governance Handbook



## **F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school**

From the outset, Members and Trustees will be selected on the basis of skill and service. They will be chosen carefully on the basis of having no possible vested interest in the establishment or conduct of the Trust.

Kingfisher already has in place structures that bring robust challenge from external sources such as Greater Manchester Special School Peer Review, Teaching school Peer Review and a SIP to advise the Governors on the Head's Performance. The new Trust will also engage an external NLG to bring an outside perspective on the performance of the Governance of the Trust from time to time and draw independent challenge from existing relationships with Teaching School Alliance partners. To ensure financial probity, there will be an internal audit regime with external auditors reporting directly to Members and Trustees.

### **Plan to Recruit and Train Governors**

Members, Trustees and Governors will be chosen on the basis of their local/philanthropic service and knowledge of the world of education; with a mix of public and private sector. They will be recruited through local information regarding professional knowledge and relevant expertise. The existing Kingfisher Governing Board comprises a range of skills and has been engaged on the strength of knowledge and ability. These Governors would become a mixture of Trustees and Governors of the Local Boards. Development opportunities will be planned to ensure that all those involved understand their roles and responsibilities with a managed transition to the new structure. This will be planned in accordance with need and the relevant expertise drawn upon from external sources to ensure training is of the highest quality.

### **Members**

Members are custodians of the Trust and will be appointed on the basis of experience and community contribution; they will have a hands-off role in the management of the Kingfisher Learning Trust. Members will be required to take an active interest in the life of the school. In consequence of any shortfall in the performance of the Trustees, they will be ideally placed to intervene and rectify, with responsibility for the appointment and removal of Trustees. Members will be alerted at any time to issues arising by the Trust Chair (who will be a member in an ex-officio capacity) and the Executive Principal.

The Members will sign a Membership Agreement to uphold the ethos of the Trust. They will have access to the Trust Schools and will meet formally at the Annual General Meeting (AGM) where they will be provided with detailed reports from the Trustees (who will meet with them). They will, however, make frequent informational visits to the schools and be expected to read and assimilate minutes of Trustee Board Meetings; the Trust Chair will be an ex-officio member.

## **F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school**

### **Trustees**

Seven Trustees will be appointed (and removed) by the Members and they will have a cross-section of skills. They will have strategic oversight of the Trust, setting visions and policies for the Trust and delegating increasing responsibilities to the Local Governing Boards as Governance skills are demonstrated eg Ofsted Report. They will meet termly, after the Local Governing Boards have met and they will have three main responsibilities for the Trust:

- Vision, Ethos and Accountability (Leadership and Management)
  - Setting out the Vision for the Trust and its application at both Trust and Academy levels
  - Shaping corporate strategy and planning
  - Ensuring compliance with Articles
  - Establishing HR policies and procedures as legal employer of all staff
  - Setting Trust-wide policies such as Health & Safety and DBS
  - Fostering community engagement to ensure positive relationships
  
- Good Financial Management (Leadership and Management)
  - Prioritising sound financial management and robust audit procedures
  - Ensuring compliance with funding agreements
  
- Standards (Educational Excellence)
  - Ensuring high standards and outcomes
  - Target setting for the Trust and Academies
  - Ensuring regular performance reviews are conducted across the Trust
  - Determining support and intervention strategies for individual Academies
  - Empowered to withdraw delegated powers from a Local Governing Board

**F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school**

**The Executive Principal**

The following diagram shows the responsibilities of the Executive Principal. [REDACTED] will sit on each Committee of the Trustees and provide a report under the Leadership Accountability Headings (below), supported by named accountable Directors and Heads of School.

The Trustees will meet termly to scrutinise:

**Educational Excellence and Leadership and Management**

<b>Leadership Accountability Framework - Trustees</b>		
<b><u>Strategic Leadership (both Committees)</u></b>		
<b><i>Executive Principal</i></b>		
<ul style="list-style-type: none"> <li>• <b>Leading Change &amp; Continuous Improvement</b> <ul style="list-style-type: none"> <li>- Reality: Self-Evaluation/Overview</li> <li>- Ideal: Big Picture/Vision</li> <li>- Action: Plan/Review</li> <li>- Governance</li> </ul> </li> </ul>		
<b><u>Educational Excellence Committee</u></b>		<b><u>Leadership &amp; Management Committee</u></b>
<p><b><i>Head of School supported by Creative Learning Director</i></b></p> <ul style="list-style-type: none"> <li>• <b>Leading &amp; Improving Teaching and Learning</b></li> </ul>	<p><b><i>Director of Pedagogy supported by Creative Learning Director</i></b></p> <ul style="list-style-type: none"> <li>• <b>Improving the Quality of Teaching (Pedagogy)</b></li> <li>• <b>Leading in a Diverse System</b></li> </ul>	<p><b><i>Head of School supported by Business Director</i></b></p> <ul style="list-style-type: none"> <li>• <b>Effective Leadership &amp; Management of the Organisation</b></li> </ul>
<ul style="list-style-type: none"> <li>• Pupils' Achievement</li> <li>• Curriculum Development</li> <li>• Aspect Team Development</li> <li>• Creative Learning</li> <li>• Learning Support Team</li> <li>• EYFS</li> </ul>	<ul style="list-style-type: none"> <li>• Appraisal Policy and Practice</li> <li>• Trust-wide Professional Development</li> <li>• Trust-wide Leadership Development</li> <li>• Action – based R&amp;D</li> <li>• Lead Practitioners</li> <li>• <b>Leading in a Diverse System</b> <ul style="list-style-type: none"> <li>- System Leadership</li> <li>- Teaching School (SwS)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Organisation (whole trust)                             <ul style="list-style-type: none"> <li>- Staffing</li> </ul> </li> <li>• Pastoral Support Team</li> <li>• Operational Support                             <ul style="list-style-type: none"> <li>- Finance &amp; Audit</li> <li>- Administration</li> <li>- Communication</li> <li>- HR Management</li> <li>- Facilities</li> <li>- Health &amp; Safety</li> <li>- ICT Infrastructure</li> </ul> </li> </ul>
<p><b>Ofsted:</b></p> <ul style="list-style-type: none"> <li>• Quality of Teaching, Learning and Assessment</li> <li>• Outcomes for Pupils</li> <li>• Effectiveness of the Early Years Provision – quality and standards</li> </ul>		<p><b>Ofsted:</b></p> <ul style="list-style-type: none"> <li>• Context</li> <li>• Overall Effectiveness</li> <li>• Leadership and Management</li> <li>• Personal Development, Behaviour and Safety</li> </ul>



**F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school**

**Local Governing Boards (LGB)**

The LGBs will have responsibility for the day-to-day running of the Academies, carrying the Trust's vision, policies and priorities forward, holding Academy Leadership to account, with each Governor being linked to an area of the Accountability Framework. They will meet termly and their responsibilities to the Trustees will be:

- Vision and Accountability (Leadership & Management)
  - Ensuring the Trust's Vision underpins the work of the Academy
  - Implementing policies and plans agreed by the Trust Board
  
- Standards (Educational Excellence)
  - Scrutinising Educational Excellence, including monitoring Academy data
  - Holding Academy SLT to account for children's learning and wellbeing
  - Setting aspirational targets for pupil performance and regularly reviewing progress
  - Oversight of the quality of Teaching & Learning with knowledge of strengths and areas for development
  - Overseeing the distribution and effectiveness of various budget premiums eg Pupil Premium

## **F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school**

### **Head of School**

The following diagram shows the responsibilities of the Head of School. The Local Governing Board will meet termly to scrutinise the delegated responsibilities. A Leadership Report will be provided by the Head of School for each Local Governing Board under the Leadership Accountability Headings (below); this will then feed into the Leadership Report for each Committee of the Trustees under the Leadership Accountability Headings.

#### **Leadership Accountability Framework – Local Governing Board**

##### **Leading & Improving Teaching and Learning**

- Quality of Teaching & Learning
- Pupils' Achievement (& Pupil Premium)
- Curriculum Development
  - Subject Leads
  - Educational Visits
- Aspect Teams
  - Total Communication
  - Wellbeing (& Sports Premium)
  - SMSC
- Creative Learning
  - T&L Structures
  - Creative Approaches / Resources
  - Learning Environment
  - Outdoor Learning
- EYFS

##### **Effective Leadership & Management of the Organisation**

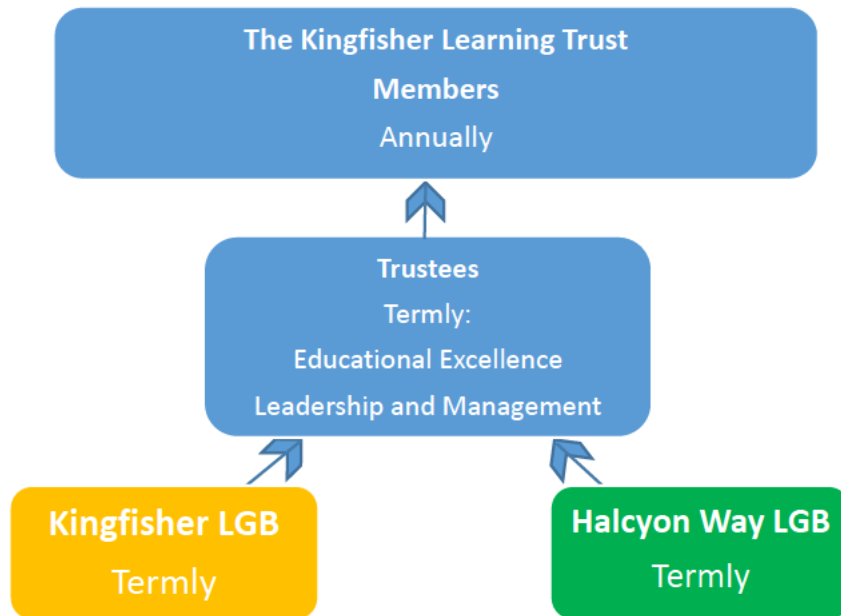
- Organisation (whole school)
  - Staff Deployment, Duties and Responsibilities
  - Staff Wellbeing
  - Staff Attendance
- SENCO
  - Safeguarding
  - LAC
  - Admissions
  - Pupil Attendance
  - Behaviour
  - Personalised Planning
  - Pastoral Support
  - Admissions/Transitions
- Nursery Provision



**F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school**

**Annual Review Cycle of Governance**

The following diagram demonstrates how all of the levels of governance come together in order to create one strong accountable structure. Each level of Governance feeds into the next with Local Governing Board reports feeding termly into those of Trustees, supported by accountable Directors across the Trust and the Trustees reporting annually to the members.



## **Section G – accurate financial plans that are consistent with the rest of the application, demonstrate financial viability, and are based on realistic assumptions about income and expenditure**

All applicants will need to complete this section but you will give us less different information depending on which type of group you are.

Please

- complete the Excel spreadsheet (where necessary);
- add any commentary you want to include in the space provided below, for example, explaining the costs of centrally provided services (we do **not** want you to provide a commentary on the whole budget, just particular areas you want to highlight); and
- refer to the relevant section of the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

### **Section G – budget planning and affordability**

#### **Context**

The following information is provided to demonstrate that Halcyon Way will be effectively financially managed and is set within a context of being a part of The Kingfisher Learning Trust, thereby utilising the strengths, expertise and outstanding track record of the current Kingfisher Community Special School's financial management systems and personnel. Kingfisher's school budget has been managed effectively since the school was opened in 2001 with a consistent underspend each year, of around 2.5% on average. These underspends have been planned for to ensure that the future requirements and expectations of the school are met.

In addition, Ofsted in its latest inspection report (December 2014) noted:

*“The school uses the pupil premium funding exceptionally well. As a result of these strategies (targeted support programmes), pupils who are supported by this money make at least the same progress as others.”*

*“The governing body has a robust system to check the performance of staff and this rewards good teaching and addresses underperformance, all within a tightly controlled budget.”*

The attached financial template has been completed in line with the DfE formulas provided. Additionally where there are known local factors, in relation to the current funding arrangements of the Kingfisher Community Special School, these have been incorporated into the calculation, with appropriate notes to explain the assumptions.

The financial template has been constructed in a prudent manner, taking the least favourable financial position to create a plan that can be tested to ensure pressures can

## **Section G – budget planning and affordability**

be absorbed. Again these are noted in this document and/or in the 'assumptions' section of the template. In the staffing section, the different levels of support staff – i.e. Level 3 Teaching Assistants, Level 1 Teaching Assistants and Mid-Day Leaders are shown in several of the staffing areas – as there were too many to fit into one section.

### **Income**

The income is derived from the number of pupil places each year (80 in year 1, 100 in year 2, 120 in year 3 and 140 from year 4 onwards), together with their appropriate top up amounts, based on their needs (40% SLD, 40 % MLD and 20% SEMH (BESD))

The rates of top up funding are the same as Oldham LA's those agreed for each band of learning at Kingfisher School. These are based on a number of local factors, including size of school and pupil numbers.

Other identified income is from Pupil Premium and the template pre-populated ESG, New Places and Leadership Grants. Oldham Local Authority pays Pupil Premium monies in addition to the Top Up rates.

A prudent assumption of 53% eligibility for Pupil Premium has been used in the formula. The current percentage for the Kingfisher Community Special School is 59% and an average percentage across primary special schools in the North West of England is 51%.

(Source - <https://www.gov.uk/government/publications/pupil-premium-2015-to-2016-allocations>)

### **Expenditure**

The budget as a whole has been calculated to provide for the growth in pupil numbers and the staffing plan shown in section D and all staff costs have been calculated using appropriate national and local conditions of service.

The salaries quoted are Oldham LA expectations for salaries in 2017, together with a further 2% increase for contingency against unexpected rising costs. The rates for pensions and National Insurance are those provided by Oldham LA for the year 2017.

The vast majority of salaries are costed at the top of their range (where a salary range is in place). The exceptions to this are for the Lead Practitioners and the teachers employed at [REDACTED] – separate pay progression lines are included in the plan for these.

For non-staffing costs, the assumption of these costs is based on either:

- The costs of the equivalent service at Kingfisher, then apportioned for the approximate site size or the numbers of pupils/staff – whichever is appropriate

or

- The rates noted on the template by the DfE – where these rates are higher than the projected costs calculated above (to again, assist in a prudent budget planning)

## **Section G – budget planning and affordability**

There will be a number of MAT level central services, where Halcyon Way will be expected to contribute, however, for the purposes of constructing the budget we have approached this with anticipated costs, based on our knowledge of historical costs to Kingfisher, rather than use a top slice of the budget.

Kingfisher has historically had great difficulty in finding a similar school to accurately benchmark against on the benchmarking website. However, we have worked with a special school in Salford to compare staff ratios and costs of procuring services. We found both schools to be very similar and feel that it is therefore justified to use the above method of calculating other costs.

### **Overall Summary**

The financial template indicates that the new school will be financially viable with an underspend position each year. As anticipated with the lowest pupil numbers in the first year, the underspend is 1.2%. The underspend increases over the period to a maximum of 5%, with an average figure over the period to steady state of 2.2%. There is a cumulative underspend of 11%

### **Comparison to Indicator template**

The vast majority of the costs in the template, and described above, are within the expected guidelines of the 'Financial Indicators' section; the main exceptions to this are:

Staffing Costs – these show a reducing trend in terms of the percentage of income spent on staffing from 90.2% in the first year to 81.5%. This is a lower percentage than that of Kingfisher (84%) because of the different needs of the pupils. It is also lower than a school for SLD/MLD children in a nearby Local Authority (86%).

Professional Services – as described earlier, the costs of professional SLAs has been calculated on real costs rather than a percentage of expenditure. This initial assessment of costs may be too high in the medium to longer term when greater economies of scale can be obtained by having MAT Level SLAs.





## Section H – premises (use Excel spread sheet)

This section will need to be completed by **all** applicants. Please:

- Section H tab in the Excel spread sheet completed
- Plan of possible school building attached; this was produced to check the feasibility of the site













[Redacted]	
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	<ul style="list-style-type: none"><li>[REDACTED]</li></ul>	[REDACTED]





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	<ul style="list-style-type: none"> <li>[REDACTED]</li> <li>[REDACTED]</li> </ul>	[REDACTED]
	[REDACTED]	[REDACTED]
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	[REDACTED]	[REDACTED]
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<ul style="list-style-type: none"> <li>■ [REDACTED]</li> </ul>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
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<ul style="list-style-type: none"> <li>■ [REDACTED]</li> </ul>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>

[REDACTED]		
█	 [REDACTED]	[REDACTED] [REDACTED] [REDACTED]
█	[REDACTED]	[REDACTED] [REDACTED] [REDACTED]

[REDACTED]		
█	[REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]
█	[REDACTED]	[REDACTED]
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	<ul style="list-style-type: none"> <li>■ [REDACTED]</li> <li>■ [REDACTED]</li> </ul> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
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■	<p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p>













Department  
for Education

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